



At Mount Pleasant

## **Charter Renewal Petition**

Respectfully submitted to the Santa Clara County Office of Education

Submitted July 23, 2019

For the term July 1, 2020 through June 30, 2025



- Initial Charter Petition
- Charter Material Revision
- Charter Renewal
- On Appeal

Education Code §§ 47605  
47607



Mary Ann Dewan, Ph.D., County Superintendent of Schools

### CHARTER REVIEW MATRIX – DISTRICT APPEAL

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Voices College Bound Language Academies at Mount Pleasant	Name: Frances Teso	<b>Petition Received:</b>	
Location of Proposed School(s): 14271 Story Rd, San Jose, CA 95127	Title: Chief Executive Officer	<b>Public Hearing:</b> (30 days from receipt)	
Grade Level: TK-8	Phone/Cell: 408-791-1609	<b>Board Decision:</b> (60 days from receipt)	
District of Proposed Charter School: Mount Pleasant Elementary School District	Email: fteso@voicescharterschool.com	<b>* 30 day extension granted</b> (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

Denial by District	
Evidence of district denial	Yes <input type="radio"/> No <input type="radio"/>
District's written factual findings	Yes <input type="radio"/> No <input type="radio"/> Not Available <input type="radio"/>
Date of district denial:	
Received by County Board within 180 days	Yes <input type="radio"/> No <input type="radio"/>
Copy of the charter as denied, including signatures	Yes <input type="radio"/> No <input type="radio"/>
Description of any changes necessary to reflect the County Board as the authorizer	Yes <input type="radio"/> No <input type="radio"/>
Signed certification stating petitioner(s) will comply with all applicable law	Yes <input type="radio"/> No <input type="radio"/>

**Instructions to Review Team:** This checklist is designed to guide the review of charter school petitions.

Your **comments** are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

**Instructions to Charter Petitioner:** As you complete this Matrix, please note the specific page(s) on which each item is addressed. If the terms of the charter are not explicit in compliance with the particular item in the checklist, provide detail in the applicable notes section in order that the SCCOE may readily determine to what provision(s) you are referring in the checklist.

Legend:

*Required to be included in every charter petition and/or Memorandum of Understanding.*

*Applies to Petition Renewals Only*

*Applies to Material Revisions and Renewals Only*

REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(6)				
	Yes	No	N/A	Page
<input type="checkbox"/> The charter school presents a sound educational program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33-83
<input type="checkbox"/> The petitioners are demonstrably unlikely to successfully implement the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
<input type="checkbox"/> The petition contains the required signatures? (not required for renewals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
<input type="checkbox"/> The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30
<input type="checkbox"/> The initial review finds that the petition has included all of the required elements (A-O)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33-174
<input type="checkbox"/> The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
	Yes	No	N/A	Page
• 50% of the permanent status teachers currently employed at the public school to be converted.				NA
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
	Yes	No	N/A	Page
• 50% of parents/guardians of number of students expected to attend in year 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
<b>OR</b>				
• 50% of the number of teachers expected to teach at the charter school during its 1st year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA

NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)				
	Yes	No	N/A	Page
<input type="checkbox"/> The petition acknowledges that, should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: <ul style="list-style-type: none"> <li>• The California Department of Education</li> <li>• State Board of Education</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA

REQUIRED AFFIRMATIONS: Education Code § 47605(d)				
	Yes	No	N/A	Page

<input type="checkbox"/> Statements affirming that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations; will not charge tuition; and will not discriminate against any pupil on the basis of 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 in Penal Code § 422.55 or association with such persons, including immigration status; not base admission on place of residence within California except as specified by law; admit any student who wishes to attend so long as there is space; hold a random lottery if there is not space; comply with the mandated admissions preference requirements; and provide the required notice in the event a student is expelled or leaves the school without graduating or completing the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30,13 8,140 -142
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<b>CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal or Material Revision (CCR) Title 5 Section 11966.4</b>			
	Yes	No	Page
<input type="checkbox"/> Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	<input type="checkbox"/>	<input type="checkbox"/>	Appendix AL
<input type="checkbox"/> Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	<input type="checkbox"/>	<input type="checkbox"/>	30,77,81,178
<input type="checkbox"/> Academic performance data reports showing increases in pupil academic achievement for all groups; LCAP and annual updates	<input type="checkbox"/>	<input type="checkbox"/>	6-29
<input type="checkbox"/> Annual visits and annual reports, including correcting any deficiencies identified during annual reviews and visits.	<input type="checkbox"/>	<input type="checkbox"/>	County charter staff
<input type="checkbox"/> Inspections or observations of any part of the charter school at any time	<input type="checkbox"/>	<input type="checkbox"/>	181
<input type="checkbox"/> <u>Documentation</u> that charter has met minimum academic performance criteria per 47607(b)	<input type="checkbox"/>	<input type="checkbox"/>	6-29
<input type="checkbox"/> Past performance of academics and operations and future plans for improvement establish likelihood of success.	<input type="checkbox"/>	<input type="checkbox"/>	6-29
<input type="checkbox"/> <u>Includes updates to comply with all laws that have gone into effect since previous approval or renewal</u>	<input type="checkbox"/>	<input type="checkbox"/>	30-182
Strengths:			
Areas of Concerns:			
Conclusions			

**DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-O)**

A	Educational Program	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<b>1. Targeted School Populations</b>		<input type="checkbox"/>	35
	Age, grade levels and number of students	<input type="checkbox"/>		32, 35
	• Number of students per classroom	<input type="checkbox"/>		35
	• Maximum enrollment predicted for school	<input type="checkbox"/>		35
	Type of desired student populations	<input type="checkbox"/>		35-37
<input type="checkbox"/>	<b>2. Attendance</b>		<input type="checkbox"/>	180
	• Describes whether multiple sites will be included	<input type="checkbox"/>		180
	• Indicates proposed opening date(s)	<input type="checkbox"/>		NA
<input type="checkbox"/>	Attendance requirements		<input type="checkbox"/>	32, 47, Appendix J, K, M
	• Includes length of school day and year	<input type="checkbox"/>		32, 47, Appendix J, K, M
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted.	<input type="checkbox"/>		32, 178-179
	• For independent study, specific means of determining and recording attendance, including means of determining it is the enrolled student doing the work and specifically what amount of work/time counts as a day of attendance.	<input checked="" type="checkbox"/>		Appendix AL, AJ
<input type="checkbox"/>	<b>3. What it Means to be an Educated Person in the 21<sup>st</sup> Century</b>		<input type="checkbox"/>	38-39
<input type="checkbox"/>	Objective of enabling pupils to become self-motivated, competent, lifelong learners		<input type="checkbox"/>	38-39
	Clear list of general academic skills and qualities important for an educated person	<input type="checkbox"/>		38-39
<input type="checkbox"/>	<b>4. Description of How Learning Best Occurs</b>		<input type="checkbox"/>	37-38
	Persuasive instructional design	<input type="checkbox"/>		37-57 Appendix C-V
	• Broad outline (not entire scope and sequence) of the curriculum content	<input type="checkbox"/>		37-57 Appendix C-V
	• Description of instructional approaches and strategies	<input type="checkbox"/>		37-57 Appendix C-V
	• Description of learning environment (e.g. traditional, independent study)	<input type="checkbox"/>		37-57 Appendix C-V
	Proposed program strongly aligned to school's mission	<input type="checkbox"/>		37-57 Appendix C-V
	Affirmation or description of curriculum aligned to student performance standards	<input type="checkbox"/>		30, 37-57

			Appendix C-V
Outline of plan or strategy to support students not meeting pupil outcomes	<input type="checkbox"/>		37-57, 63, Appendix U-W
Instructional design or strategies based upon successful practice or research	<input type="checkbox"/>		37-57 Appendix C-V
Instructional strategies for special education, English learners, etc.	<input type="checkbox"/>		37-57 Appendix C-V
Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	<input type="checkbox"/>		37-57 Appendix C-V
Educational Program describes professional development for teachers	<input type="checkbox"/>		57-60 Appendix O-R
Minimal instructional time	<input type="checkbox"/>		47, Appendix K
Includes school calendar	<input type="checkbox"/>		Appendix J
<input type="checkbox"/> <b>5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)</b>		<input type="checkbox"/>	83
<input type="checkbox"/> <b>6. English Learner Services</b>		<input type="checkbox"/>	68-73
<input type="checkbox"/> All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		<input type="checkbox"/>	68-73
<input type="checkbox"/> If members providing English Learner Services are appropriately credentialed.		<input type="checkbox"/>	68-73
<input type="checkbox"/> Description of the manner in which students are identified as requiring English Learner Services		<input type="checkbox"/>	68-73
<input type="checkbox"/> Description of the process for reclassification of English Learners		<input type="checkbox"/>	68-73
<input type="checkbox"/> Acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)		<input type="checkbox"/>	68-73
<input type="checkbox"/> References to curriculum and materials that will be utilized in the instruction of English Learners		<input type="checkbox"/>	68-73, Appendix C
<input type="checkbox"/> Plan explains how English Learners will be reclassified and how English Learners will be monitored		<input type="checkbox"/>	68-73
<b>Strengths:</b>			

<b>Areas of Concerns:</b>			
<b>Conclusions:</b>			
<input type="checkbox"/>	<b>7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052</b>		<input type="checkbox"/> 89-101
<input type="checkbox"/>	Charter includes language that assures compliance with LCFF/LCAP		<input type="checkbox"/> 89, 176
<input type="checkbox"/>	Describes <b>annual goals for all pupils and for each subgroup of pupils identified</b> in EC 52052 to be achieved in each of the <b>8 state priorities</b> , as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.		<input type="checkbox"/> 89-101,
	<input type="checkbox"/> A. Conditions of Learning	<input type="checkbox"/>	89-101
	(Priority 1) Basic Needs	<input type="checkbox"/>	NA
	(Priority 2) Implementation of State Standards	<input type="checkbox"/>	89-101
	(Priority 7) Course Access	<input type="checkbox"/>	89-101
	<input type="checkbox"/> B. Pupil Outcomes	<input type="checkbox"/>	89-101
	(Priority 4) Pupil Achievement (College and Career)	<input type="checkbox"/>	89-101
	(Priority 8) Other Pupil Outcomes	<input type="checkbox"/>	89-101
	<input type="checkbox"/> C. Engagement	<input type="checkbox"/>	89-101
	(Priority 3) Parental Involvement	<input type="checkbox"/>	89-101
	(Priority 5) Pupil Engagement	<input type="checkbox"/>	89-101
	(Priority 6) School Climate	<input type="checkbox"/>	89-101
	Provides specific annual actions to achieve these goals for each of the subgroups listed below:	<input type="checkbox"/>	89-101
	<input type="checkbox"/> Racial/Ethnic groups	<input type="checkbox"/>	89-101
	<input type="checkbox"/> Low-income students, including homeless students	<input type="checkbox"/>	89-101
	<input type="checkbox"/> English learners	<input type="checkbox"/>	89-101
	<input type="checkbox"/> Students with disabilities	<input type="checkbox"/>	89-101
	<input type="checkbox"/> Foster youth	<input type="checkbox"/>	89-101
<input type="checkbox"/>	<b>8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)</b>		<input type="checkbox"/> NA
	ving high school students, describes how district/charter school informs parents of:	<input type="checkbox"/>	NA
	<input type="checkbox"/> Transferability of courses to other public high schools; and	<input type="checkbox"/>	NA
	<input type="checkbox"/> Eligibility of courses to meet college entrance requirements	<input type="checkbox"/>	NA
	<input type="checkbox"/> Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	<input type="checkbox"/>	NA

**Strengths:**

**Areas of Concern:**

**Conclusions**

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Identifies whether or not in an independent LEA for special education purposes (with verifiable written assurances)		<input type="checkbox"/>	76
<input type="checkbox"/>	Consulted with the Santa Clara County SELPA Director		<input type="checkbox"/>	NA
	<ul style="list-style-type: none"> <li>• Discussed special education responsibilities of charter</li> </ul>	<input type="checkbox"/>		NA
	<ul style="list-style-type: none"> <li>• Discussed application of SELPA policies</li> </ul>	<input type="checkbox"/>		NA
<input type="checkbox"/>	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		<input type="checkbox"/>	75-82, Appendix x W-X
	<ul style="list-style-type: none"> <li>• Includes fiscal allocation plan</li> </ul>	<input type="checkbox"/>		Appendix x AL
<input type="checkbox"/>	If charter not an independent LEA (School of SCCOE for Special Ed):		<input type="checkbox"/>	NA
	<ul style="list-style-type: none"> <li>• Clarifies in charter the responsibilities of each party for service delivery</li> </ul>	<input type="checkbox"/>		NA
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li><input type="checkbox"/> Referral</li> </ul> </li> </ul>	<input type="checkbox"/>		NA
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment</li> </ul> </li> </ul>	<input type="checkbox"/>		NA
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction</li> </ul> </li> </ul>	<input type="checkbox"/>		NA



<input type="checkbox"/> Due Process	<input type="checkbox"/>		NA
<input type="checkbox"/> Agreements describing allocation of actual and excess costs	<input type="checkbox"/>		NA
<input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		NA
<input checked="" type="checkbox"/> If charter is own LEA		<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>Notified SELPA Director of intent prior to February 1<sup>st</sup> of the preceding school year</li> </ul>	<input type="checkbox"/>		NA
<ul style="list-style-type: none"> <li>Located within SELPA geographical boundaries</li> </ul>	<input type="checkbox"/>		76
<ul style="list-style-type: none"> <li>Provides current operating budget in accordance with Ed Code § 42130 and § 42131</li> </ul>	<input type="checkbox"/>		Appendix AL
<ul style="list-style-type: none"> <li>Provides assurances that all will be instructed in safe environment</li> </ul>	<input type="checkbox"/>		75-82, Appendix W-
<ul style="list-style-type: none"> <li>Provides copy of original charter petition and any amendments to SELPA</li> </ul>	<input type="checkbox"/>		75-82, Appendix W-
<ul style="list-style-type: none"> <li>Responsible for any legal fees relating to application and assurances process</li> </ul>	<input type="checkbox"/>		75-82, Appendix W-
<ul style="list-style-type: none"> <li>Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12-13, Appendix A)</li> </ul>	<input type="checkbox"/>		75-82, Appendix W-
<ul style="list-style-type: none"> <li>Meets the terms of all SELPA policies and procedures</li> </ul>	<input type="checkbox"/>		75-82, Appendix W-
<ul style="list-style-type: none"> <li>Charter fiscally responsible for fair share of any encroachment on general funds</li> </ul>	<input type="checkbox"/>		NA
<input checked="" type="checkbox"/> Petition includes the following assurances:		<input type="checkbox"/>	75-82, Appendix W-
<ul style="list-style-type: none"> <li>The charter will comply with all provisions of IDEA and plan for how it will comply</li> </ul>	<input type="checkbox"/>		75-82, Appendix W-

<ul style="list-style-type: none"> <li>No student will be denied admission based on disability or lack of available services</li> </ul>	<input type="checkbox"/>		80, 75-82, Appendix x W-
<ul style="list-style-type: none"> <li>The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education</li> </ul>	<input type="checkbox"/>		64, 75-82, Appendix x W-
<input type="checkbox"/> Staff members providing special education services are appropriately credentialed		<input type="checkbox"/>	78, 124 Appendix x W-
<input type="checkbox"/> Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		<input type="checkbox"/>	75-82, Appendix x W-
<input type="checkbox"/> The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		<input type="checkbox"/>	75-82, Appendix x W-
<input type="checkbox"/> The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		<input type="checkbox"/>	75-82, Appendix x W-
<input type="checkbox"/> Specialized instruction and services available at the school		<input type="checkbox"/>	75-82, Appendix x W-
<input type="checkbox"/> The provision of Designated Instruction and Services (DIS)		<input type="checkbox"/>	75-82, Appendix x W-
<input type="checkbox"/> Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		<input type="checkbox"/>	75-82, 181 Appendix x W-
<input type="checkbox"/> The procedures for ensuring that students are referred, assessed and served in a timely manner		<input type="checkbox"/>	75-82, Appendix x W-
<input type="checkbox"/> A description of the school's "Search and Service" procedures		<input type="checkbox"/>	75-82, Appendix x W-
<input type="checkbox"/> The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		<input type="checkbox"/>	75-82, Appendix x W-
<input type="checkbox"/> Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		<input type="checkbox"/>	31
<input type="checkbox"/> Overview of how special education funding and services will be provided by:		<input type="checkbox"/>	176, Appendix AL
<ul style="list-style-type: none"> <li>Charter School</li> </ul>	<input type="checkbox"/>		176, Appendix AL
<ul style="list-style-type: none"> <li>Charter Granting Agency</li> </ul>	<input type="checkbox"/>		NA

	<ul style="list-style-type: none"> <li>SELPA</li> </ul>			NA
	<input type="checkbox"/> Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		<input type="checkbox"/>	Appendix W, X
<b>ii</b>	<b>Implementation of Section 504 of the Rehabilitation Act</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
	<input type="checkbox"/> All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	<input type="checkbox"/>		31, 73-75
	<input type="checkbox"/> No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	<input type="checkbox"/>		31, 73-75
	<input type="checkbox"/> All staff members providing services to the student are familiar with the identified needs of the student	<input type="checkbox"/>		31, 73-75
	<input type="checkbox"/> Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	<input type="checkbox"/>		31, 73-75
	<input type="checkbox"/> The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	<input type="checkbox"/>		31, 73-75
	<input type="checkbox"/> Includes plan and appropriate staffing for 504 compliance	<input type="checkbox"/>		31, 73-75
<b>iii</b>	<b>Implementation of Americans with Disabilities Act (ADA)</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
	<input type="checkbox"/> Affirms charter's obligations to comply with ADA		<input type="checkbox"/>	31, 73
	<input type="checkbox"/> Any facility used by charter will be ADA compliant		<input type="checkbox"/>	180
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
<b>B</b>	<b>Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"</b>	<b>Evidence</b>	<b>Addressed in</b>	<b>Page</b>

			Petition	
<input type="checkbox"/>	<b>Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.</b>		<input type="checkbox"/>	<b>89-108</b>
	How pupil outcomes will address state content and performance standards in core academics.	<input type="checkbox"/>		89-108, Appendix x S
	Exit outcomes include acquisition of academic and non-academic skills.	<input type="checkbox"/>		89-108, Appendix x S
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	<input type="checkbox"/>		89-108, Appendix x S
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	<input type="checkbox"/>		89-108, Appendix x S
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	<input type="checkbox"/>		89-108, Appendix x S
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements.	<input type="checkbox"/>		NA
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	<input type="checkbox"/>		89-108, Appendix x S
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	<input type="checkbox"/>		89-108, Appendix x S
	If high school, graduation requirements defined.	<input type="checkbox"/>		NA
	If high school, WASC accreditation standards addressed.	<input type="checkbox"/>		NA
<input type="checkbox"/>	<b>LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter</b>		<input type="checkbox"/>	<b>89-108, Appendix x S</b>
<input type="checkbox"/>	Statement that pupil achievement measurements will include the elements listed below:		<input type="checkbox"/>	89-108, Appendix x S
<input type="checkbox"/>	Alignment with state priorities 52060 (d) and description of <b>how</b> the charter will address all 8 state priorities		<input type="checkbox"/>	89-108, Appendix x S
<input type="checkbox"/>	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.		<input type="checkbox"/>	89-108, Appendix x S
<input type="checkbox"/>	(B) The Academic Performance Index, as described in Section 52052/alternative academic performance data and documentation during suspension of API		<input type="checkbox"/>	89-108, Appendix x S
<input type="checkbox"/>	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the		<input type="checkbox"/>	NA

	California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,			
<input type="checkbox"/>	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.		<input type="checkbox"/>	89-108, Appendix x S
<input type="checkbox"/>	(E) The English learner reclassification rate.		<input type="checkbox"/>	89-108, Appendix x S
<input type="checkbox"/>	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.		<input type="checkbox"/>	NA
<input type="checkbox"/>	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program.		<input type="checkbox"/>	NA
<b>For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor is the <u>increase</u> in pupil academic achievement for <u>all groups</u> of students served by the charter school.</b>				
<input type="checkbox"/>	vided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant pupil subgroups		<input type="checkbox"/>	6-29, Appendix x A
<b>The Minimum Threshold for Student Achievement per EC 47606(b):</b>				
<input type="checkbox"/>	1) Attained its 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 (Also 3 yr. average during SBAC transition) EC 52052 (e) proxies include I. Most recent API calculation II. Average of 3 most recent API calculations III. Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant student groups.		<input type="checkbox"/>	6-29, Appendix x A
<input type="checkbox"/>	2) Ranked in deciles 4 to 10, inclusive, on the API in prior year or two of the last three years		<input type="checkbox"/>	NA
<input type="checkbox"/>	3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior school year, or two of the last three years.		<input type="checkbox"/>	NA
<input type="checkbox"/>	4) (A) 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. (B) The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data.		<input type="checkbox"/>	6-29, Appendix x A

	(ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools. (iii) Information submitted by the charter school.		
<input type="checkbox"/>	5) Qualified for an alternative accountability system (EC 52052)	<input type="checkbox"/>	6-29, Appendix x A
During period of API suspension item compliance with (4) or (5) above or:			
<input type="checkbox"/>	A) Ranked in deciles 4 to 10 inclusive on the most recent API calculation	<input type="checkbox"/>	NA
<input type="checkbox"/>	B) Ranked in deciles 4 to 10 inclusive based on an average of the three most recent API calculations	<input type="checkbox"/>	NA
<input type="checkbox"/>	C) Alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups	<input type="checkbox"/>	6-29, Appendix x A

**Strengths:**

**Areas of Concern:**

**Conclusions:**

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	<input type="checkbox"/>		89-108, Appendix S, Z
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	<input type="checkbox"/>		89-108, Appendix S, Z
	Chosen assessments are appropriate for standards and skills they seek to measure	<input type="checkbox"/>		89-108, Appendix S, Z

Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	<input type="checkbox"/>		89-108, Appendix S, Z
Describes minimal required performance level necessary to attain each standard	<input type="checkbox"/>		13,62, 68, Appendix S,
Outlines a plan for collecting, analyzing and reporting student/school performance data	<input type="checkbox"/>		89-108, Appendix S, Z
Method of measuring outcomes aligns with SARC		<input type="checkbox"/>	89-108, Appendix S, Z
<input type="checkbox"/> <b>LCFF/LCAP Assurance that methods of assessment are aligned with measurable student outcomes</b>		<input type="checkbox"/>	<b>89-101</b>
<input type="checkbox"/> (A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		<input type="checkbox"/>	<b>89-101</b>
<input type="checkbox"/> (B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		<input type="checkbox"/>	<b>89-101</b>
<input type="checkbox"/> (C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		<input type="checkbox"/>	<b>89-101</b>
<input type="checkbox"/> (D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		<input type="checkbox"/>	<b>89-101</b>
<input type="checkbox"/> (E) Committed plan to share performance information with students, families and public agencies		<input type="checkbox"/>	<b>89-101, 108</b>

**Strengths:**

**Areas of Concern:**

**Conclusions**

D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes what role parents have in the governance of the school		<input type="checkbox"/>	114-121
<input type="checkbox"/>	Describes key features of governing structure (usually a board of directors) such as:		<input type="checkbox"/>	109-115
	• Size/composition of board	<input type="checkbox"/>		109-115
	• Board committees or advisory councils	<input type="checkbox"/>		109-115
	• Board's scope of authority/responsibility/conflict of interest	<input type="checkbox"/>		109-115
<input type="checkbox"/>	Status as a non-profit corporation		<input type="checkbox"/>	109, Appendix AB
<input type="checkbox"/>	Tax exempt status	<input type="checkbox"/>		109, Appendix

			AB
<input type="checkbox"/>	If non-profit, provisions for liability for debts	<input type="checkbox"/>	181
<input type="checkbox"/>	Has set of bylaws, policies or similar documents	<input type="checkbox"/>	Appendices AB, AJ
<input type="checkbox"/>	Initial governing board members identified by name or the process used to select them and future board members	<input type="checkbox"/>	109-115
<input type="checkbox"/>	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	<input type="checkbox"/>	109-115
<input type="checkbox"/>	Demonstrates compliance with Brown Act	<input type="checkbox"/>	114-115, 31
<input type="checkbox"/>	Annual Review and Revision of the Local Control Accountability Plan (LCAP).	<input type="checkbox"/>	Appendix AL
<input type="checkbox"/>	Detailed description of any relationship with for profits, including CMO/EMO	<input type="checkbox"/>	109, Appendix AC
<input type="checkbox"/>	Compliance with transparency and public accountability	<input type="checkbox"/>	31
	• Public Records Act	<input type="checkbox"/>	31, 116
	• Political Reform Act of 1974	<input type="checkbox"/>	31, 116
	• Government Code 1090 et seq.	<input type="checkbox"/>	31, 116
<b>Strengths:</b>			
<b>Areas of Concern:</b>			
<b>Conclusions</b>			
<b>E</b>	<b>Qualifications to be Met by Individuals to be Employed by The School</b>	<b>Evidence</b>	<b>Addressed in Petition</b>
			<b>Page</b>
	Identifies roles and functions of staff members (including...) • Job Descriptions for Positions • Identifies key staff positions with the charter school	<input type="checkbox"/>	122-124, Appendix AH
	Process for staff selection	<input type="checkbox"/>	122-124, Appendix AH
	Procedure for adequate background checks	<input type="checkbox"/>	130, Appendix



			AJ
Salaries and benefits for all employees	<input type="checkbox"/>		Appendix AL
Measures of assessment of performance	<input type="checkbox"/>		124-127
<input type="checkbox"/> Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	<input type="checkbox"/>		Appendix AH, 122-
<input type="checkbox"/> Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) <ul style="list-style-type: none"> <li>• Confirms that these teachers will teach only within the restrictions of their credentials</li> </ul>		<input type="checkbox"/>	31, 123-124
<input type="checkbox"/> Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications	<input type="checkbox"/>		31, 65, 123-124
The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	<input type="checkbox"/>		122
Statement of acknowledgment that all employees are subject to state and federal employment laws	<input type="checkbox"/>		128
Explains how teachers will learn the curricula	<input type="checkbox"/>		124-127, 58-60 Appendix P
<b>Strengths:</b>			
<b>Areas of Concern:</b>			

Conclusions				
F	Health and Safety Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms that each employee will furnish the school with a criminal record summary		<input type="checkbox"/>	128 -130
<input type="checkbox"/>	Outlines specific health and safety practices addressing such key areas as:	<input type="checkbox"/>		128-134, Appendix AK
	<ul style="list-style-type: none"> <li>Seismic safety (structural integrity and earthquake preparedness)</li> </ul>	<input type="checkbox"/>		128-134, Appendix AK
	<ul style="list-style-type: none"> <li>Natural disasters and emergencies</li> </ul>	<input type="checkbox"/>		128-134, Appendix AK
	<ul style="list-style-type: none"> <li>Immunizations, health screenings, administration of medications, employee TB testing</li> </ul>	<input type="checkbox"/>		128-134, Appendix AK
	<ul style="list-style-type: none"> <li>Tolerance for use of drugs and/or tobacco</li> </ul>	<input type="checkbox"/>		128-134, Appendix AK
	<ul style="list-style-type: none"> <li>Staff training on emergency and first aid response</li> </ul>	<input type="checkbox"/>		128-134, Appendix AK
	<ul style="list-style-type: none"> <li>Description of the charter school's safety plan and disaster preparedness plan</li> </ul>	<input type="checkbox"/>		132-133, Appendix AK
	References/accompanied by more detailed set of health and safety related policies/procedures	<input type="checkbox"/>		Appendices AJ, AK, 128-133
<input type="checkbox"/>	Method for conducting criminal background checks for potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony, including ongoing updates		<input type="checkbox"/>	Appendix AJ, 130
<b>Strengths:</b>				
<b>Areas of Concern:</b>				

<b>Conclusions:</b>				
<b>G</b>	<b>Means to Achieve a Reflective Racial and Ethnic Balance</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
<input type="checkbox"/>	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment; practices and policies appear to be selected to target relevant racial and ethnic groups	<input type="checkbox"/>		135-137
	<ul style="list-style-type: none"> <li>Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE's general student population</li> </ul>	<input type="checkbox"/>		135-137
<input type="checkbox"/>	Renewal: Includes racial and ethnic make-up data and identifies means charter will use to address any underrepresented populations	<input type="checkbox"/>		135-137
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions:</b>				
<b>H</b>	<b>Admissions Policies and Procedures Consistent with 47605(d)</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
<input type="checkbox"/>	Mandatory assurances regarding non-discriminatory admission procedures		<input type="checkbox"/>	30, 138 - 142
<input type="checkbox"/>	<p>Clearly describes admissions procedures, including any preferences</p> <ul style="list-style-type: none"> <li>Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference</li> <li>Preferences will be approved at a public hearing and cannot be changed without a material revision</li> <li>Preferences consistent with federal, state law</li> </ul> <p>Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation</p>		<input type="checkbox"/>	30, 138 - 142
	Includes a copy of an annual parent/student contract and/or handbook, if available	<input type="checkbox"/>		Appendices AD, AE
<input type="checkbox"/>	Includes detailed description of the admissions procedure, including how any public random drawing is implemented, including the steps in the process and how any preferences are applied.		<input type="checkbox"/>	138-142
	Provides application and admission timelines	<input type="checkbox"/>		138-142

<input type="checkbox"/> Specifies all information to be requested on any application		<input type="checkbox"/>	139-140
<input type="checkbox"/> Specifies when and how parents will be notified on application and annually that volunteerism is not required for acceptance to or continued enrollment at the charter School		<input type="checkbox"/>	118-120, 138, Appendix AE,

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of 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 422.55 of the Penal Code, including immigration status, or association with such persons. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

**Strengths:**

**Areas of Concern:**

**Conclusions**

I	Financial Audit	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Procedure to select and retain independent auditor	<input type="checkbox"/>		143
<input type="checkbox"/>	Qualifications of independent auditor	<input type="checkbox"/>		143
<input type="checkbox"/>	Audit will employ generally accepted accounting procedures	<input type="checkbox"/>		143
<input type="checkbox"/>	Describe specific scope of audit	<input type="checkbox"/>		143
<input type="checkbox"/>	Timing of audit and to whom it will be sent	<input type="checkbox"/>		143
<input type="checkbox"/>	Process for resolving audit exceptions and deficiencies to satisfaction of granting agency	<input type="checkbox"/>		143, 170-171
<input type="checkbox"/>	Describes manner in which the audit will be made public	<input type="checkbox"/>		143
<input type="checkbox"/>	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year		<input type="checkbox"/>	177-179, Appendix AL
<input type="checkbox"/>	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)		<input type="checkbox"/>	178-179, Appendix AL
<input type="checkbox"/>	Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding)	<input type="checkbox"/>		180

**Strengths:**

**Areas of Concern:**

Conclusions				
J	Pupil Suspension Expulsion Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Includes new legal language in header and throughout the section	<input type="checkbox"/>		145-166
<input type="checkbox"/>	Student code of conduct and process by which this information is given to students and parents/guardians	<input type="checkbox"/>		Appendix AE
<input type="checkbox"/>	Procedure for involving parents, students and staff in designing and implementing a discipline policy	<input type="checkbox"/>		Appendix AD, AE
<input type="checkbox"/>	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason		<input type="checkbox"/>	145-166
<input type="checkbox"/>	Describes disciplinary steps to be taken prior to suspension or expulsion	<input type="checkbox"/>		60-64, Appendix AE
<input type="checkbox"/>	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	<input type="checkbox"/>		145-166
<input type="checkbox"/>	Identifies the detailed procedures by which pupils can be suspended or expelled.		<input type="checkbox"/>	145-166
<input type="checkbox"/>	Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.		<input type="checkbox"/>	145-166
<input type="checkbox"/>	Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion, including by providing specific additional or special procedures applicable to pupils with disabilities or for whom the charter school has a basis of knowledge the student might be disabled.		<input type="checkbox"/>	145-166
<input type="checkbox"/>	Outline how detailed policies and procedures regarding suspension and expulsion will be periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion, with clear understanding that any modifications are permitted only through the material revision process.	<input checked="" type="checkbox"/>		145-166
<input type="checkbox"/>	What educational alternative, if any, will be provided to students who were suspended or expelled	<input type="checkbox"/>		145-166
<input type="checkbox"/>	Describes who or what body will be responsible for final suspension/expulsion decisions	<input type="checkbox"/>		145-166
<input type="checkbox"/>	Describes appeal procedures	<input type="checkbox"/>		145-166
<input type="checkbox"/>	Identifies process by which the charter school will notify the superintendent of the		<input type="checkbox"/>	145-166

	school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district			
<input type="checkbox"/>	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	<input type="checkbox"/>		145-166
<input type="checkbox"/>	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	<input type="checkbox"/>		145-166
<input type="checkbox"/>	<p>How the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with:</p> <ol style="list-style-type: none"> <li>1. Suspension of less than 10 days includes notice of the charges, an explanation of the evidence supporting the charges, and an opportunity for the pupil to present his/her side of the story.</li> <li>2. For suspensions of more than 10 days and all expulsions: <ol style="list-style-type: none"> <li>a. Timely written notice of the charges and the pupil's rights.</li> <li>b. A hearing before a neutral officer within a reasonable number of days, including a fair opportunity for the pupil to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses, and bring legal counsel or advocate.</li> <li>c. Contain the statement required by Education Code concerning requirements for involuntary removal for any reason.</li> </ol> </li> </ol>		<input type="checkbox"/>	145-166
<input type="checkbox"/>	Explains how resident school district or COE will be involved in disciplinary matters	<input type="checkbox"/>		NA
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
<b>K</b>	<b>Staff Retirement System</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
<input type="checkbox"/>	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		<input type="checkbox"/>	167, Appendix AL
<input type="checkbox"/>	Specifies which retirement system for each position		<input type="checkbox"/>	167, Appendix AL
<input type="checkbox"/>	Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with		<input type="checkbox"/>	167, Appendix AL
	Relationship between teachers and district/county bargaining unit	<input type="checkbox"/>		167, Appendix AL
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	<input type="checkbox"/>		167, Appendix AL
	Labor procedures which will be applied to employees	<input type="checkbox"/>		167, Appendix AL
	Process for resolving complaints/grievances	<input type="checkbox"/>		167,

			Appendix AL	
Process for ensuring due process	<input type="checkbox"/>		167, Appendix AL	
Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	<input type="checkbox"/>		167, Appendix AL	
Process for staff recruitment, selection, evaluation and termination	<input type="checkbox"/>		167, Appendix AL	
Procedure for processing and monitoring credentials if required	<input type="checkbox"/>		167, Appendix AL	
<input type="checkbox"/> Establish compliance with Ed Code 47611		<input type="checkbox"/>	167, Appendix AL	
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
<b>L</b>	<b>Attendance Alternatives</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
<input type="checkbox"/>	States that students may attend other district schools or pursue an inter-district or intradistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		<input type="checkbox"/>	168
<input type="checkbox"/>	Specifies that attendance at charter does not grant right of attendance in district or SCCOE schools or programs		<input type="checkbox"/>	168
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
<b>M</b>	<b>Description of Employee Rights</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
<input type="checkbox"/>	Description of employee rights upon leaving school district or SCCOE		<input type="checkbox"/>	169
	<ul style="list-style-type: none"> <li>Acknowledgment whether collective bargaining contract in district/SCCOE will be controlling</li> </ul>	<input type="checkbox"/>		169
	<ul style="list-style-type: none"> <li>Whether and how charter school staff may resume employment within the district/SCCOE</li> </ul>	<input type="checkbox"/>		169
	Sick/vacation leave (ability to carry it over to and from charter school)	<input type="checkbox"/>		169
	<ul style="list-style-type: none"> <li>Whether charter school staff will continue to earn service credit (tenure) in district/SCCOE while at charter school</li> </ul>	<input type="checkbox"/>		169

<ul style="list-style-type: none"> <li>How employees will be paid (e.g. salaried, hourly, etc.)</li> </ul>	<input type="checkbox"/>		Appendix AL
<ul style="list-style-type: none"> <li>Describes employee benefits</li> </ul>	<input type="checkbox"/>		Appendix AL
<ul style="list-style-type: none"> <li>Identifies intended employment status of charter school employees (exempt/non-exempt)</li> </ul>	<input type="checkbox"/>		Appendix AL
<ul style="list-style-type: none"> <li>Describes how rights will be communicated to prospective employees</li> </ul>	<input type="checkbox"/>		Appendix AL

**Strengths:**

**Areas of Concern:**

**Conclusions**

N	Dispute Resolution Process	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines a simple process for charter and granting agency to settle disputes	<input type="checkbox"/>		170 -171
	Process indicates whether it is binding on school or granting agency/fair process	<input type="checkbox"/>		170-171
	Step by step process for identifying/framing dispute points	<input type="checkbox"/>		170-171
	<ul style="list-style-type: none"> <li>Whether internal charter disputes may be brought to granting agency</li> </ul>	<input type="checkbox"/>		171-171
	<ul style="list-style-type: none"> <li>Identifies specific parties to be involved at each step</li> </ul>	<input type="checkbox"/>		170-171
	<ul style="list-style-type: none"> <li>Basic rules at each step</li> </ul>	<input type="checkbox"/>		170-171
	<ul style="list-style-type: none"> <li>Which results are binding</li> </ul>	<input type="checkbox"/>		
<input type="checkbox"/>	Includes SCCOE's required dispute resolution process – <i>should be updated for renewals to include SCCOE's process</i> )	<input type="checkbox"/>		170-171

**Strengths:**

**Areas of Concern:**

**Conclusions**

O	Closure of Charter School	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines an adequate process to be used if the charter school closes		<input type="checkbox"/>	172-173
<input type="checkbox"/>	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records and pupil records (per code)		<input type="checkbox"/>	172-173
<input type="checkbox"/>	Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962.	<input type="checkbox"/>		172-173

**Strengths:**

**Areas of Concern:**

**Conclusions**

**REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)**



i	Administrative Services	Evidence	Addressed in Petition	Page
	<input type="checkbox"/> Describes how charter administrative services will be acquired or provided		<input type="checkbox"/>	174-179
	<input type="checkbox"/> Describes how the day-to-day administrative operations will be handled	<input type="checkbox"/>		174-179
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
ii	Civil Liability	Evidence	Addressed in Petition	Page
	<input type="checkbox"/> Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education and SCCOE?		<input type="checkbox"/>	180
	<input type="checkbox"/> Appropriate insurance coverage in conformance with SCCOE risk management standards		<input type="checkbox"/>	Appendix AM
	<input type="checkbox"/> Indemnification/defense/hold harmless of SCCOE		<input type="checkbox"/>	109
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
iii	Financial Plan	Evidence	Addressed in Petition	Page
	<input type="checkbox"/> First year operational budget includes:		<input type="checkbox"/>	175-179 Appendix AL
	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Start-up costs</li> </ul>		<input type="checkbox"/>	175-179 Appendix AL
	<input type="checkbox"/> Cash flow for first three years		<input type="checkbox"/>	175-179 Appendix AL
	<input type="checkbox"/> Financial projections for first three years		<input type="checkbox"/>	175-179 Appendix AL
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
iv	Labor Relations	Evidence	Addressed in Petition	Page

<input type="checkbox"/>	Specifies whether charter or local school district will be employer for EERA purposes		<input type="checkbox"/>	30
<input type="checkbox"/>	Specifies whether it is the charter school or the corporation that will be the employer	<input type="checkbox"/>		30
<input type="checkbox"/>	Evidences charter's clear understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so.	<input type="checkbox"/>		30

**Strengths:**

**Areas of Concern:**

**Conclusions**

v	Planning Assumptions	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Number/types of students</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Number of staff</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Teacher/student ratio</li> </ul>	<input type="checkbox"/>		34, 174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Facilities needs</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Whether the charter school will participate in the National School Lunch Program</li> </ul>	<input type="checkbox"/>		174-179, 181 Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Costs of all major items are identified and within reasonable market ranges</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Revenue assumptions in line with state and federal funding guidelines</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Timeline allows window for grant applications to be submitted and funded</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL

**Strengths:**

**Areas of Concern:**

Conclusions				
vi	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Clearly identifies most major start-up costs</li> </ul>	<input type="checkbox"/>		NA
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Staffing</li> </ul>	<input type="checkbox"/>		NA
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Facilities</li> </ul>	<input type="checkbox"/>		NA
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Equipment and Supplies</li> </ul>	<input type="checkbox"/>		NA
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Professional Services</li> </ul>	<input type="checkbox"/>		NA
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Assumptions in line with overall school design plan</li> </ul>	<input type="checkbox"/>		NA
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Identifies potential funding source that could or would fund these costs</li> </ul>	<input type="checkbox"/>		NA
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Timeline allows for grant and fundraising</li> </ul>	<input type="checkbox"/>		NA
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
Conclusions				
vii	Annual Operating Budget	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Revenue assumptions closely related to applicable state and federal funding formulas</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Expenditure assumptions reflect school design plan</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Expenditure assumptions reflect prevailing or market costs</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>"Soft" revenues (e.g. fund-raises and grants) are not critical to solvency</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Strong reserve or projected ending balance (the larger of 2-5% of expenditure or \$25,000)</li> </ul>	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance.</li> </ul>	<input type="checkbox"/>		NA

<input type="checkbox"/>	• Budget clearly indicates restricted versus general operating/flexible funds.	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	• Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement	<input type="checkbox"/>		174-179, Appendix x AL, AM
<input type="checkbox"/>	• Expenditure sufficient for reasonably expected legal services	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	• Expenditure for Special Education excess costs consistent with current experience in county	<input type="checkbox"/>		174-179, Appendix x AL
<input type="checkbox"/>	• Description of all insurance the charter school will purchase, complete with annual cost	<input type="checkbox"/>		174-179, Appendix x AL, AM
<input type="checkbox"/>	• First year budget premised on realistic year 1 ADA	<input type="checkbox"/>		NA
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
<b>viii</b>	<b>Cash Flow Analysis</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
<input type="checkbox"/>	• Monthly projection of revenue receipts in line with state/federal funding disbursements	<input type="checkbox"/>		Appendix x AL
<input type="checkbox"/>	• Expenditures projected by month and correspond with typical/reasonable schedules	<input type="checkbox"/>		Appendix x AL
<input type="checkbox"/>	• Show positive fund balance each month and/or identify sources of working capital	<input type="checkbox"/>		Appendix x AL
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
<b>ix</b>	<b>Long-term Plan</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
<input type="checkbox"/>	• Projects revenues and expenditures for at least three additional years (in addition to first year budget).	<input type="checkbox"/>		174-179, Appendix AL
<input type="checkbox"/>	• Revenue assumptions based on reasonable potential growth in state and federal revenues	<input type="checkbox"/>		174-179, Appendix AL

<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Revenue assumptions based on reasonable student growth projections</li> </ul>	<input type="checkbox"/>		174-179, Appendix AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.</li> </ul>	<input type="checkbox"/>		174-179, Appendix AL
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.</li> </ul>	<input type="checkbox"/>		174-179, Appendix AL
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
<b>x</b>	<b>District Impact Statement</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
	<ul style="list-style-type: none"> <li>Does the charter include an impact statement?</li> </ul>	<input type="checkbox"/>		180
	<ul style="list-style-type: none"> <li>Provides estimated numbers of students anticipated to enroll</li> </ul>	<input type="checkbox"/>		35
	<ul style="list-style-type: none"> <li>Identify whether or not will request district-owned facilities</li> </ul>	<input type="checkbox"/>		N/A
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
<b>xi</b>	<b>Grade Level, Geographic and Site Limitations</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
	<ul style="list-style-type: none"> <li>Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district? <ul style="list-style-type: none"> <li>If not, does the Petition demonstrate any basis for an exception</li> </ul> </li> </ul>	<input type="checkbox"/>		32
	<ul style="list-style-type: none"> <li>Does the Petition identify where the school will operate?</li> </ul>	<input type="checkbox"/>		NA
	<ul style="list-style-type: none"> <li>Does the Petition demonstrate that it will not serve grade levels not served by the district unless it serves all of the grade levels served by the district?</li> </ul>	<input type="checkbox"/>		6, 180
	<ul style="list-style-type: none"> <li>Does the Petition demonstrate that it will not serve grade levels not served by the district unless it serves all of the grade levels served by the district?</li> </ul>	<input type="checkbox"/>		180
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
<b>xii</b>	<b>Annual Financial Report</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>

	<ul style="list-style-type: none"> <li>Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction?</li> </ul>	<input type="checkbox"/>		143, Appendix AL
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
<b>xiii</b>	<b>Facilities / Transportation</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Specify where school intends to be located and describes facilities to be used by the charter school.</li> </ul>	<input type="checkbox"/>		180
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation (any ancillary facilities or additional sites must be approved with Charter or by a material revision).</li> </ul>	<input type="checkbox"/>		Appendix AN
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities.</li> </ul>	<input type="checkbox"/>		Appendix AN
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Transportation arrangements, if any, including compliance with IDEA and McKinney Vento (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.)</li> </ul>	<input type="checkbox"/>		73, 181
<b>Strengths:</b>				
<b>Areas of Concern:</b>				
<b>Conclusions</b>				
<b>xiv</b>	<b>Insurance Coverage</b>	<b>Evidence</b>	<b>Addressed in Petition</b>	<b>Page</b>
<input type="checkbox"/>	Describes minimum insurance coverage consistent with SCCOE risk management requirements	<input type="checkbox"/>		31, 179, Appendix AL, AM
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.</li> </ul>	<input type="checkbox"/>		31, 179, Appendix AL, AM
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Liability of district/county to handle payments if charter school defaults: <ul style="list-style-type: none"> <li>for schools organized pursuant to Non-Profit Benefit Corporation Law</li> <li>for schools not covered by Non-Profit Benefit Corporation Law</li> </ul> </li> </ul>	<input type="checkbox"/>		109

<ul style="list-style-type: none"> <li>• AB 1994</li> <li>• General Assurances "Boiler Plate" Language</li> </ul>			
<input type="checkbox"/> Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements.	<input type="checkbox"/>		109
<b>Strengths:</b>			
<b>Areas of Concern:</b>			
<b>Conclusions</b>			

## TABLE OF CONTENTS

Letter to the President of the Santa Clara County Office of Education	5
Executive Summary	6
Affirmations and Assurances	30
Element 1. Educational Philosophy and Program	33
Mission and Vision	33
Values and Culture	34
Students to be Served	35
Description of How Learning Best Occurs	37
What it Means to be an Educated Person in the 21 <sup>st</sup> Century	38
Overview of Curriculum and Instructional Design	39
Research-Based Instructional Models and Pedagogy	39
Shared Best Practices for Student Success	47
Focus on Core Content and Standards-Based Curriculum	49
Results Matter	57
Professional Learning Community	58
Character Education and College-Bound Focus	60
Plan for Students who are Academically Low Achieving	63
Plan for Students who are Academically High Achieving	67
Plan for English Learners	68
Serving Students with Disabilities	73
Section 504 of the Rehabilitation Act	74
Services for Students under the IDEA Section	75
Transitional Kindergarten	83
A Day in the Life	83
Element 2. Measurable Pupil Outcomes and Element 3 Methods of Student Assessment	89
State Priorities	89
Multiple Measures	104
Big Goals	107
Data Analysis Procedures	107
Use and Reporting of Data	107
Reporting Program Effectiveness to Authorizing Entity, Board, Parents and Other Stakeholders	108
Element 4. Governance	109
Nonprofit Benefit Corporation Status	109



Charter Management Organization Support and Services to Charter Schools	109
Composition of Governing Board	111
Selection and Development of Board Members	114
Board Meetings and Duties	115
Executive Director Role	116
Principal Role	117
Parent Engagement	118
Element 5. Employee Qualifications	122
Qualifications of the Principal	122
Qualifications of the Teachers	123
Professional Development	123
Element 6. Health and Safety Procedures	128
Element 7: Means to Achieve Racial and Ethnic Balance	135
Element 8: Admissions Requirements	138
Element 9: Annual Independent Financial Audits	143
Element 10: Suspension and Expulsion Procedures	145
Element 11: Retirement Systems	167
Element 12: Public School Attendance Alternatives	168
Element 13: Employee Return Rights	169
Element 14: Dispute Resolution Procedures	170
Element 15: Closure Procedures	172
Miscellaneous Provisions	174
Business Management	174
Financial Position	174
Budgeting	175
Financial Reporting	177
Impact of Charter Authorizer	180

Facilities	180
Supervisory Oversight Fees and Responsibilities	181
Miscellaneous Clauses	182
Conclusion	183
Appendices	
CAASPP Data	Appendix A
Academic Rigor at Voices	Appendix B
Sample Curriculum Guide	Appendix C
Thomas & Collier Summary	Appendix D
Sample ELD Lesson	Appendix E
Balanced Literacy Overview	Appendix F
90-90-90_Summary	Appendix G
Six-Facet Rubric	Appendix H
Sample UbD Unit	Appendix I
Sample School Calendar	Appendix J
Sample Instructional Minutes	Appendix K
Sample Bell Schedule	Appendix L
Sample Backwards Map	Appendix M
Sample SIOP LESSON PLAN	Appendix N
ROCI Analysis and Instructional Plan	Appendix O
New and Returning Teachers Sample Summer PD Calendar	Appendix P
Sample Pacing Guide (Monthly Plans)	Appendix Q
Data Analysis Sheet	Appendix R
Sample Big Goals	Appendix S
Sample Best Practices	Appendix T
MTSS Overview	Appendix U
SST Referral Checklist and Follow Up Form	Appendix V
SELPA Procedural_Manual_2017	Appendix W
SELPA Policies and Administrative Regulations	Appendix X
2018-19 CAC Brochure	Appendix Y
Sample Civics Report Card	Appendix Z
Staff and Student Annual Survey	Appendix AA
Articles of Incorporation, Bylaws and Conflict of Interest Code	Appendix AB
Voices CMO Services Summary	Appendix AC
Parent Agreement Span_Eng	Appendix AD
Family Handbook	Appendix AE
Sample Parent Event Calendar	Appendix AF

Parent Organizing 1-Pager  
Job Descriptions of Key Employees  
Teacher Commitment to Excellence  
Policies  
Sample Safety Plan  
Finance Appendices  
Insurance  
Certificate of Occupancy

Appendix AG  
Appendix AH  
Appendix AI  
Appendix AJ  
Appendix AK  
Appendix AL  
Appendix AM  
Appendix AN

July 23, 2019

Board President Rosemary Kamei  
1290 Ridder Park Dr.  
San Jose, CA 95131

Dear Board President Rosemary Kamei:

With this letter and accompanying complete application (including charter petition with Performance Report and appendices, Charter Review Matrix, and redline original petition) Voices College Bound Language Academy at Mount Pleasant hereby submits our application for the renewal of our charter.

Per our renewal conversation with the Charter Schools Department, the Public Hearing on the charter renewal will be August 7, 2019 and the Decision on the charter renewal will be September 18, 2019.

Voices is proud to be authorized by the Santa Clara County Office of Education and looks forward to the successful renewal of our charter. Thank you.

Sincerely,



Frances Teso  
Lead Petitioner  
Voices College Bound Language Academies at Mount Pleasant

## **Executive Summary**

The Voices College-Bound Language Academy at Mount Pleasant (“Voices MP”) charter petition was approved by the Santa Clara County Board of Education (“SCCBOE”) and operated under the oversight of the Santa Clara County Office of Education (“SCCOE” or “Authorizer”) (collectively referred to herein as, “the County”) in 2015 for a five year term from 2015-2020.

Voices Mount Pleasant is located in the Mount Pleasant Elementary School District (“MPESD”). In the past four years, Voices MP has enjoyed many successes, including making Innovate Public Schools Top Bay Area Public Schools for Underserved Students 2019, and overcome any challenges along the way. The Charter School and parents developed numerous relationships in the community which led to strong enrollment and attendance despite multiple moves, a safer street, traffic and parking route in and around the school and visibility around the community which will ultimately continue to help Voices MP develop deeper roots in East San Jose.

## **The Voices Mount Pleasant Community**

Voices Academies has a 13 year history of successfully serving our families in Santa Clara County. Voices’ story began in the Franklin McKinley School District and the Voices flagship campus which quickly became one of the highest performing schools in the county.

For many years Voices proudly served low income, Latino, English Learner students in South and East San Jose and had no intention to expand beyond that one school. However, when families and communities learned about Voices and its success, Voices became in high demand. Families desperate for more options for their students and who were specifically interested in Voices’ dual immersion model began to organize and advocate for a Voices in their community. Hence was born Voices Morgan Hill and Voices Mount Pleasant.

Voices Mount Pleasant enjoys a fruitful partnership and co-location with the Foundation for Hispanic Education, as well as the Roberto Cruz Leadership Academy and Latino College Prep Academy. Several families each year are able to bring their children to high school and elementary school on the same campus.

## **Academic Achievement and Growth at Voices MP**

Voices Mount Pleasant students have demonstrated strong progress towards measurable outcomes over the past four years, including the following accomplishments:

- In its first year of SBAC testing in mathematics, Voices MP outperformed the state in 3rd grade (3rd grade was the only grade assessed in 2017-18).
- Voices Mount Pleasant significantly outperformed its home district of Mount Pleasant Elementary School District on the 2017-2018 SBAC/CAASPP Math assessment overall and in all reportable subgroups (3rd grade).
- Voices Mount Pleasant outperformed its home district of Mount Pleasant Elementary School District on the 2017-18 CAASPP English Language Arts assessment overall.
- Voices Mount Pleasant did significantly better than MPESD in the Economically
- Over its 4 years, Voices Mount Pleasant saw its founding classes go from 11% proficient on math interim Fall 2015 Voices assessment to 56% proficient on the 2019 SBAC Math assessment
- Transitional kindergarten and kindergarten students had strong growth from the 2018 ELPAC initial assessment to the 2019 ELPA summative assessment. In the Fall of 2018 61% of TK/Kindergarten students who took the initial ELPAC scored Novice English Learner. By the 2019 Summative ELPAC, 70% of TK/Kindergarteners reached level 3 or level 4.

See below for further details on student growth and achievement. The petition also describes how Voices MP has satisfied all criteria for charter renewal under Education Code Sections 47607(b) and 52052(f).

## Introduction

### CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(c)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: “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.”

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.5(c)(1) states: “When considering a petition for renewal, the county board of education shall consider the past performance of the

school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

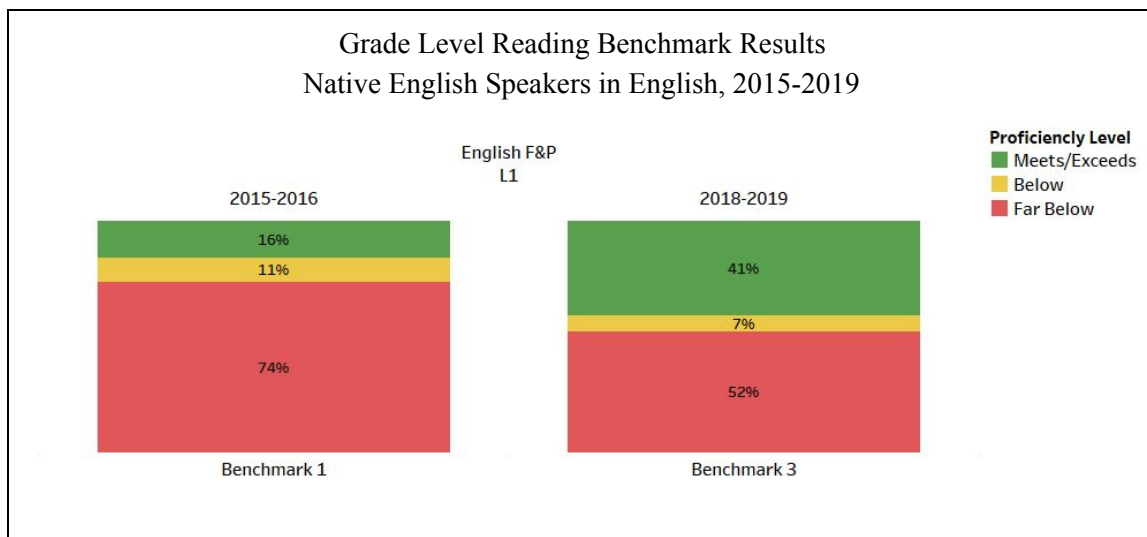
This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (Also see Appendix A: CDE DataQuest/CAASPP Reports):

### **Analysis of Voices MP Alternative Measures Data (Education Code Section 52052(f))**

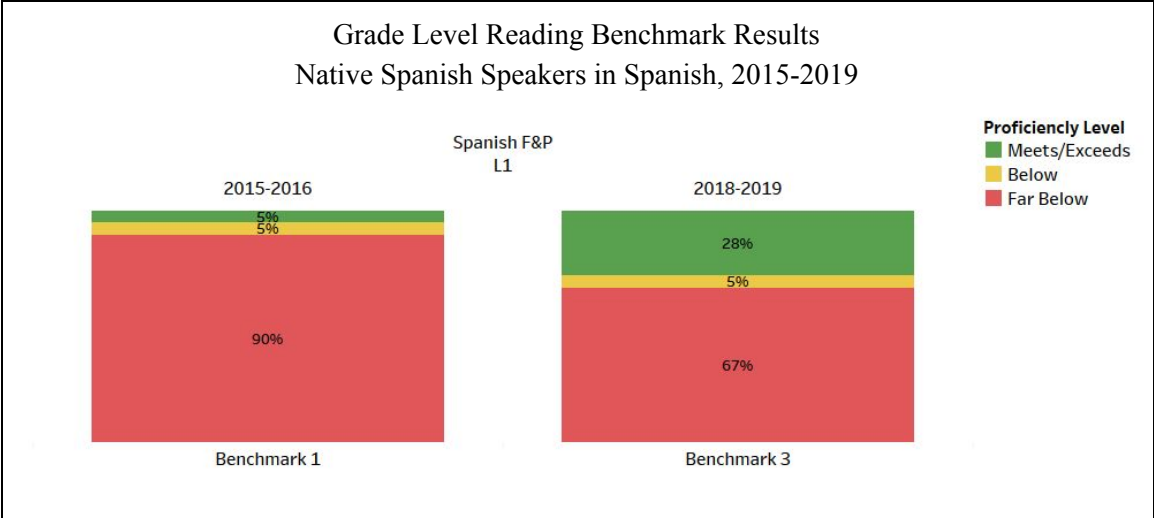
#### *Reading Level results (as measured by interim assessments)*

The following graph compares all native English speakers at Voices MP for 2015-16 (K-1) to all native English students at Voices MP in 2018-19 (TK-4). Since opening, Voices MP has increased the percentage of native English speakers achieving at grade level in English from 16% to 41%.

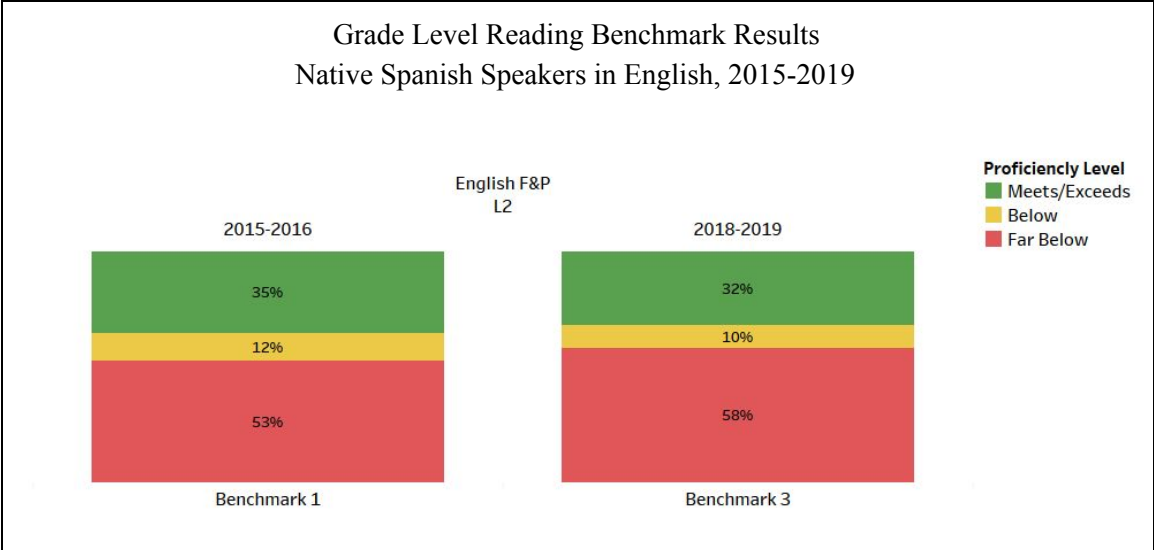


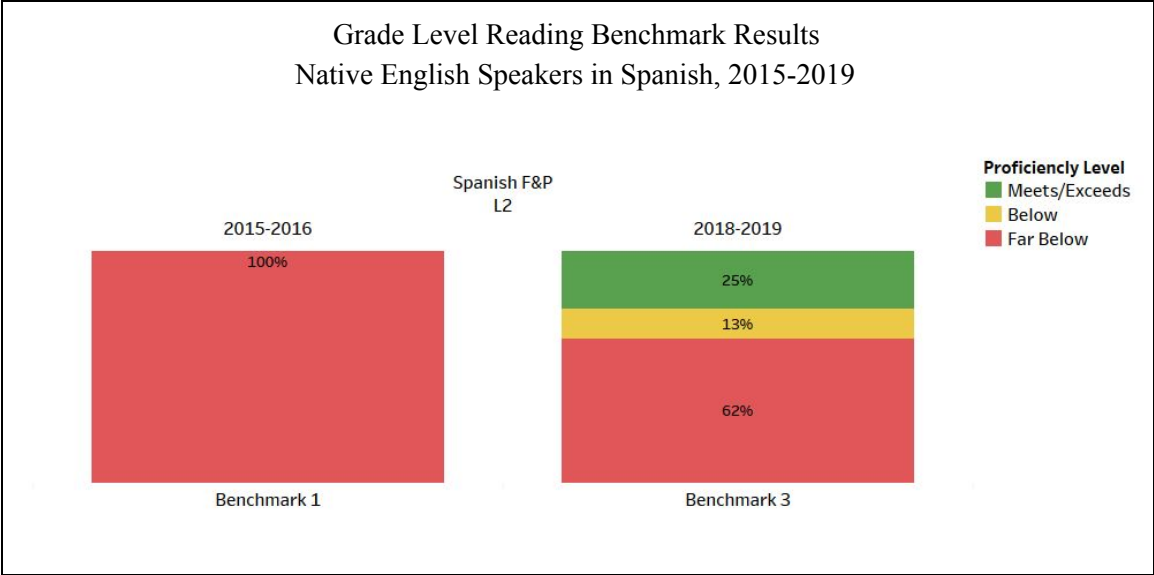
This graph compares all native Spanish speakers at Voices in 2015-16 (K-1) to all native Spanish students at Voices MP in 2018-19 (TK-4). Since opening, Voices has increased the percentage of native Spanish speakers achieving at grade level in Spanish from 5% to 28%.





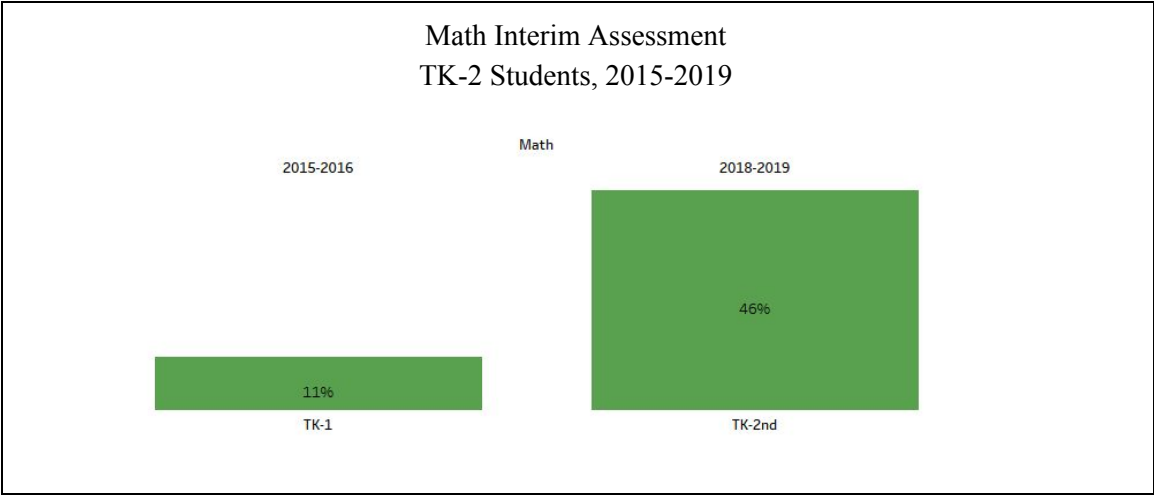
Our second language learners have also seen growth during their time at Voices. The following two graphs show how our native Spanish speakers performed in English and our native English speakers performed in Spanish, respectively. Our program approach is to ensure students are proficient readers in their native language before fully focusing on second language literacy. Guided Reading will continue to be a focus in grades Tk-1st grade in 2019-20. More information about or plan to address gaps in growth in the section “Looking Ahead.”



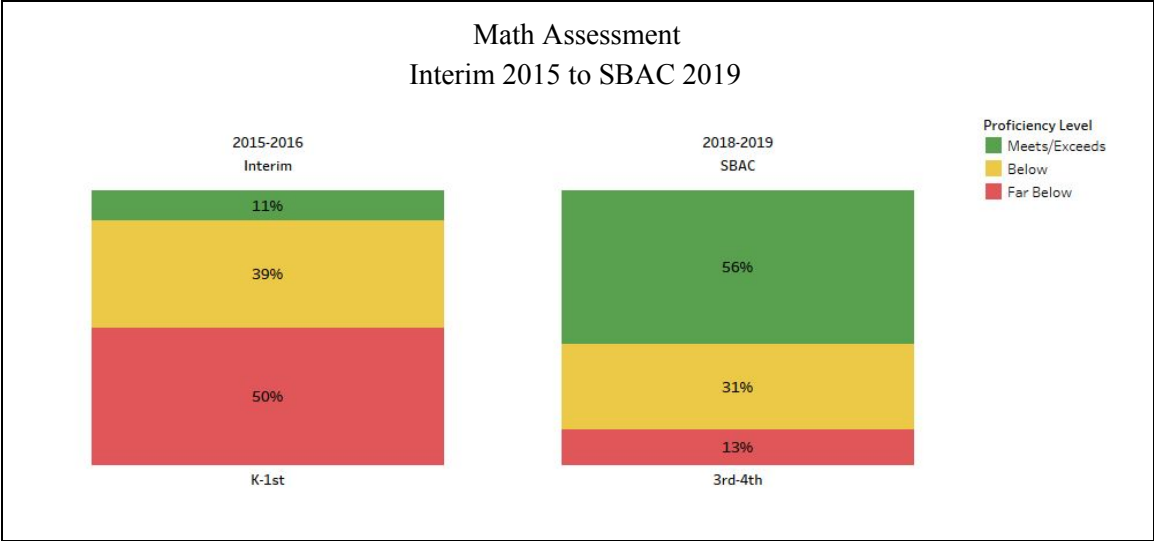


*Mathematics Results (as measured by interim assessments)*

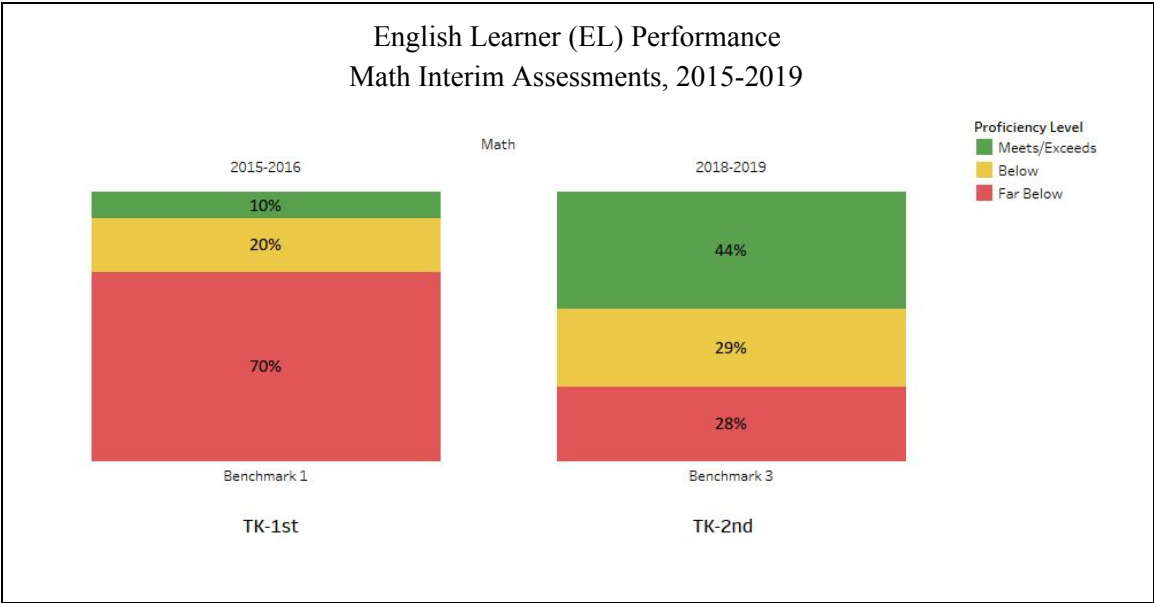
Our math program at Voices Mount Pleasant has led to strong gains in student achievement over the past five years. When our TK-1st grade students began at Voices MP in 2015-16, only 11% of them were proficient on the Fall interim assessment. Now, 46% of our TK-2nd grade students finished the 2018-19 school year proficient on the Spring interim assessment.



The results of our math program at Voices Mount Pleasant stand out again when we compare how our founding classes performed on math interim assessments in the Fall of 2015-16 to 2018-19 CAASPP/SBAC.

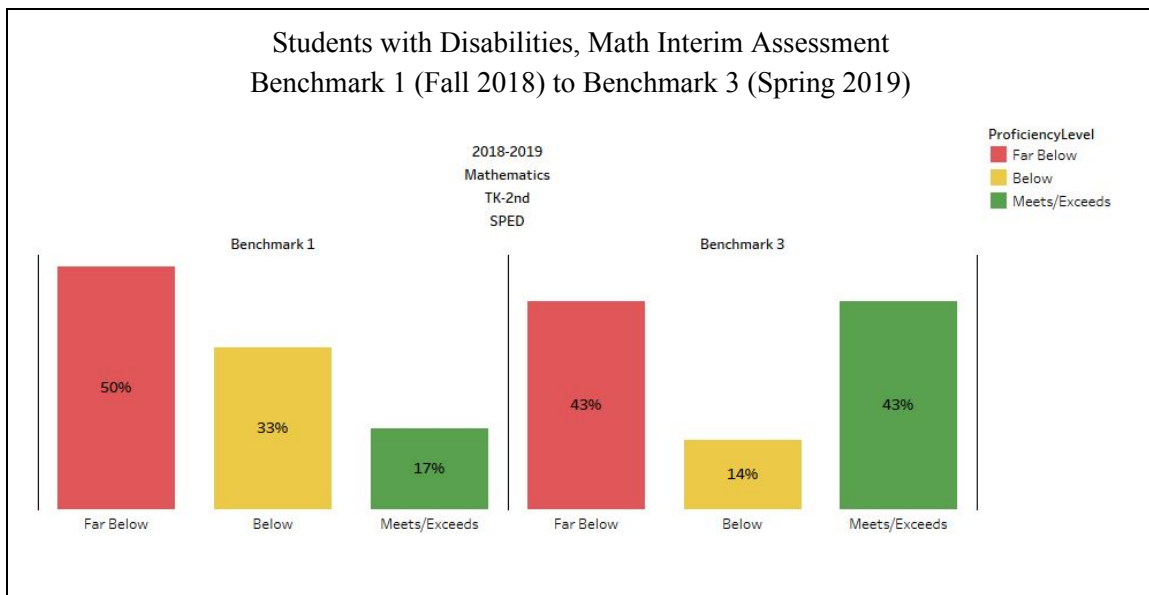
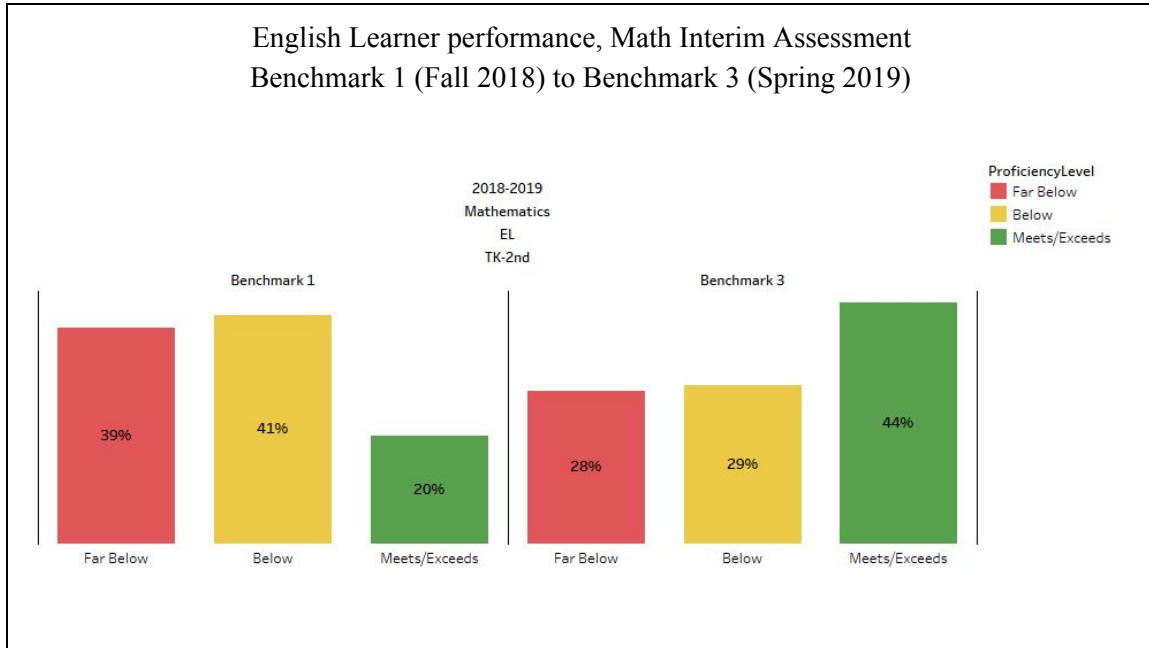


Our English Learner subgroup is performing stronger now, than our English Learner subgroup performed in 2015-16. The graph below shows how our English Learner subgroup performed in Fall 2015 to the Spring of 2019. While only 11% of this EL subgroup is at grade level in math in Fall 2015, 67% of the EL subgroup was at grade level in Spring 2019.



Our subgroups have also been able to make progress over time due to our focus on differentiation, inclusion and language learner strategies. The following graphs show how our English Learner and Students with Disabilities subgroup performed across the 2018-19 school year on TK-2nd grade interim assessments in math. Both subgroups saw increases in the percentage of students who met the standard and large decreases in those who were far below.

Voices has identified a proficiency range for its math and ELA interim assessments, including math assessments. “Proficient” is defined as having mastered 80% or more of the assessment’s items. It is represented by green on our graphs. “Below” is defined as falling between 60% and 79% mastery on the assessment and is marked by yellow. “Far below” is used for students who score 0% to 59% on an assessment and is marked by red.



*NWEA MAP Math Assessment*

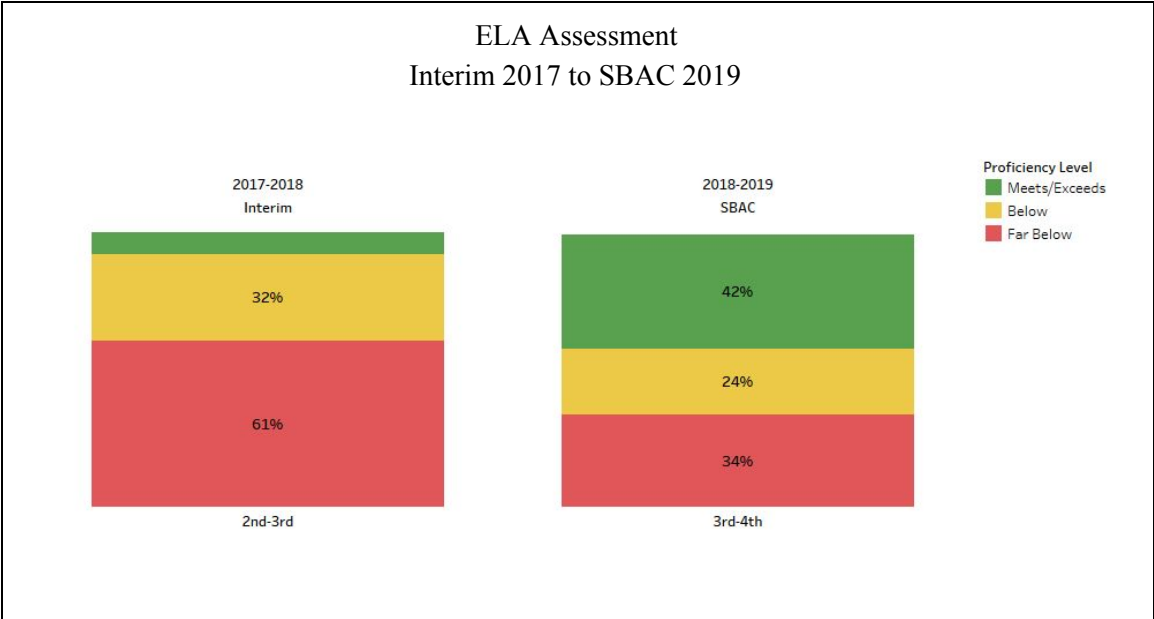
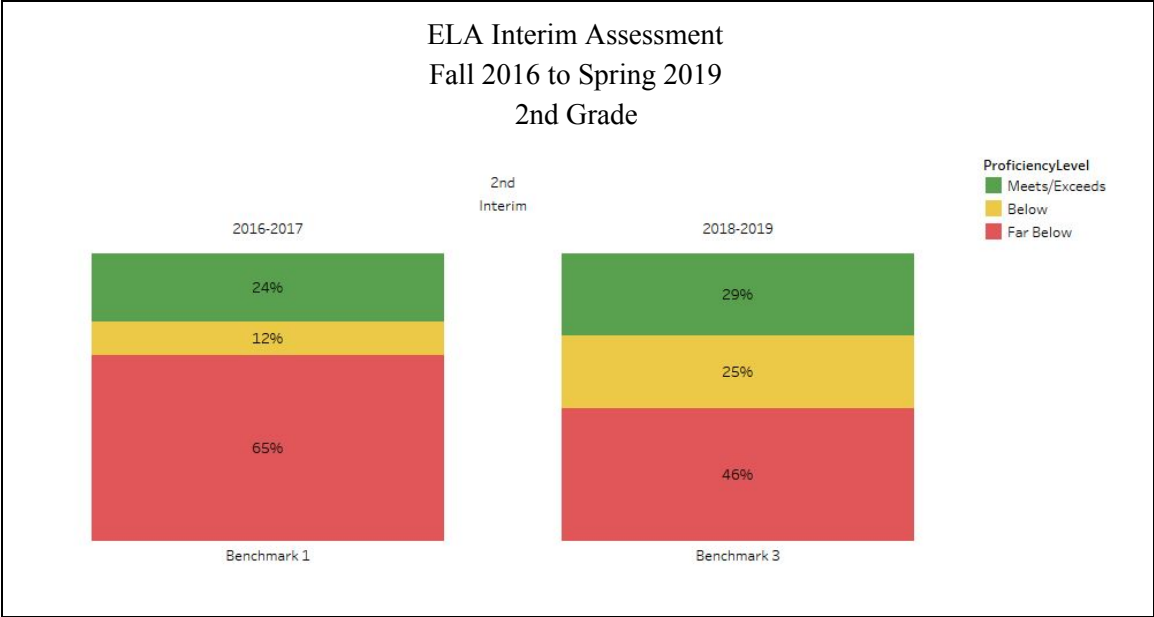
Voices Mount Pleasant has also proven that its math program lead to student growth through the NWEA MAP Math assessment. In one year, the percentage of students in the 50th percentile and above in 3rd grade, increased 11 percentage points. The following year, the percentage of students in the top two quartiles in Math in 3rd grade improved by 20 percentage points. The drop in 4th grade from 2017-18 spring results to 2018-19 spring results fell short on a sustained focus in math data meetings between a new coach and new teachers. Voices is committed to developing its instructional leaders in looking at math data weekly and in supporting new teachers in their math pedagogy.

Students at the 50th percentile and above	3rd Grade (Fall)	3rd Grade (Spring)	4th Grade
2017-2018	46%	57%	N/A
2018-2019	32%	52%	28%

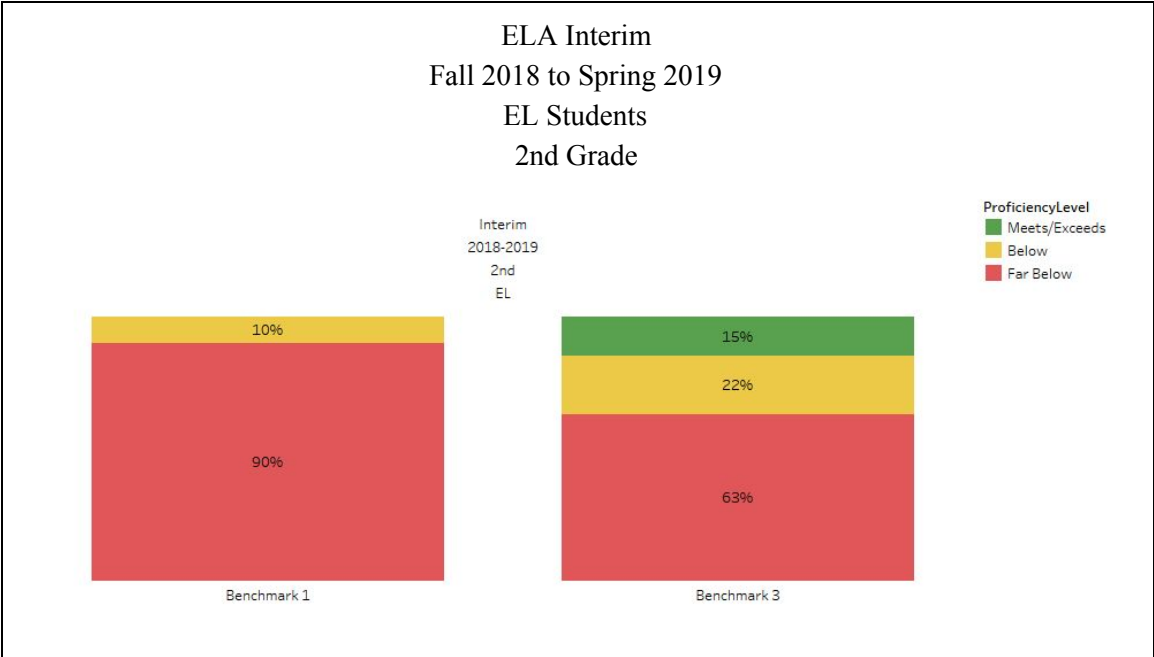
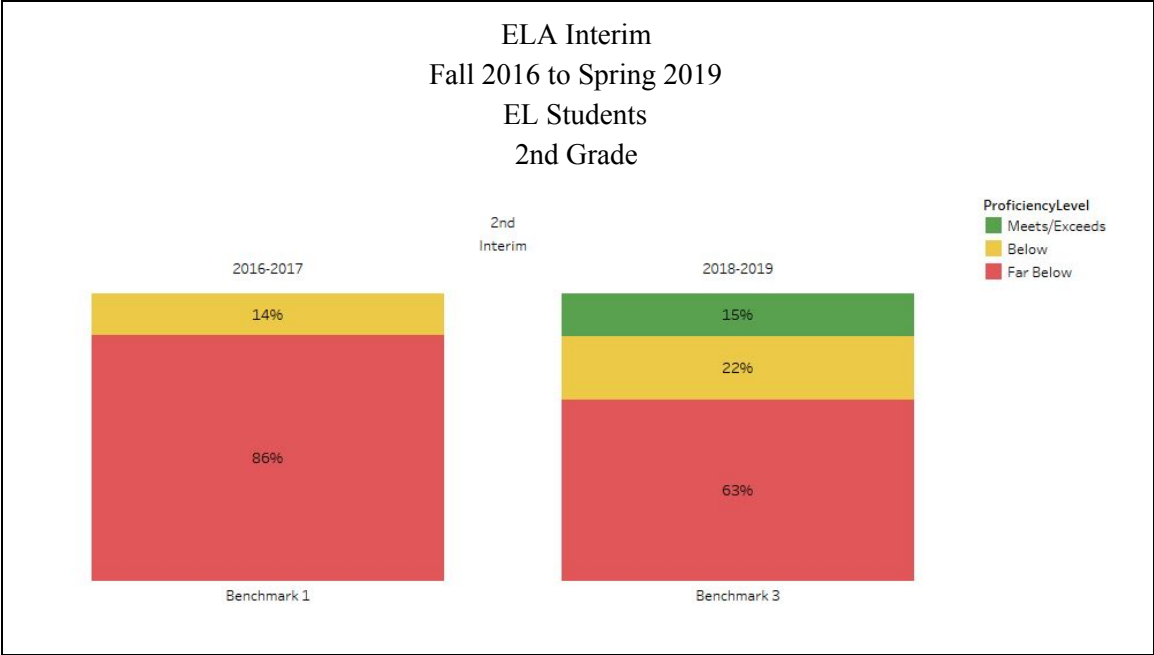
*English Language Arts Results (as measured by interim assessments)*

Our English Language Arts performance and progress was a focus area for the first time in 2018-19 and as a result we are beginning to see growth in ELA overall and across subgroups. While key teacher preparation skills were developed in training and close reading was implemented, we are still committed to finessing our skills in order to achieve breakthrough student results.

The following graphs show how students in second grade have fared in the past on interim assessments. In 2016-17, 65% of our 2nd graders were far below standard on the ELA interim assessment. This year, in our final 2nd grade benchmark interim assessment, that percentage has decreased to 46%.



Our subgroups have also been improving in English Language Arts over the past few years. The following graph shows how 2nd grade English learners in the Fall of 2016 performed on the interim ELA assessment compared to 2nd grade English Learners in the Spring of 2018. We were able to reduce the percentage of English Learners far below grade level from 86% to 63%. Our 2nd graders in 2018-19 also had growth over the past year, as seen in the second graph, with 0% of students being proficient to 15% of students proficient by end of the year on the interim assessment.



Subgroup results for students with special needs is not included for 2nd grade as the number of students with IEPs is so small that reporting it here would risk releasing personally identifiable information.

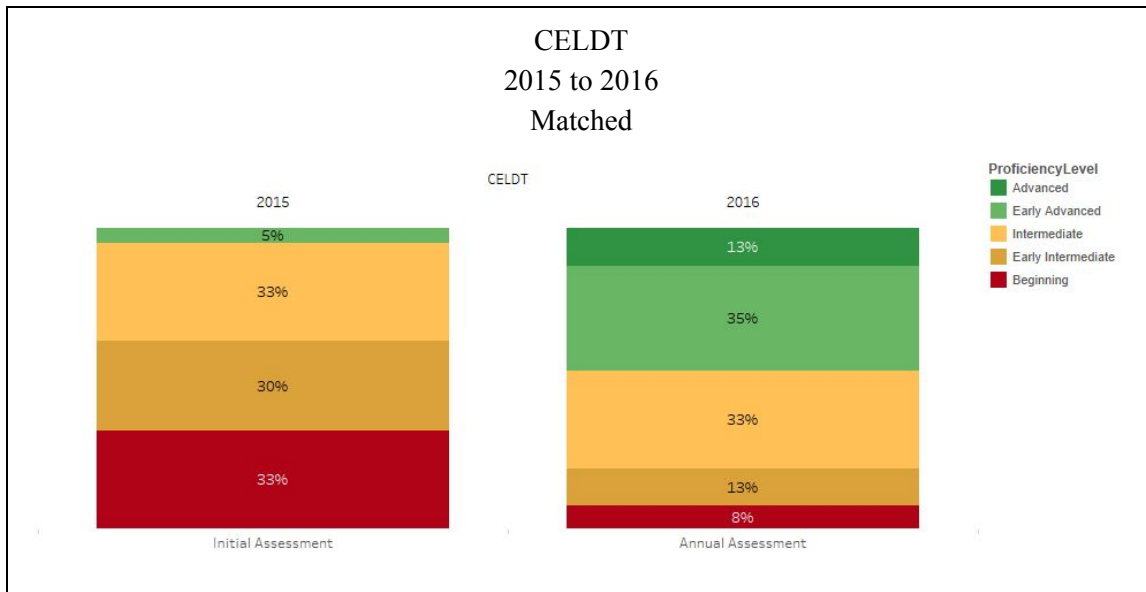
*NWEA MAP Reading Assessment*

Voices Mount Pleasant has seen growth on the NWEA MAP Reading assessment. In 2018-19, the percentage of students in the top two quartiles on the 3rd grade MAP increased from 39% to 52% (+13%). English Language Arts was not yet a focus area in 2017-18.

Students at the 50th percentile and above	3rd Grade (Fall)	3rd Grade (Spring)	4th Grade
2017-2018	65%	45%	N/A
2018-2019	39%	52%	40%

*English Learner Proficiency results (as measured by CELDT and ELPAC)*

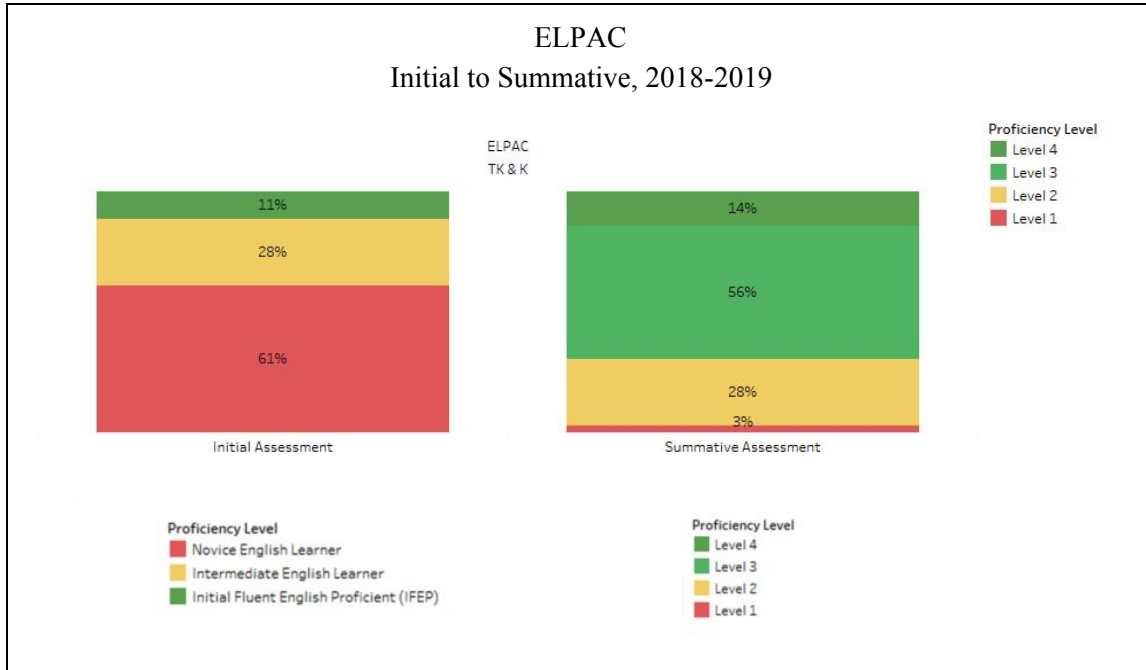
English Learners at Voices Mount Pleasant have been making steady growth in English proficiency over the past five years. Students had demonstrated growth within CELDT, and continue to show growth on the ELPAC. The CELDT results graph below shows how our dual-language approach and language learner strategies in designated ELD and integrated ELD help students develop their second language proficiency.



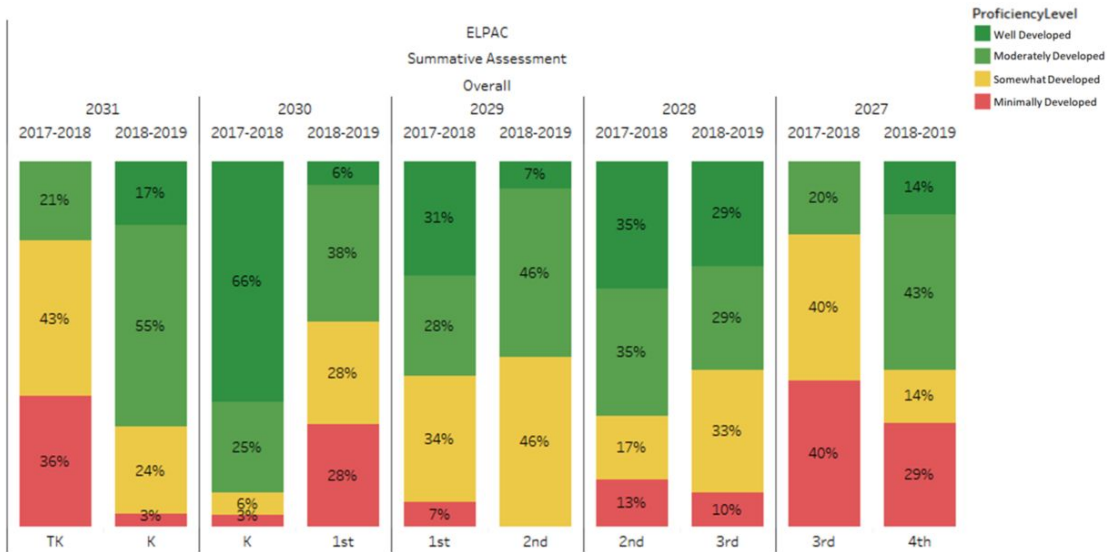
The graph below shows growth from the 2018 ELPAC Initial Assessment to the 2019 Summative assessment. TK and Kindergarten students at Voices demonstrated growth in 2018-19 on their initial to summative assessments. While only 61% of TK/K students scored “Novice English Proficient” on the initial assessment, by the summative assessment 56% of



TK/K students were “Moderately Developed” and 14% scored “Well Developed” by the summative assessment. (Reminder: Initial ELPAC and Summative ELPAC provide different proficiency keys/levels.)



The following graph shows how Voices MP’s English Learners are improving on their English language proficiency, based on the summative ELPAC. The graph shows our 5 current cohorts with 2018 and 2019 Summative ELPAC data. All but one of these cohorts was able to decrease the percentage of students in level 1. Of special significance is the growth seen in our 2027 cohort. Many of these students entered Voices MP in 1st grade with significant gaps in reading, math and English language proficiency. In one year, the percentage of students in level 3 and 4 in this cohort grew from 20% to 57%.



**Analysis of Comparison Schools Data (Education Code Section 47607(b)(4))**

*Comparison Schools That Are Demographically Similar in the District*

Voices MP is located in the Mount Pleasant Elementary School District. The graph below shows demographically similar schools between Voices MP and the District based on race/ethnicity and English learner status. Additionally, the only publicly available comparison data for the District and the district schools is for 2017-18 at the time of submittal of this petition. Therefore, the comparison is Voices MP’s 3rd graders to comparison schools at 3rd grade only.

Voices outperformed comparable schools in the MPESD on the 2017-18 3rd grade CAASPP ELA and math assessment with one exception in ELA. Further CAASPP Analysis is done in the section below.

School	Schoolwide Assessment	2018
Voices MP	ELA	42.86%
	Math	58.62%
Mt Pleasant Elementary	ELA	22.51%
	Math	29.38%
Ida Jew	ELA	43.16%

	Math	32.11%
Robert Sanders	ELA	22.85%
	Math	15.66%

Source:

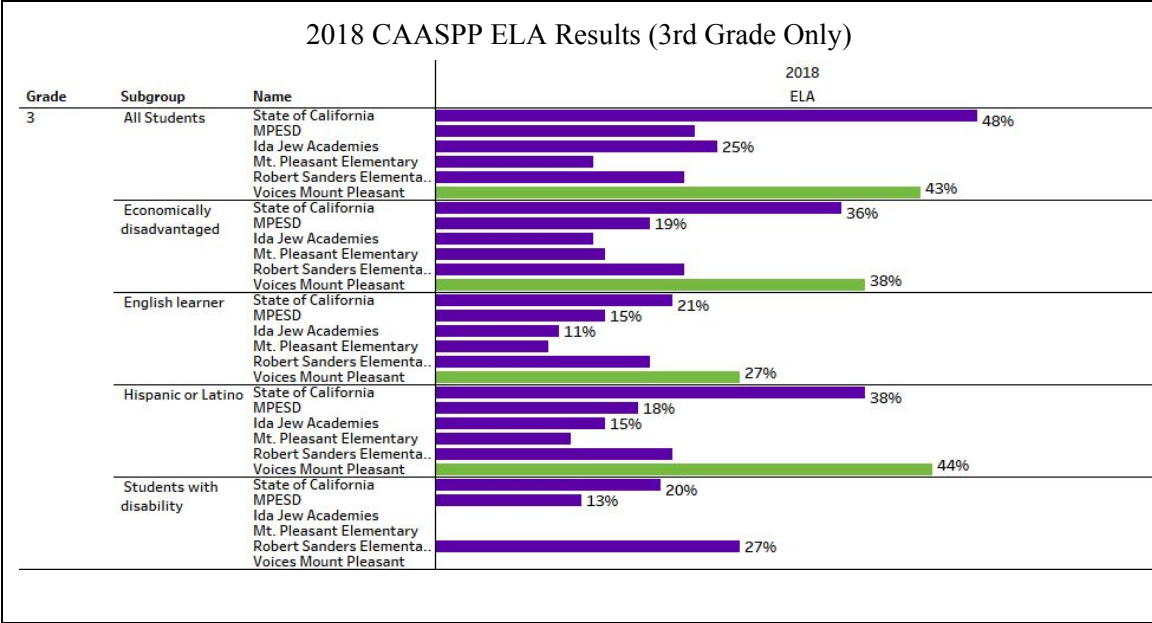
<https://dq.cde.ca.gov/dataquest/DQCensus/EnrELASLevels.aspx?cds=4369617&aggllevel=District&year=2018-19>

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=4369617&aggllevel=district&year=2018-19>

*CAASPP - Overall and Subgroups (as measured by SBAC)*

The graph below shows how Voices Mount Pleasant performs in comparison to MPESD, the State of California, and local schools on the 2017-18 CAASPP English Language Arts assessments. Note that this table only shows 3rd grade results for the state of California, MPESD, local schools and Voices, as this was the only Voies MP CAASPP testing grade.

- Voices outperformed the MPESD overall and in all reportable subgroups.
- Voices Mount Pleasant performed significantly better than MPESD in the Economically Disadvantaged subgroup (19% over MPESD), English Learner (+12% over MPESD) and Hispanic/Latino (+26% over MPESD) subgroups.
- Voices outperformed comparable schools in the MPESD on the 2017-18 3rd grade CAASPP ELA assessment overall and in all subgroups. The Hispanic/Latino subgroup at Voices in particular scored much higher than its counterparts at the MPESD district schools.
- All Voices Mount Pleasant subgroups performed better than their counterparts at the state.

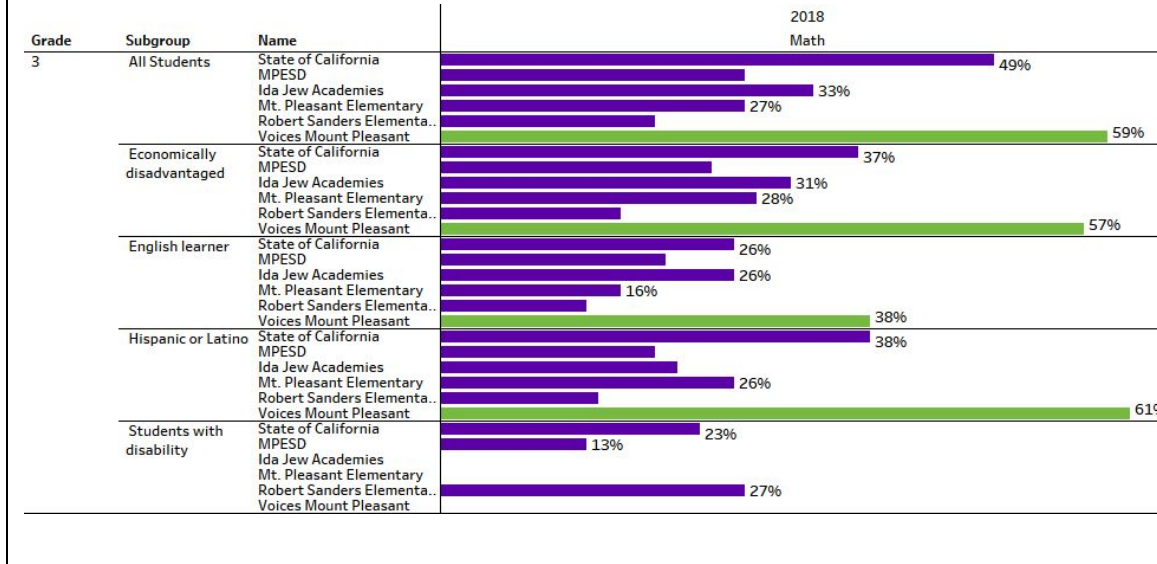


\*No Students with Disabilities data is publicly released as Voices Mount Pleasant’s numbers of subgroup testing students are too few to release.

The graph below shows how Voices MP performed in comparison to Mount Pleasant Elementary School District, the state of California and local schools on the 2017-18 CAASPP Mathematics assessment. Note that this table only shows 3rd grade results for both the district and Voices, as this was the only CAASPP testing grade at Voices. Voices outperformed MPESD’s 3rd graders overall and in all reportable subgroups.

- Voices Mount Pleasant did significantly better than MPESD in the Economically Disadvantaged subgroup (+33% over MPESD), English Learner (+18% over MPESD) and Hispanic/Latino (+42% over MPESD) subgroups.
- Voices outperformed comparable schools in the MPESD on the 2017-18 3rd grade CAASPP Math assessment overall and in all subgroups. Voices scored at least 10 percentage points higher than the listed MPESD schools in all subgroups. In some cases, Voices subgroups scored more than 40 points higher than local MPESD schools.
- Voices Mount Pleasant scored 10 percentage points higher than the state overall, in addition to outperforming California in all subgroups. Of particular notice, Voices Mount Pleasant scored 23 percentage points higher than the state in the Hispanic/Latino subgroup.

### 2018 CAASPP Math Results (3rd Grade Only)



\*No Students with Disabilities data is publicly released as Voices Mount Pleasant’s numbers of subgroup testing students are too few to release.

#### *Comparison Schools That Voices MP Students Would Otherwise Be Required to Attend*

Voices MP is located in the Mount Pleasant Elementary School District (“MPESD” or “the District”). The following nine schools both in MPESD and neighboring Alum Rock Union Elementary School District (hereinafter described as the “alternative District schools”) represent the schools at least ten Voices MP students per school would otherwise attend. Students enrolled in Voices MP come from 26 school attendance areas; the most meaningful comparison is to the schools where at least 10 Voices MP students would attend. The table below shows the percent of students schoolwide, 3rd grade in alternative District schools who reached Standard Met and Standard Exceeded on SBAC in 2018. Voices MP largely outperformed the alternative District schools in both Math and ELA.

School	Schoolwide Assessment	2018
Mt Pleasant	ELA	13.72%
	Math	27.45%
Robert Sanders	ELA	22.06%
	Math	18.84%

Horace Cureton	ELA	36.84%
	Math	31.58%
Linda Vista	ELA	48.06%
	Math	59.74%
Lyndale	ELA	35.18%
	Math	38.89%
Russo /McEntee Academy	ELA	40.55%
	Math	33.33%
O.S. Hubbard	ELA	28.57%
	Math	32.5%
San Antonio	ELA	44.26%
	Math	43.55%
Thomas P. Ryan	ELA	18.92%
	Math	29.73%

B. Additional Justification for Charter Renewal

**Analysis of Charter Renewal Criteria – Student Subgroups  
Education Code Section 47607(a)(3)(A) states:**

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

Voices MP did not enroll students eligible to take the CAASPP until 2018. As such, while the Charter School has been operating for 4 years, it only has 2 years of data (and 2019 data is provisional at the time of submission of the charter).

The following graph shows how Voices Mount Pleasant performed on the CAASPP over the past two years overall. The 2019 data is preliminary based on internal calculations. In 2018, Voices only tested in 3rd grade students. In 2019, 3rd and 4th grade students tested in ELA and Math CAASPP.

Overall Voices remained similar in proficiency in Math and ELA since 2018. Voices dropped in one subgroup, Hispanic/Latino students from 2018. In this subgroup, Voices decreased proficiency in ELA and Math by about 5%. While the drops were minimal and represent a small number of students, we nevertheless recognize the importance of further strengthening our instructional methodology to show gains in 2020. We are looking ahead at implementing plans for stronger ELA instruction and a sustained focus in math in 2019-20. In other subgroups, Voices performed similarly year over year. One highlight was the growth in proficiency in the English Learner subgroup in math (+4%).

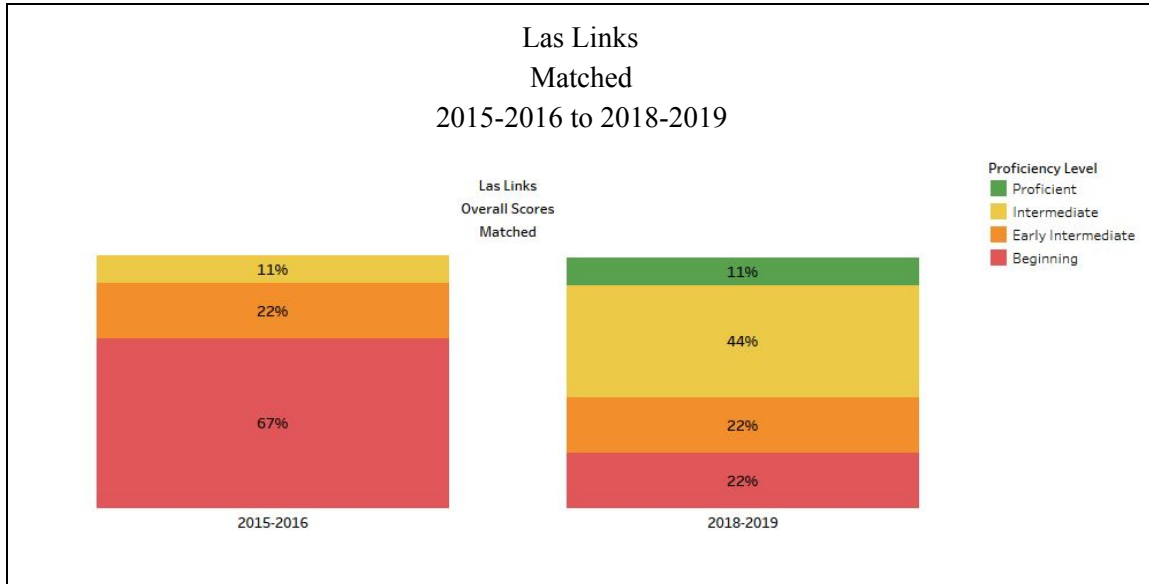
*Voices MP California Assessment of Student Performance and Progress Scores, 2017-2019: Percentage of Students Meeting or Exceeding Standards*

Demographic	Assessment	2018	2019
Schoolwide	ELA	42.86%	42%
	Math	58.62%	56%
Hispanic or Latino	ELA	44.44%	39%
	Math	60.62%	55%
Economically Disadvantaged	ELA	38.10%	35%
	Math	56.82%	56%
English Learners	ELA	26.66%	24%
	Math	38.00%	42%

### *LAS Growth*

Our dual-language approach and language learner strategies are not just supporting English learners in their proficiency. Our Spanish language learners have also seen growth over the past five years. The following graph shows the growth our Spanish learners have had since they started at Voices in 2015-16 to now. LAS Links is a Spanish language assessment that is similar

to ELPAC in testing in four language domains of reading, writing, listening and speaking. Students in this cohort have improved in their proficiency as we see the percentage of students in the beginning levels of Spanish decrease and the percentage of students in intermediate and proficient levels increase.



### *LCAP Progress*

We can report that the majority of our actions and services to achieve our Local Control and Accountability Plan (LCAP) goals over the past five years have been implemented and achieved. Some of these recent successes include hiring a Dean of Culture, purchasing licenses for blended learning and personalized programs, and providing all teachers with regular coaching and professional development. Additional highlights from past year’s LCAPs include:

- From our 2017-18 LCAP, 100% of parents surveyed agreed that they were empowered to help their child succeed, an improvement from the prior year.
- From our 2017-18 LCAP, 75% of students in K-2 were at grade level in math after the 2nd benchmark with 75% of our kindergarten students meeting the grade level goal in reading.
- From our 2018-19 LCAP, more than 70% of kindergarten scored proficient in math on the mid-year benchmark assessment.
- From our 2018-19 LCAP, 100% of parents felt Voices MP set high standards for student academic success, and 99% of parent respondents felt that the school created an environment where children could succeed.



- From our 2019-20 LCAP, our suspension rate per the California dashboard declined 0.7%.
- From our 2019-20 LCAP, our SBAC Math English Learners are 12.7 points above the standard per the California Dashboard, and

*Dashboard*

Voices Mount Pleasant has limited measures reported on the 2019 California School Dashboard. The following graph shows how Voices MP’s indicators were reported in comparison to MPESD, Alum Rock Unified School District, Mount Pleasant Elementary and Robert Sanders Elementary. Since Voices only has 2017-18 SBAC results there isn't prior year data to compare to for ELA and Math.

Indicator	Voices MP	MPESD	ARUSD	Mt. Pleasant Elementary	Robert Sanders
Suspension Rate	Blue (Level 5)	Orange (Level 2)	Orange (Level 2)	Green (Level 4)	Yellow (Level 3)
EL Progress	N/A	N/A	N/A	N/A	N/A
ELA	N/A	Orange (Level 2)	Orange (Level 2)	Orange (Level 2)	Orange (Level 2)
Math	N/A	Orange (Level 2)	Orange (Level 2)	Orange (Level 2)	Orange (Level 2)

Source

<https://www.caschooldashboard.org>

*Non-Academic Indicators*

Voices MP is also excelling on other measures indicative of an overall positive school culture for students, staff and parents. A focus on attendance, parent engagement and satisfaction have paid off as noted below when looking at students served, positive attendance rates, and parent surveys.

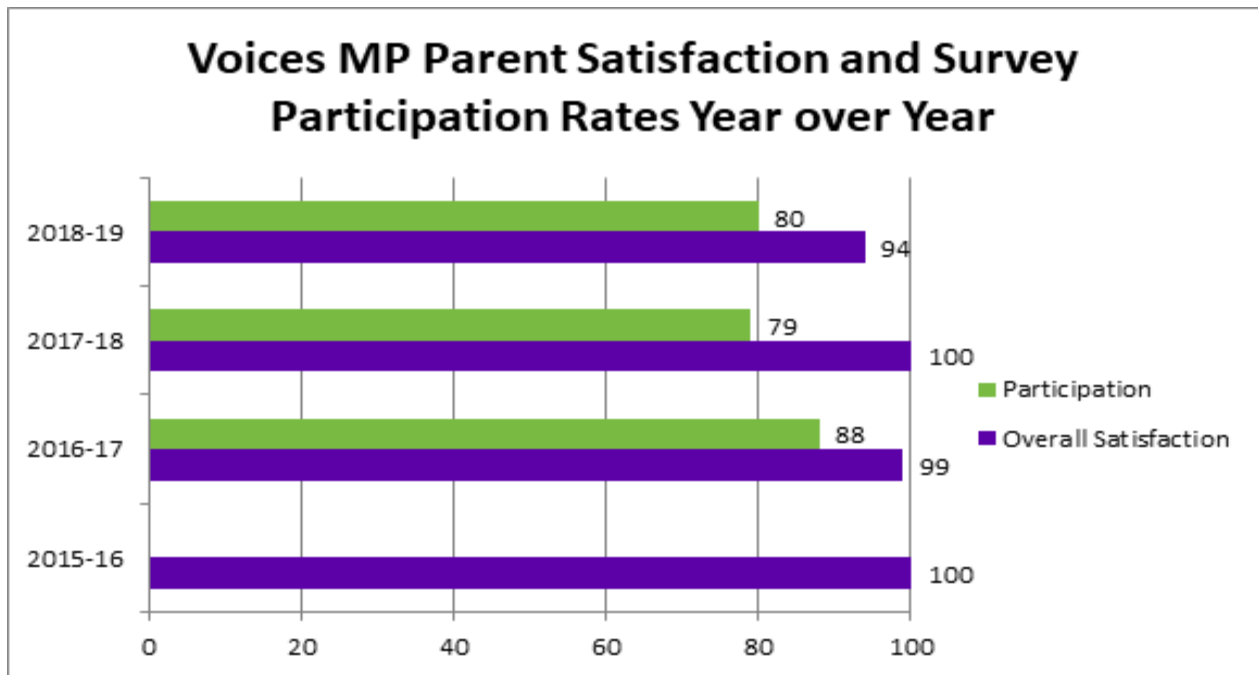
In keeping with our mission of serving historically underserved students and in fulfilling our promise to the parents that brought us to serve in their community, Voices MP demographics are reflective of the families who demanded school choice.

*Attendance*

Voices attendance data has maintained a strong 95% average daily attendance (“ADA”) level over time.

### *Parent Engagement*

Parent satisfaction results have steadily remained extremely positive over the past four years and participation in the survey has also remained steady over the years for which there is data. Additionally, parents consistently (year over year) rated the academic program, the Charter School’s high academic standards, how the Charter School meets the individual academic needs of their child and teachers as very effective in the mid to high 90s. A full 100% of parents surveyed in multiple years were very satisfied with Voices’ school environment, which includes safety, positivity and parents feeling welcome. Additionally, all parent workshops, classes, series, trainings and events are consistently well attended.



\*2015-16 Participation rate not available, data not collected.

Though Voices MP does not require parents to fulfill volunteer hours, on any given day the presence of parents on campus or in advocacy is felt and seen at the Voices MP campus and in the community. Families In its four years of operation, Voices MP families have voluntarily dedicated hundreds of hours to the Charter School in countless ways. They have:

- Conducted a Voter Registration drive;
- Held school-wide events, festivals and fundraisers;

- Supported university field trips;
- Supported teacher appreciation weeks;
- Conducted campus beautification days;
- Tutored and supported students;
- Volunteered extensively for such cultural events as Dia de los Muertos, Gingerbread House making and Cesar Chavez Day march; and
- Attended and participated in parent conferences, parent workshops and training, science nights, welcoming events for new families, and student award ceremonies.

Parents and the Parent Leadership Team have also sought out and built relationships with community leaders and elected officials. Since opening in 2015, Voices MP parents have hosted tours and meetings with:

- Former Vice Mayor and Council Member Magdalena Carrasco
- Assembly Member Ash Kalra
- Senator Jim Beall
- Former MPESD and current SCCOE Board Trustee Peter Ortiz
- SCCOE Trustee Kathleen King
- Leaders from organizations like LUNA, Somos Mayfair and other charter school networks

Aside from advocating for Voices MP, parents and parent leaders have developed relationships with, been supported by and gotten connected to various organizations and community groups across the East Side. Some examples include:

- PIQE, YWCA, Google, Santa Clara University, Alum Rock Counseling Center, San Jose Police Department, the Red Cross among others, provided on site workshops and workshop series for parents (and sometimes students) each year.
- Reading Partners, San Jose Parks and Rec and the Roberto Cruz Library, among others, provided some on site support as well as off site resources and information for families.
- First 5, Catholic Charities, the Health Trust and the Healthier Kids Foundation all engaged with Voices MP families through classes around health, parenting, nutrition, conflict resolution, etc.

### *Looking Ahead*

While our achievements to date are promising and indicative of future success, there have been challenges that we have and will continue to address. Voices MP is focusing on accelerating the growth of students scoring far below grade level in reading in their native language. This work will be our priority in grades K-1. The work includes weekly professional development and coaching. In addition, although English Language Arts SBAC scores have seen overall increases

over the past year, and our students are outperforming their counterparts in the state and comparison schools. English Language Arts will continue to be a priority for grades 2-5. This work includes weekly professional development, coaching and leader-facilitated intellectual preparation sessions.

Voices has had guided reading as a focus for three of the past five years as it is a staple of our balanced literacy program. The school has had multiple trainings, walkthroughs and coaching sessions on guided reading and teachers have taken major strides in their understanding of strong teaching. At Voices, we know there is always room to grow. Guided reading will continue to be a focus next year, with more strategic planning from school leadership on students who are far below grade level reading goals.

Voices chosen math as a priority for three of the past five years as well. Our work in math included introducing math stories, an element in our math program to support understanding of Operations and Algebraic thinking and to practice application. During this time, Voices also implemented intellectual preparation protocols for math lessons, spent significant time coaching teachers and strengthening standards deconstruction in data meetings. This year, Voices will do further work on coaching teachers in math data meetings and tracking class and grade-level math results more regularly to support struggling teachers.

Voices selected ELA as a priority for the first time in 2018-19. The work included rolling out intellectual preparation protocols in which school leaders led teachers to understand lesson plans. Professional development centered around complex texts and how to prepare to teach them. Observation/feedback rounds then focused on whether teachers had implemented lesson plans. This coming year, Voices will focus on ELA again with a curriculum more strongly aligned our vision of complex texts.

One of the priorities last year was an inclusive practices for all students. Voices did bi-monthly trainings on inclusionary practices and differentiation strategies. Teachers now have a better foundational understanding of co-teaching and different techniques for working with students with special needs or language learners. This year, the school has committed to learning more about tier I and tier II interventions by having school leaders train and strengthen systems in the SST process.

## **Affirmations and Declarations**

Voices College-Bound Language Academy at Mount Pleasant (“Voices MP” or the “Charter School”), and located within the boundaries of the Mount Pleasant Elementary School District (“MPESD” or the “District”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including , but not limited to:

1. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
2. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
3. The Charter School 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
4. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, 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 Academies declares that it 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)(5)(O)]
6. The Charter School 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. The Charter School will admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. 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 the pupil’s parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B) (i)-(iv). 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)]

8. The Charter School shall adhere to all provisions of 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 and the Individuals with Disabilities in Education Improvement Act of 2004.
9. The Charter School 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 required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School shall comply with the Ralph M. Brown Act.
12. The Charter School shall comply with the Political Reform Act.
13. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as authorized and amended by the Every Student Succeeds Act (“ESSA”).
14. The Charter School shall comply with the Public Records Act.
15. The Charter School shall comply with the Family Educational Rights and Privacy Act.
16. The Charter School shall comply with the Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1
17. 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).
18. 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 report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(d)(3)]

19. 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. Education Code Section 47612.5(a)(2)]
20. 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)]
21. The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605-47605.1]
22. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
23. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
24. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
25. The Charter School 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.

*Frances Lee*

*7-23-19*

Lead Petitioner Signature

Date

## **Element 1: Educational Philosophy and Program**

*Governing Law: The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> 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)*

*Governing Law: The annual goals, 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 at Mount Pleasant will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

### **Vision**

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

With the guidance of teachers who are dedicated to being active participants in a professional learning community driven by student learning and parents who work in partnership with the Charter School, 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 at Mount Pleasant 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, biliterate 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 at Mount Pleasant 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 dedicated time for daily 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 the Charter School.

The Voices MP culture will be driven by our values and mission. Our culture, academic programs and even student conduct system will all support the qualities necessary for personal and professional success. Such qualities include:

- **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 student 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 stakeholders 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 MP students and families may face adversity, students will discover that through perseverance these challenges can be overcome. Students will understand that nothing is beyond their reach. They all have potential.

- **Community:** No one at Voices MP 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 School’s mission, teachers will work collaboratively; parents and teachers will work as partners; and students will support each other.

**Whom the Charter School is Attempting to Educate: Target Student Population**

Voices MP currently serves approximately 310 students in grades Transitional Kindergarten (“TK”)-5 with full build out in year 8. Class size is approximately 28 students per class. Voices MP is growing by one grade level per year and mitigates class sizes by providing an Associate Teacher (paraprofessional) in all classes TK/K-4th grades which increases the adult/student ratios. This growth plan allows the Charter School to create a cohesive culture and coherent curriculum and instructional program.

**Voices MP Projected Enrollment by Grade**

Grade Level	Year 6 2020-21	Year 7 2021-22	Years 8-10 2022-23
TK/K	56	56	56
1	56	56	56
2	56	56	56
3	56	56	56
4	56	56	56
5	56	56	56
6	56	56	56
7		56	56
8			56
<b>Totals</b>	<b>392</b>	<b>448</b>	<b>504</b>

As a charter school, Voices MP is charged with educating the students of California and not just students from one school district or county. Voices MP 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 learners), with particular efforts made to recruit within the MPESD. Moreover, we recruit native Spanish, English and bilingual students. Our target population is both socioeconomically and ethnically diverse. As a non-selective public school, Voices MP is tuition-free and admits any student regardless of ethnic, socioeconomic, or religious background, or any other protected class.

The tables below describes our student population in terms of ethnicity/race, free or reduced priced meal (“FRPM”) and primary language over our last charter term, demonstrating our commitment to serving the underserved students Voices MP promised to serve:

**Voices MP Race/Ethnicity 2015-2019**

Race/Ethnicity	2015-16	2016-17	2017-18	2018-19
Hispanic or Latino	58.7%**	93.8%	95.4%	94.6%
Asian	0%	0%	0%	0.4%
White	1.9%	1.2%	1.4%	2.3%
Two or More, Not Hispanic or Latino	1.9%	1.0%	1.4%	1.1%

Source:

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=43104390132530&aggllevel=school&year=2018-19>, ([https://dq.cde.ca.gov/dataquest "Enrollment Multi-Year Summary by Ethnicity"](https://dq.cde.ca.gov/dataquest/Enrollment Multi-Year Summary by Ethnicity))

\*\*NOTE: 32.7% Not Reported for 2015-16 school year

**Voices MP Free or Reduced Price Meal Eligibility 2015-2019**

FRPM	2015-16	2016-17	2017-18	2018-19
Qualified	62.5%	59.9%	78.3%	N/A

Source:

<http://www.ed-data.org/school/Santa-Clara/Santa-Clara-County-Office-of-Education/Voices-College--Bound-Language-Academy-at-Mt.-Pleasant>

(Ed Data "Free and Reduced-Price Meals")

**Voices MP Primary Language 2015-2019**

Primary Language	2015-16	2016-17	2017-18	2018-19

Spanish	75%	73.46%	70.51%	63.98%
English	24.04%	26.54%	29.03%	35.63%

Source:

<https://dq.cde.ca.gov/dataquest/lc/SchoolLC.aspx?cYear=2015-16&cSelect=Voices+College-Bound+Language+Academy+at+Mt.+Pleasant--4310439-0132530>

(<https://dq.cde.ca.gov/dataquest> "School - Language Group Data to Determine '15 Percent and Above' Translation Needs") and

<https://dq.cde.ca.gov/dataquest/longtermel/ELAS.aspx?cds=43104390132530&aggllevel=School&year=2018-19> (<https://dq.cde.ca.gov/dataquest> "Enrollment by English Language Acquisition Status (ELAS) and Grade")

## How Learning Best Occurs

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

- ❖ **Standards-Based:** To adequately prepare students for academic success as measured by state indicators, our students will be fully immersed in the Common Core State Standards, Next Generation Science Standards (“NGSS”), the History-Social Science Framework, the English Language Development Standards (“ELD”) and applicable state content standards. (Ainsworth, 2003)
- ❖ **Multilingual:** Research demonstrates that virtually all children, are capable of acquiring multiple languages and benefit from bilingual instruction. (Ovando & 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 and to see patterns and interpret them. (Doll, 1993; Bruner, 1966; Cole & 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; Cortes, 1986; Freire, 1996; Olsen & Astington, 2010; Shor, 1992; Wiggins & McTigh, 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, 2004; 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 only by 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; Slavin, 1983; 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. (Komarnick, 2004; Kohn, 1993)
- ❖ 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).
- ❖ 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)

### **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, has a global perspective, and is enthusiastic about acquiring new

knowledge and applying it to novel situations. She/he is self-motivated and able to make informed life decisions based on awareness and understanding of all of life's possibilities. She/he 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 are strongly supported and aligned to the “thinking” and academic skills outlined in the State Standards.<sup>1</sup> Please see Appendix B for a description of Academic Rigor at Voices MP.

It is the goal of the Charter School to enable students to become self-motivated, competent, lifelong learners through powerful, applicable and relevant learning for all students.

### **Curriculum and Instructional Design**

A “minds-on” curriculum, acceleration, ongoing assessments and meaningful parent engagement are the means to achieving that goal. Voices MP'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 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

As a result of these approaches, our students will not only meet program goals and assessment targets, but also become literate, self-motivated, ambitious, life-long learners. School leaders and administrators together will research and choose curriculums, programs and supplements that meet the needs of students ensuring that they align with the Charter School's philosophies, academic approaches, program, and mission (see Appendix C for Sample Curriculum Guide). Across all grades, Voices MP balances more progressive teaching strategies, linked to student engagement and motivation, with more traditional strategies, required for success in higher education.

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<sup>1</sup> <http://nchs.ucla.edu/Standards/>

## **Research-Based Instructional Models and Pedagogy**

All of Voices MP's 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 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 MP meets the needs of our English Learners by implementing a dual language immersion program. The dual language immersion program also allows students to maintain that high level of achievement and to reach even higher levels through the end of K-12 schooling. Research findings also demonstrate that a quality dual language immersion program must include all of the following instructional components to reach these results.

- ❖ A socio-culturally supportive school environment
- ❖ An incorporation of multiculturalism 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 of 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.
- ❖ A celebration of diversity in all its forms

The highly regarded longitudinal research of Wayne Thomas and Virginia Collier states (See Appendix D for more research):

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, the California Department of Education commissioned and published a report outlining the significant progress in the field of English Learner Education<sup>2</sup>. 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 education:

- ❖ **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.

Lastly, our Dual Immersion instructional decisions are data and results-driven and determined based on best practices, student needs, and our local context. This approach has been validated by Diez and Karp (2013).<sup>3</sup>

Today, what is emphasized in the literature is choosing a model that meets the needs of the students in the school, adhering to the model across all grades and teachers while allowing enough flexibility to change the program model if needed...In other words, practitioners must select a program that works for their students and implement it with fidelity while also keeping it flexible.

### *Systematic ELD*

English Learners (ELs) receive daily structured English Language Development (ELD) for 60 minutes per day, which is 100% more (twice as much) than required by the state. Teachers make

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<sup>2</sup> Improving Education for English Learners: Research-Based Approaches, California Department of Education (2010)

<sup>3</sup> Diez, Virginia and Karp, Faye, "Two-Way, Bilingual Education in Boston Public Schools: Required features, Guidelines and Recommendations" (2013). Gaston Institute Publications. Paper 180.



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.

Systematic ELD instruction is part of a comprehensive program for English Learners. The 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 (academic) learning. It helps equip students with the language needed to express the sophistication of their thinking.

Systematic ELD is taught daily, during time specifically dedicated to teaching English. It follows a developmental scope and sequence of language skills that includes substantive practice to ensure that 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<sup>4</sup>. See Appendix E 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.

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<sup>4</sup> Improving Education for English Learners: Research-Based Approaches, California Department of Education(2010)

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

*Balanced Literacy*

Voices MP has a balanced literacy program of instruction and assessment organized around the State Standards, Spanish Standards (Common Core en Español), and World Language Content Standards. It is the aim of the Voices MP program that all students are literate readers and writers in their primary language by third grade. These students 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 (see Appendix F for sample Literacy Vision).

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 actively 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 students to use reading and writing processes through:

Balanced Literacy	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.
Reading aloud	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.
Word Study (Sight words, Phonemic awareness, Phonics, Vocabulary)	Word study refers to deliberately investigation words. It occurs in settings where the teacher directs children's categorization and understanding of how words work through routines, direct instruction and 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.

Shared reading	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.
Guided reading	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.
Independent reading	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.
Readers Workshop (K-3) and Literature Circles (4-8th)	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.
Shared and Interactive writing	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.
Writer's workshop	Guided writing or writer 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.

Students read from a variety of reading materials that include leveled books, anthologies, original works, reference books/materials, digital materials and media. Reading instruction will emphasize expository text. Teachers will use teaching strategies that make grade level content

accessible to all students, regardless of reading level (universal access). Through professional development and coaching, teachers will modify and acquire new instructional strategies to ensure the most effective instruction for students. The writing curriculum emphasizes expository writing. Studies have shown that a common element among 90/90/90 schools is the emphasis of expository writing across content areas. These are schools that were identified because they are at least 90% combined minority; at least 90% free or reduced price lunch qualified students, and at least 90% successful on standardized assessments. See Appendix G 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)*

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. 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<sup>5</sup> 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 CCCS, the Next Generation Science Standards, the National History Standards<sup>6</sup> and the California History-Social Science content standards using the UbD® Framework. Students learn content in depth and have an opportunity

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<sup>5</sup> Deborah Meier; Central Park East Secondary School in New York

<sup>6</sup> <http://nchs.ucla.edu/Standards/>

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 (see Appendix H for sample rubric). Every unit has technology components that assist students in learning and in expressing their understandings. See Appendix I for Sample UbD® Unit.

### *Integrated ELD*

The 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.

### *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 Student Success**

Voices MP offers site-based instruction and a minimum of at least 175 days of instruction per year (5 CCR 11960). Please see Appendix J for a sample school calendar. We will also employ a staffing model that provides extra support and increase the adult to student ratio, especially in the early grades.

### **Basic Staffing Models**

Staff	TK/Kindergarten	1 <sup>st</sup> -4 <sup>th</sup> Grade	5 <sup>th</sup> -8 <sup>th</sup> Grade
Base Staff (per classroom)	One teacher  One Full Time paraprofessional (Associate Teacher)	One teacher  One Part Time paraprofessional (Associate Teacher)	One teacher  One School Assistant (shared)
Support Staff projected and will be determined by Individualized Education Program ("IEP") Plans	Year 1 (Grades TK-1) One Educational Specialist  One Special Education paraprofessional (Associate Teacher)	Year 4 (Grades TK-4) Two Education Specialists  Two Special Education Paraprofessionals	Year 6 (Grades TK-6) Three Education Specialists  Three Special Education Paraprofessionals

### *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 K for Sample Instructional Minutes calculation and

Appendix L for sample bell schedule, which shows that Voices exceeds state mandated minimum minutes for grades spans TK-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”. Students are expected to be engaged 100% of the time in all lessons and work.

Daily schedules are 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.

### *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 MP:

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

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

### *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 need 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 well 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).

### *Prove It!*

Students are expected to justify their answers and opinions by citing evidence. Teacher asks students 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 MP 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 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 MP is the Backwards Map. Teachers 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 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 M.

### *Literacy*

The literacy program at Voices MP incorporates all of the recommendations originally published by The National Reading Panel (NRP)<sup>7</sup> 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 Education<sup>8</sup>. 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.

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<sup>7</sup> 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.

<sup>8</sup> Eunice Kennedy Shriver National Institute of 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.

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 (Grades 6-8)*

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 MP middle school course also makes 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.

The Voices MP middle school reading program is 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 relevant, and meaningful texts in skill-based instruction, Voices MP teachers make the Common Core State Standards accessible to all students, while simultaneously investing them in literary experiences that can transcend the classroom. Voices MP teachers 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 MP teachers also include a language objective into each lesson, using realia and SIOP strategies to support ELs through rigorous texts (see Appendix N for sample SIOP lesson plan). We equip our students with the close reading skills necessary to deeply examine, comprehend, and analyze texts, while also building the critical thinking skills that allows students to create bridges between texts they read and technology, popular culture, media, and their own culture. Voices MP teachers use a balance of genres in literature to foster an intellectual curiosity that enables students to better understand themselves and the world around them.

The vision that Voices MP middle school has for its middle school writing program is one where students become unique and engaging proficient writers. This is done by creating a program that interweaves the Common Core English Language Arts reading, writing and language standards with the Writers Workshop Model. Our writing classes 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 MP middle school students is that they 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 MP 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 equip each student with 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 proving an equitable sharing space to reinforce a positive collaboration are the major components of the writers workshop which ensures an engaging writing environment. The teacher models and guides 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 demand excellence from themselves as they seek to improve their voice, ideas, organization, word choice, sentence fluency, and conventions. Voices MP 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 MP is one of assessment and instruction organized around the Common Core State Standards. The goals of this program are to have students apply their ever-increasing mathematical knowledge and skills to novel context and increasingly sophisticated mathematical problems. Students then use these skills to further their understanding of other related curricular areas, such as science and social science.

The ongoing assessment procedures monitor each child's level of mathematical understanding and skills (computation, problem solving, and application). The teachers use internally created formative assessments, school-wide interim and state assessments.

Math instruction is characterized by teaching students to:

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

Voices MP uses school adopted and locally-created curricula aligned with its instructional approaches and CCSS 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 TK-8 curriculum.

#### *Math in Upper Grades (Grades 6 to 8)*

Math in the upper-grades is 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 CCSS for Mathematics, Voices MP utilizes many of its own practices to create a high rigor, concept-focused mathematics environment.

Students and teachers at Voices MP approach every topic with a “concept-first” mentality. Teachers are 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 spend significant and deliberate time focusing on the processes in mathematics and truly understanding the “why” behind every action. Students are expected to explain the reasoning behind every mathematical action in writing, orally, and/or algebraically.

Voices MP also takes a unique approach to mathematics in that the connection between language and mathematics is frequently emphasized. All math teachers utilize SIOP and other language learner strategies in every lesson and every math lesson contains a language objective. Voices MP math teachers are 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 MP strives to empower students to see math as a powerful tool to understand and analyze the world around them. Teachers 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 MP do 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.

### *Science and Social Studies*

Besides being incorporated into the core curriculum through an emphasis on expository reading and writing, science and social studies are presented to the students in integrated, thematic units of instruction. Voices MP 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 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.

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

The Voices MP 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 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 systematically introduce new material so that students are constantly engaging with the Voices MP 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 5 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 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.

Specifically in the Sciences, Voices MP utilizes the Process of Engineer Design as students participate in experiments and projects. Students are 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 may be 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 MP 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 MP students are encouraged to question literature and formulate their own ideas of history after having explored different perspectives. Students 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 are constantly involved in rigorous group activities, which strengthen the idea of cooperative learning, and enforce the importance of teamwork in academic settings. Additionally, students 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 introduced a new level of rigor for students. Although the State Standards require 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 MP are to demonstrate proficiency in 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 assists Voices MP in sustaining its vision for student achievement and delivering on its mission's promise. Community members at Voices MP 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 fully 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 the Charter School: the language of technology. There is huge potential at the intersection of technology and this community's commitment to language, and we capitalize on this. Students at Voices MP 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 MP provides that "third language" instruction by devoting time and energy to considering the purpose, value, and function of technology within the context of the Charter School. To many, especially in the community we intend to serve, technology is a foreign language. We create meaningful opportunities for our students to engage with technology in a way that allows 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
- ❖ Critical thinking & Problem Solving
- ❖ Creativity

### **Basic Technology Integration Classroom Model**

	Elementary (K-5)	Middle school (6-8)
Model	<ul style="list-style-type: none"> <li>• Technology centers, during both literacy and math rotations</li> <li>• Use of laptops during writing and exit slips and class assignments throughout the week</li> </ul>	<ul style="list-style-type: none"> <li>• Each period includes the gradual-release model of blended instruction -- partially whole-class instruction, partially differentiated groups (some students with teacher and others on laptops)</li> </ul>

#### *Enrichment*

Students rotate through cycles of enrichment activities 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 are coordinated between the instructor and classroom teacher to integrate into UbD® units and classroom themes.

#### **Results Matter**

##### *Student Assessment and Mastery*

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.

Voices utilizes fall, winter and spring cumulative interim assessments based on State Standards. After each assessment, teachers analyze the data and complete an Assessment Analysis and Instructional Plan to map out further instruction and corrective instruction strategies (See Appendix O 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 corrective instruction 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.

### *Results Oriented Cycle of Inquiry*

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 Community**

### *Essential Components*

The founders of Voices MP 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 MP is a school based on best practices, innovative initiative and the search for excellence. The Charter 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 MP are drawn by the opportunity to work with like-minded individuals with an undying commitment to professionalism, collaboration and constant learning. Teachers actively and enthusiastically participate in a Professional Learning Community. According to Dufour, (2005)<sup>9</sup> “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 is characterized by:

- ❖ Shared Mission, Vision, Values and Goals
- ❖ Collective Inquiry
- ❖ Collaborative Teams
- ❖ Action-Research Orientation

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<sup>9</sup> Richard DuFour, Robert E. Eaker, Rebecca Burnette DuFour; On Common Ground: The Power of Professional Learning Communities; National Educational Service, 2005

- ❖ 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 School’s instructional leader.

Besides learning, teachers 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 new teachers.

### **Micro and Macro Grade Level Planning**

#### *New Teacher Training*

New teachers to Voices MP spend two weeks immersed in professional development 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 (See Appendix P for sample New Teacher Training Schedule).

#### *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 P for sample Summer PD Schedule and Appendix Q for Sample Pacing Guide (Monthly Plans).

#### *Grade Level Team Collaboration*

When the Charter School first opened, Voices MP teachers meet more frequently for professional development with the principal across grade levels. As the Charter School has

grown and teachers are better able to deconstruct standards, teachers are given more time to work with their grade level teams to talk about data and look at the results of the learned practices.

As teachers build their content knowledge and the Charter School adds more grade levels, more and more time is dedicated to data meetings. The Data Meeting Reflection Sheet (“data sheet”) allows team members to identify gaps in students’ understanding and develop a plan to address the gap immediately (See Appendix R). 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 an academic 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 sheet 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 datasheet 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 MP 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. Grade level meetings, prep time and professional 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 professionals which has been proven to directly correlate with high student achievement, but also provides time for student intervention and enrichment activities.

### **Character Education and College-Bound Focus**

#### *On My Way to College!*

All students, and students of color, in particular, need to focus on higher education at an early age. Nationally, only 23 percent of Latino adults have a postsecondary degree, compared to 43 percent of all U.S. adults. In California, only 18 percent of Latino adults over 25 have an associate or bachelor's degree, a rate that’s lower than any other racial or ethnic group.<sup>10</sup> Students of Voices MP need to have a realistic plan, be academically prepared to take on

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<sup>10</sup> <http://www.nbcnews.com/news/latino/latino-college-completion-rates-low-despite-enrollment-n80326>

opportunities, and be prepared to overcome any obstacles that stand in their way. Voices MP prepares students for higher education and high quality careers from the start of their elementary career. With the motto “Find your path and plan for the future!” Voices MP makes it known that it’s never too early to plan for your future.

A coordinated TK-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 is highlighted.

Through a 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 schoolwork 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.

### *Parent Engagement*

Parents at Voices MP are provided with opportunities to learn how to best support the success of their children. We implement workshops through external agencies as well as internal sources. The Parent Liaison or Dean of Culture (see Process for Parent Engagement) and the principal or designee deliver workshops of interest to the whole school community such as Bullying, State Standards, Internet Safety, Nutrition, etc. Furthermore, each grade level team designs and facilitates at least two parent workshops over the year which focus on grade-specific and other content, such as coding, math, site words, MAP, women’s history, etc. Voices MP workshops are given in English and Spanish and child care is provided.

Another way that parents are encouraged to participate in their student’s education is through Family Field trips. Each grade level plans at least one trip a year that takes place on a weekend. Teachers choose locations, activities or events to which most students in the community would not likely visit or be exposed. 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 Engagement for more precise details regarding parent engagement.

### *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.

In addition to fostering good citizenship, Voices MP 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 are evident in both content and literature. Students learn how to judge information through a critical lens. That is, they 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?”

### *Plaza Comunitaria*

Voices MP students and staff regularly gather for community-building and character development time we call Plaza Comunitaria or Plaza. This is an opportunity for whole-school culture and climate building. Plaza typically includes character development via Voices MP’s 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.

### *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 is also posted on a wall of fame on the Charter School site.

Every staff member at Voices MP 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 the Six Pillars of Character. This ticket can then be entered in a raffle for a small prize at Plaza (described above). 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 the Six Pillars of Character. Parents are encouraged to engage in a discussion 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 will 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 the Charter 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 Conference with the teacher, parent child and administrator. At that time, a Student Behavior Success Contract is developed and available support services will be shared and recommended to the parent. The focus is on helping the student exercise self-control and experience success.

### **Plan for Students who are Academically Low Achieving**

Students who are academically low achieving are defined as any student scoring below standard met on the California testing system or scoring less than 80% on interim or formative assessments or not meeting Big Goals (See Appendix S for Sample Big Goals). The ultimate goal at Voices MP 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 will be provided for all students not meeting desired outcomes. Voices MP creates an environment in the classroom that is risk-free and developmentally-oriented.

It is also Voices MP's ultimate objective to close the achievement gap. In order to do this, student learning must be accelerated at every level. Furthermore, our approach is diagnostic in nature with appropriate targeted academic interventions offered primarily during the block schedule. Together, the intervention specialist and educational specialists will be 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 Program ("IEP") and 504 Plans, SSTs, etc. Additionally, Voices MP provides a variety of student support services for students who are academically low achieving and will augment and add necessary services as the student needs dictate.

### *Multi-Tiered Systems of Support*

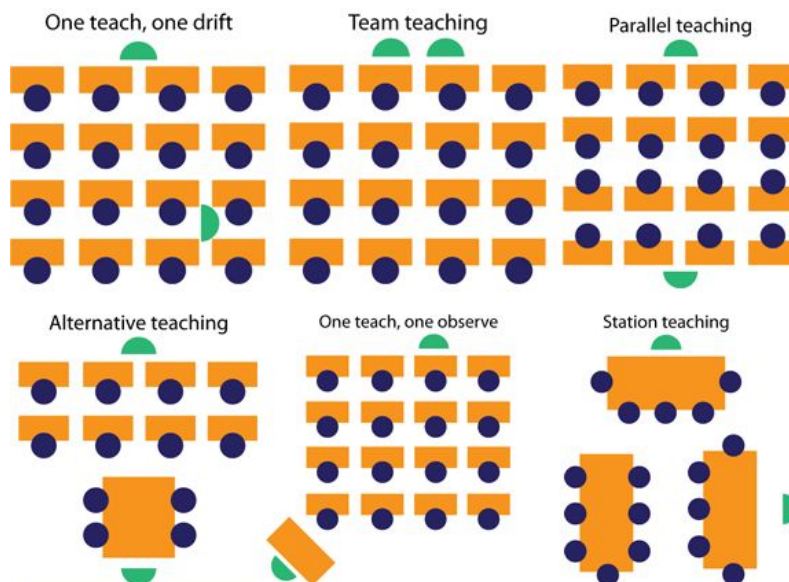
Multi-Tiered Systems of Support (“MTSS”) is a process that provides intervention, educational, and behavioral support at increasing levels of intensity based on the students’ individual needs, and includes the Response to Intervention (“RtI”) process. The goal is to prevent academic and behavioral problems and intervene early so that students can be successful. The MTSS 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 T for sample best practices) and use of diagnostics (see Multiple Measures section below). Tier II includes additional targeted, supplemental instruction/interventions and includes the SST process. Tier III includes individualized supports, such as intensive interventions, IEP or 504 plans. The Charter School has and will continue to develop and implement interventions to meet the individual needs of students. See Appendix U for MTSS overview.

### *Student Success Team (SST)*

Any student requiring additional support and /or challenges (low achieving, behavior, high achieving) will be referred for an SST by the teacher or requested by a parent. The teacher gathers evidence about the student and makes adaptations and modifications for the child in class. The teacher submits an SST referral to the principal. After observations by the principal or academic coach and any required testing 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 will brainstorm 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 (See Appendix V). At subsequent SST team meeting, the team decides whether the student has made satisfactory or unsatisfactory progress towards previously established goals. 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 interventions, modifications, challenges, behavior contracts, etc.). If the progress is unsatisfactory and the team is concerned of a suspected disability, the parent shall be offered an assessment plan for evaluation for student eligibility under the IDEA. After testing, the student is determined to be eligible or ineligible for special education and related services. Eligible students receive IEP goals and appropriate services are provided. Ineligible students may continue in the SST process or assessed for 504 eligibility if warranted.

### *Inclusion*

Voices MP uses 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. They are supported within the classroom via strong pedagogy, with individual attention afforded by small group and individual classroom instruction (and through our intervention process). Education specialists and special education associate teachers push into general education classrooms to provide specialized academic instruction to students with IEPs alongside their peers to the greatest extent possible and collaborate with general education teachers and other service providers to ensure that all students receive high quality, rigorous instruction that meets their individual needs. Teachers use a collaborative, co-teaching approach to provide instruction and support for all students, including students with special needs and English Learners. These strategies might include support strategies such as One Teach, One Assist and Team Teaching, where two or more adults are both teaching and supporting students in a whole group lesson, as well as regrouping strategies such as Parallel Teaching, Station Teaching or Alternative Teaching, where adults regroup students into smaller groups or individually, based on needs and learning style. The co-teaching team may include the general education teacher, associate teacher, an education specialist, an intervention specialist, or a combination of the above. See graphic below for a visual representation.



### *Interventions*

Skill specific classes are scheduled to meet the precise needs of the child. Classes can range from phonemic awareness to guided reading to vocabulary development to comprehension to number sense. Students will be 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. 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. 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 are seen at the least disruptive time of the day in consultation with the teacher and the parent.

### *Reading Intervention*

Voices MP's 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 for 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 MP 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 (for students with IEPs) to ensure goals and objectives are aligned across the student's day.

### *Math Intervention*

The math intervention program at Voices MP has two parts; for TK/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 who has not met school-determined benchmarks or scored at least met standard on the CAASPP or requires Extended School Year per his or her IEP is 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.

#### *Corrective Instruction*

Time is devoted after each interim assessment for corrective instruction if needed. Teachers may plan to work with students in small groups or on an individual basis. Teachers will plan alternative methods and strategies to deliver instruction to accommodate students that may need material presented in alternative manners.

#### *Counseling*

The Dean of Culture (“DoC”) helps Voices MP families locate the services they need. The DoC compiles a community referral resource in order to direct families that require services. He/She is able to connect families to food banks, counseling, and other community resources. After locating the appropriate resources, the DoC 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 are not diagnosed with a qualifying condition under the IDEA.<sup>11</sup> Since emotional distress can interfere with academic success, Voices MP identifies students which are in need of life/social skill training or Cognitive-Behavioral Therapy primarily through the SST process and referrals from

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<sup>11</sup>[http://presencelearning.com/sped-ahead-webinars/jordan-wright/?utm\\_source=marketo&tum\\_medium=email&utm\\_campaign=spedahead18-followup&mkt\\_tok=3RkMMJWWfF9wsRoguqvOZKXonjHpfsX56O4pWK6g38431UFwdcjKpmjr1YAGS8R0aPyQA gobGp5I5FEATrXYUqV3t6EJWQ%3D%3D](http://presencelearning.com/sped-ahead-webinars/jordan-wright/?utm_source=marketo&tum_medium=email&utm_campaign=spedahead18-followup&mkt_tok=3RkMMJWWfF9wsRoguqvOZKXonjHpfsX56O4pWK6g38431UFwdcjKpmjr1YAGS8R0aPyQA gobGp5I5FEATrXYUqV3t6EJWQ%3D%3D)

parents and teachers or by the IEP team as appropriate. Counseling services may be provided with parental consent on-site by appropriately licensed counselors.

### **Plan for Students who are Academically High Achieving**

Voices MP is committed to the acceleration of learning for all students. Therefore, all students achieving above grade level as measured by multiple measures (interim assessments (above 90%), reading levels in English or Spanish (at least a grade level ahead, teacher and parent observations, etc.), and preferably determined through the SST process, will receive appropriate academic extensions within and outside the classroom. Parents are kept informed by the same methods for any other student (report cards, 1-1 communications, etc.) as well as participate through the SST process. The nature of the dual immersion program itself offers challenges to all students because they are learning a second, or in some cases, even a third language. Enrichment activities and exhibition projects will also provide opportunities for academic challenges. Several other ways that Voices MP 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 MP program provides a built in challenge for students since learning a second language is an expectation for all.

### **Plan for English Learners**

Voices MP meets all applicable legal requirements for English Learners including long-term English Learners or English Learners at risk of becoming long-term English Learners 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 English Language Advisory Committee (“ELAC”). The Charter School has implemented policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents and that comply with state and federal mandates.

#### *General Assurances:*

- The Charter School will meet all requirements of federal and state law relative to equal access to the curriculum for ELs.

### *Home Language Survey*

The Charter School administers the home language survey upon a student's initial enrollment into the Charter School (enrollment forms).

### *ELPAC Testing*

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC") within thirty days of initial enrollment<sup>12</sup> and at least annually thereafter until re-designated as fluent English proficient.

The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- ❖ Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K –12 whose primary language is not English to determine their English proficiency status.

- ❖ Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper-pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are

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<sup>12</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty calendar days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### *Reclassification Procedures*

#### *General Assurance:*

- ❖ Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

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

- ❖ Assessment of language proficiency using an objective assessment instrument including, but not limited to, the English Language Proficiency Assessments for California.
- ❖ 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.

### *Reclassification Monitoring*

The principal or designee shall provide subsequent monitoring and support for reclassified students, including but not limited to monitoring for four 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 ELPAC Summative Assessment and the assessments administered to all Voices MP 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 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 the Systematic ELD Unit benchmark assessments. 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. 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 School is further facilitated by the Dean of Culture.

### *Professional Development and Teacher Qualifications*

In addition to the specialized certificate or other appropriate training that teachers of EL students possess as required by Voices and the Commission on Teacher Credentialing<sup>13</sup>, including but not limited to CLAD/BCLAD certificates, teachers will be trained annually to use appropriate differentiated instruction such as SIOP and Systematic ELD to help students reach English language proficiency. This may include in-house and external professional development, as well as observation of peers. Furthermore, they receive feedback from the principal, academic 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*

First and foremost, Voices MP’s dual immersion program is a rigorous academic program in which the target language (Spanish) is used as the vehicle of instruction. Teachers provide the students 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 activities provide additional opportunities for students to use the target language. Teachers use cooperative learning techniques to encourage students to interact with one another in the second language. Voices MP’s language allocation model is as follows:

**Dual Immersion Model**

3-5	50:50	Spanish					English			
2	60:40	Spanish				English				
1	70:30	Spanish			English		English			
TK/K	80:20	Spanish						English		
		8 am	9 am	10 am	11 am	12 pm	1 pm	2 pm	3 pm	4 pm

<sup>13</sup> <http://www.ctc.ca.gov/credentials/manuals.html>

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

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, 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.

*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.

**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, the Americans with Disabilities Act and the Individuals with Disabilities Education Improvement Act.



The Charter School is its own local education agency (“LEA”) and in conformity with Education Code Section 47641(a) is a member of the Sonoma County Charter SELPA and adopts and adheres to its Policies as outlined in the SELPA Procedural Manual and Policies and Administrative Regulations Manual (See the manuals attached as Appendices W and X).

The Charter School complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and utilizes appropriate SELPA forms.

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

#### **Section 504 of the Rehabilitation Act**

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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 coordinator shall be named and a 504 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, behavioral, and medical records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. 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 who 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, a referral for assessment under the 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 appropriate public education. 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 must have a copy of the student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. The coordinator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. 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.

### **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 provides services for special education students enrolled in the Charter School. The Charter School follows SELPA policies and procedures and utilizes 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.

The Charter School promptly responds to all SELPA inquires, 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 participates as a LEA member of the Sonoma County Charter SELPA in accordance with Education Code section 47641(a) and makes the following assurances in accordance with the Sonoma County SELPA:

*Free Appropriate Public Education*

The Charter School assures 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 ensures that all students with disabilities are identified through the proper evaluations designated by the SELPA and in accordance with the policies and procedures 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 implements 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 assures that all students with disabilities have access to the full range of programs available to non-disabled students.

#### *Least Restrictive Environment*

The Charter School assures that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This is 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 assures that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA. When appropriate, the IEP also includes 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.

#### *IEP Meetings*

The Charter School shall arrange and notice the necessary IEP meetings and provides translation services, reports, forms, and Procedural Safeguards as necessary. IEP team membership is in compliance with state and federal law. The Charter School is 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 IDEA, 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 School's 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 are responded to in writing by the Charter School within 15 days. The Charter School notifies the SELPA of the assessment request within 5 days of receipt. Parents receive a written Assessment Plan within 15 days. The parent is given at least 15 days to provide written consent. The assessment is completed and an Individualized Education Program 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 determines 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 assures 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 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 assures 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 attracts, recruits and hires 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 is responsible for the hiring, training, and employment of site or itinerant staff necessary to provide special education services to its students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. The Charter School abides 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 assures 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 California Science Test, ELPAC, CAASPP, 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 has adopted and implemented 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/Nom-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 collaborates 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 are the responsibility of the principal.

#### *Non-discrimination*

It is understood and agreed that all children have access to the Charter School and no student is 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, responds to, and address the parents/guardians concerns or complaints.

#### *Community Advisory Committee*

The Sonoma County Charter SELPA Community Advisory Committee ("CAC") advises the local Special Education Local Plan Area as specified by the State 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 SELPA's 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. See Appendix Y.

#### *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 Representing*

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 Master Plan and performs all corrective actions deemed necessary by the SELPA. The Charter School develops an annual budget, hires necessary staff, contracts for appropriate services and documents the qualifications and competency of school leadership to meet the special education compliance and quality requirements.

The Charter School works 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 are 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 MP 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.<sup>14</sup>) It is the Charter School's responsibility to determine how the special education services are 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.

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<sup>14</sup> <http://www.ctc.ca.gov/credentials/manuals.html>

Voices MP use 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 strong pedagogy, with individual attention afforded by small group and individual classroom instruction and through our 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 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 provides or secures such placements within the District or other entity through an MOU if necessary.

### **Plan for Migrant Students**

Voices MP will provide a comprehensive program for migrant students that attempts to mitigate the impact of educational disruptions, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit the ability of migrant students to succeed in school.

Within 30 days of identification at enrollment, an individual assessment of the educational and health needs of each participating student shall be completed. The Dean of Culture shall coordinate migrant education services with other programs within the Charter School and with other public agencies that serve migrant workers and their families.

The Executive Director, or designee, shall monitor the results of state-wide assessments and core academic subjects and English language development, as applicable, for enrolled migrant students and provide a report to the Board with any recommendations for improvement of services.

### **Transitional Kindergarten (TK)**

Voices MP offers TK to children who have their fifth birthday between September 2 and December 2, in multi-age classrooms (TK and K). TK is the first year of a two-year kindergarten program. Students are enrolled through the regular enrollment process. TK curriculum) is aligned to the California Preschool Learning Foundations. Additional supplemental curriculum includes a socio-emotional learning curriculum, and big books with accompanying texts for shared reading texts. This curriculum is subject to change based on student needs. TK students have a modified curriculum, instruction and assessments that are age and developmentally appropriate.

### ***A Day in the Life of a Kindergarten English-Only Student at Voices MP***

*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 what Spanish-speaking country the 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 MP**

**Malcolm** is a 3<sup>rd</sup> grade student at Voices MP. 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 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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. Sitting next to 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, Malcolm 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 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 MP***

#### *Spanish Literacy*

*Carmen is a 2<sup>nd</sup> grader at Voices MP. 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 painting their piñatas with art instructors from the Mexican Heritage Center. These lessons were in Spanish. The piñatas are now on display in the 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 2<sup>nd</sup> 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 her 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 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..."

#### Guided Reading and Centers

After math, the students get a snack. The 2<sup>nd</sup> 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 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.*

## **Element 2: Measurable Pupil Outcomes and Element 3: Methods of Measurement**

*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 school wide 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).*

### *Introduction*

The Charter School's goals are student focused, aligned to state priorities and in compliance with the Local Control and Accountability Plan ("LCAP") as it is adopted under the Local Control Funding Formula ("LCFF"). The use of and alignment to State Standards are included in what makes an educated person in the 21st Century.



*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.*

*State Priority #2— Implementation of State Standards (including CCSS and ELD)*

*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*

*Subpriority A – CCSS Implementation*

<i>Goal to Achieve Subpriority</i>	<i>Curriculum and instructional strategies, interventions, assessments, and support services will be aligned to the CCSS.</i>
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Provide curriculum and instructional strategies, interventions, assessments, and support services aligned to standards (CCSS, NGSS, etc.).</i></li> <li>● <i>Teachers will participate in annual professional development on the implementation of standards (CCSS, NGSS, etc.).</i></li> </ul>
<i>Measurable Outcome</i>	<ul style="list-style-type: none"> <li>● <i>All instructional curriculum, strategies, interventions, assessments, and support services will be aligned to state standards. All Students (Schoolwide and all subgroups).</i></li> <li>● <i>100% of teachers will participate in professional development on the implementation of state standards. All Students (Schoolwide and all subgroups).</i></li> </ul>
<i>Methods of Measurement</i>	<ul style="list-style-type: none"> <li>● <i>Percentage of curriculum, strategies, interventions, assessments and support services aligned to state standards.</i></li> <li>● <i>Percentage of teachers who participate in standards aligned professional development.</i></li> </ul>

*Subpriority B – EL Students & Academic Content Knowledge*

<i>Goal to Achieve Subpriority</i>	<i>English Learners will show growth on the CAASPP (ELA and Math).</i>	
<i>Actions to Achieve Goal</i>	<i>Students receive content instruction with appropriate instructional support.</i>	
<i>Measurable Outcome</i>	<i>English Learners</i>	<i>2 percentage points up from</i>

		prior year
<i>Methods of Measurement</i>	<i>Change in average distance from Level 3 on the CAASPP- ELA and Mathematics ( Grades 3-8)</i>	
<i>Subpriority C – EL Students &amp; English Language Proficiency</i>		
<i>Goal to Achieve Subpriority</i>	<i>EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.</i>	
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Provide regular, leveled systematic ELD for ELs.</i></li> <li>● <i>Teachers will provide instruction using Sheltered Instruction Observation Protocol.</i></li> <li>● <i>Provide ELD and EL instructional strategies professional development for teachers.</i></li> </ul>	
<i>Measurable Outcome</i>	<i>English Learners</i>	<i>2 percentage points up from the prior year (ELPAC)</i>
	<i>English Learners</i>	<i>2 percentage points up from the prior year (RFEP)</i>
<i>Methods of Measurement</i>	<ul style="list-style-type: none"> <li>● <i>Percentage of EL students making annual progress in learning English as measured by the ELPAC.</i></li> <li>● <i>Percentage of EL students reclassified to Fluent English Proficient (RFEP) annually</i></li> </ul>	
<i>State Priority #3— Parental Involvement and family engagement, including efforts the Charter School makes to seek input for making decisions for the Charter School, and how the Charter School will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs.</i>		
<i>Subpriority A – Achieving/Maintaining Parental Involvement</i>		
<i>Goal to Achieve Subpriority</i>	<i>Maintain parental involvement in school experiences and activities that assist with student success.</i>	
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Provide parent workshops (curriculum, standards, assessments, etc.).</i></li> <li>● <i>Provide childcare during parent-participation activities.</i></li> <li>● <i>Employ a Dean of Culture to develop and promote parental involvement.</i></li> </ul>	
<i>Measurable Outcome</i>	<i>School will hold a minimum of 4 parent workshops per year. All Students (Schoolwide and all subgroups)</i>	

<i>Methods of Measurement</i>	<i>Number of parent workshops per year.</i>	
<i>Subpriority B – Promoting Parent Participation</i>		
<i>Goal to Achieve Subpriority</i>	<i>Maintain parent participation in Charter School decision making entities.</i>	
<i>Actions to Achieve Goal</i>	<i>Seek parent input in making decisions for the school through ELAC, LCAP, Parent Leadership Team, and CAC meetings.</i>	
<i>Measurable Outcome</i>	<i>English Learners</i>	<i>&gt; 4 ELAC meetings</i>
	<i>Students with Disabilities</i>	<i>&gt; 2 CAC meetings</i>
	<i>All Students (Schoolwide and all subgroups)</i>	<i>&gt; 2 LCAP meetings &gt;4 Parent Leadership Team</i>
<i>Methods of Measurement</i>	<i>Number of ELAC, LCAP, Parent Leadership Team, and CAC meetings per year.</i>	
<i>Subpriority C – Parent Satisfaction</i>		
<i>Goal to Achieve Subpriority</i>	<i>Parents will demonstrate high satisfaction with the academic program and parent involvement opportunities.</i>	
<i>Actions to Achieve Goal</i>	<i>Conduct an annual satisfaction survey.</i>	
<i>Measurable Outcome</i>	<i>All Students (Schoolwide and all subgroups)</i>	<i>80% parent participation rate on annual satisfaction survey</i>
	<i>All Students (Schoolwide and all subgroups)</i>	<i>90% parent satisfaction with academic program and parent involvement opportunities</i>
<i>Methods of Measurement</i>	<i>Survey results and participation rates.</i>	
<i>State Priority #4— Student Achievement</i>		
<i>Pupil achievement, as measured by all of the following, as applicable:</i>		
<ul style="list-style-type: none"> <li><i>A. California Assessment of Student Performance and Progress statewide assessment</i></li> <li><i>B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i></li> <li><i>C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)</i></li> <li><i>D. EL reclassification rate</i></li> <li><i>E. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></li> </ul>		

<i>E. 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</i>													
<i>Subpriority A – CAASPP: ELA/Literacy and Mathematics</i>													
<i>Goal to Achieve Subpriority #1</i>	<i>All student groups meet or exceed their proficiency targets on the CAASPP- English and Mathematics. (Grades 3-8)</i>												
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>• <i>Deliver CCSS-aligned classroom instruction and appropriate intervention that prepares students for the CAASPP.</i></li> <li>• <i>Conduct regular data analysis and disaggregation of data.</i></li> </ul>												
<i>Measurable Outcome</i>	<table border="1"> <tr> <td><i>All Students (Schoolwide)</i></td> <td><i>23 percentage points up from prior year</i></td> </tr> <tr> <td><i>English Learners</i></td> <td><i>2 percentage points up from prior year</i></td> </tr> <tr> <td><i>Socioecon. Disadv./Low Income Students</i></td> <td><i>2 percentage points up from prior year</i></td> </tr> <tr> <td><i>Students with Disabilities</i></td> <td><i>2 percentage points up from prior year</i></td> </tr> <tr> <td><i>Latino Students</i></td> <td><i>2 percentage points up from prior year</i></td> </tr> <tr> <td><i>Other numerically significant subgroup (ethnic subgroup, foster youth, homeless students, etc)</i></td> <td><i>2 percentage points up from prior year</i></td> </tr> </table>	<i>All Students (Schoolwide)</i>	<i>23 percentage points up from prior year</i>	<i>English Learners</i>	<i>2 percentage points up from prior year</i>	<i>Socioecon. Disadv./Low Income Students</i>	<i>2 percentage points up from prior year</i>	<i>Students with Disabilities</i>	<i>2 percentage points up from prior year</i>	<i>Latino Students</i>	<i>2 percentage points up from prior year</i>	<i>Other numerically significant subgroup (ethnic subgroup, foster youth, homeless students, etc)</i>	<i>2 percentage points up from prior year</i>
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<i>Other numerically significant subgroup (ethnic subgroup, foster youth, homeless students, etc)</i>	<i>2 percentage points up from prior year</i>												
<i>Methods of Measurement</i>	<i>Percentage of students performing proficient on the CAASPP-ELA and Mathematics (Grades 3-8)</i>												
<i>Goal to Achieve Subpriority #2</i>	<i>All students will show growth on the CAASPP- ELA and Mathematics (Grades 3-8)</i>												
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>• <i>Establish, monitor and analyze interim benchmark proficiency and growth goals.</i></li> <li>• <i>Deliver CCSS-aligned classroom instruction and appropriate intervention that prepares students for the CAASPP.</i></li> <li>• <i>Conduct regular data analysis and disaggregation of data.</i></li> </ul>												

<i>Measurable Outcome</i>	<i>All Students (Schoolwide)</i>	<i>2 percentage points up from prior year</i>
	<i>English Learners</i>	<i>2 percentage points up from prior year</i>
	<i>Socioecon. Disadv./Low Income Students</i>	<i>2 percentage points up from prior year</i>
	<i>Students with Disabilities</i>	<i>2 percentage points up from prior year</i>
	<i>Latino Students</i>	<i>2 percentage points up from prior year</i>
	<i>Other numerically significant subgroup (ethnic subgroup, foster youth, homeless students, etc)</i>	<i>2 percentage points up from prior year</i>
<i>Methods of Measurement</i>	<i>Change in average distance from Level 3 on the CAASPP-ELA and Mathematics (Grades 3-8)</i>	
<i>Subpriority B – UC/CSU Course Requirements – Not Applicable</i>		
<i>Subpriority C – EL Proficiency Rates</i>		
<i>Goal to Achieve Subpriority</i>	<i>EL students make annual progress in learning English as measured by ELPAC.</i>	
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Frequently monitor and provide appropriate interventions for ELs.</i></li> <li>● <i>Provide SIOP, systematic ELD and CCSS professional development for teachers.</i></li> <li>● <i>Provide regular, leveled systematic ELD instruction for ELs.</i></li> <li>● <i>Provide dedicated time for teachers to conduct data analysis to inform instruction.</i></li> </ul>	
<i>Measurable Outcome</i>	<i>English Learners</i>	<i>2 percentage point up from the prior year.</i>
<i>Methods of Measurement</i>	<i>The percent of EL students making annual progress in learning English as measured by the ELPAC.</i>	
<i>Subpriority D – EL Reclassification Rates</i>		

<i>Goal to Achieve Subpriority</i>	<i>Increase the number of ELs who are reclassified annually.</i>	
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Frequently monitor and provide appropriate interventions for ELs.</i></li> <li>● <i>Provide SIOP, systematic ELD, and CCSS professional development for teachers as appropriate.</i></li> <li>● <i>Provide regular, leveled systematic ELD instruction for ELs.</i></li> </ul>	
<i>Measurable Outcome</i>	<i>English Learners</i>	<i>2 percentage points up from the prior year RFEP rate</i>
<i>Methods of Measurement</i>	<i>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually.</i>	
<i>Subpriority E – AP Exam Passage Rate – Not Applicable</i>		
<i>Subpriority F – College Preparedness/EAP – Not Applicable</i>		
<i>State Priority #5— Student Engagement</i>		
<i>Pupil engagement, as measured by all of the following, as applicable:</i>		
<ul style="list-style-type: none"> <li><i>A. School attendance rates</i></li> <li><i>B. Chronic absenteeism rates</i></li> <li><i>C. Middle school dropout rates (EC §52052.1(a)(3))</i></li> <li><i>D. High school dropout rates</i></li> <li><i>E. High school graduation rates</i></li> </ul>		
<i>Subpriority A – Student Attendance Rates</i>		
<i>Goal to Achieve Subpriority</i>	<i>Maintain a high attendance rate.</i>	
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Create an engaging, positive, and safe school culture and environment.</i></li> <li>● <i>Refer truant students to the SST process for monitoring and support.</i></li> <li>● <i>Closely track attendance and conduct follow up meetings with families showing attendance concerns.</i></li> <li>● <i>Provide resources and support to families struggling with attendance issues.</i></li> <li>● <i>Incentivize and reward strong attendance.</i></li> <li>● <i>Employ a Dean of Culture to develop and promote school culture.</i></li> </ul>	
<i>Measurable Outcome</i>	<i>All Students (Schoolwide and all subgroups)</i>	<i>&gt;95%</i>
<i>Methods of Measurement</i>	<i>ADA rate</i>	

<i>Subpriority B – Student Absenteeism Rates</i>			
<i>Goal to Achieve Subpriority</i>	<i>Maintain a low chronic absenteeism rate.</i>		
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Create an engaging, positive, and safe school culture and environment.</i></li> <li>● <i>Refer truant students to the SST process for monitoring and support.</i></li> <li>● <i>Closely track attendance and conduct follow up meetings with families showing attendance concerns.</i></li> <li>● <i>Provide resources and support to families struggling with attendance issues.</i></li> <li>● <i>Incentivize and reward strong attendance.</i></li> <li>● <i>Employ a Dean of Culture to develop and promote school culture.</i></li> </ul>		
<i>Measurable Outcome</i>	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;"><i>All Students (Schoolwide and all subgroups)</i></td> <td style="width: 30%; text-align: center;"><i>&lt;6%</i></td> </tr> </table>	<i>All Students (Schoolwide and all subgroups)</i>	<i>&lt;6%</i>
<i>All Students (Schoolwide and all subgroups)</i>	<i>&lt;6%</i>		
<i>Methods of Measurement</i>	<i>Chronic absenteeism rate.</i>		
<i>Subpriority C – Middle School Dropout Rates</i>			
<i>Goal to Achieve Subpriority</i>	<i>Maintain a low dropout rate</i>		
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Create an engaging, positive, and safe school culture and environment.</i></li> <li>● <i>Provide counseling for students for whom personal issues are creating a distraction from learning.</i></li> <li>● <i>Provide resources and support to families struggling with attendance issues.</i></li> </ul>		
<i>Measurable Outcome</i>	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;"><i>All Students (Schoolwide and all subgroups)</i></td> <td style="width: 30%; text-align: center;"><i>&lt;2%</i></td> </tr> </table>	<i>All Students (Schoolwide and all subgroups)</i>	<i>&lt;2%</i>
<i>All Students (Schoolwide and all subgroups)</i>	<i>&lt;2%</i>		
<i>Methods of Measurement</i>	<i>Middle school dropout rate</i>		
<i>Subpriority D – High School Dropout Rates – Not Applicable</i>			
<i>Subpriority E – High School Graduation Rates – Not Applicable</i>			
<i>State Priority #6— School Climate</i>			
<i>School climate, as measured by all of the following, as applicable:</i>			
<ul style="list-style-type: none"> <li><i>A. Pupil suspension rates</i></li> <li><i>B. Pupil expulsion rates</i></li> <li><i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></li> </ul>			

<i>Subpriority A – Pupil Suspension Rates</i>			
<i>Goal to Achieve Subpriority</i>	<i>Maintain a low student suspension rate.</i>		
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Create an engaging, positive, and safe school culture and environment.</i></li> <li>● <i>Implement alternatives to suspension (SST, behavior plans, etc.).</i></li> <li>● <i>Establish and foster schoolwide discipline plan and character development.</i></li> <li>● <i>Provide enrichment activities.</i></li> </ul>		
<i>Measurable Outcome</i>	<table border="1"> <tr> <td><i>All Students (Schoolwide and all subgroups)</i></td> <td><i>&lt;5%</i></td> </tr> </table>	<i>All Students (Schoolwide and all subgroups)</i>	<i>&lt;5%</i>
<i>All Students (Schoolwide and all subgroups)</i>	<i>&lt;5%</i>		
<i>Methods of Measurement</i>	<i>Suspension rate.</i>		
<i>Subpriority B – Pupil Expulsion Rates</i>			
<i>Goal to Achieve Subpriority</i>	<i>Maintain a low expulsion rate.</i>		
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Create an engaging, positive, and safe school culture and environment.</i></li> <li>● <i>Implement alternatives to expulsion (SST, behavior plans, etc.).</i></li> <li>● <i>Establish and foster schoolwide discipline plan and character development.</i></li> </ul>		
<i>Measurable Outcome</i>	<table border="1"> <tr> <td><i>All Students (Schoolwide and all subgroups)</i></td> <td><i>&lt;2%</i></td> </tr> </table>	<i>All Students (Schoolwide and all subgroups)</i>	<i>&lt;2%</i>
<i>All Students (Schoolwide and all subgroups)</i>	<i>&lt;2%</i>		
<i>Methods of Measurement</i>	<i>Expulsion rate.</i>		
<i>Subpriority C – Other School Safety and School Connectedness Measures (Surveys)</i>			
<i>Goal to Achieve Subpriority</i>	<i>Maintain positive feedback from students, parents, and teachers regarding school culture, safety, and connectedness.</i>		
<i>Actions to Achieve Goal</i>	<i>Administer an annual satisfaction survey to students, parents, and teachers to gather feedback on school culture, safety, and connectedness.</i>		
<i>Measurable Outcome</i>	<table border="1"> <tr> <td><i>All Students (Schoolwide and all subgroups)</i></td> <td><i>80% stakeholder participation rate on annual satisfaction survey</i></td> </tr> </table>	<i>All Students (Schoolwide and all subgroups)</i>	<i>80% stakeholder participation rate on annual satisfaction survey</i>
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	<i>All Students (Schoolwide and all subgroups)</i>	<i>90% stakeholder satisfaction on annual satisfaction survey</i>
<i>Methods of Measurement</i>	<i>Survey results.</i>	
<p><b>State Priority #7— Course Access</b></p> <p><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></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><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></p> <p><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></p>		
<i>Goal to Achieve Subpriority</i>	<i>Charter school will provide the academic and instructional programs and services outlined in its charter petition, certain programs and services being dependent on student needs.</i>	
<i>Actions to Achieve Goal</i>	<i>Make all academic content areas available to all students, including student subgroups, at all grade levels.</i>	
<i>Measurable Outcome</i>	<i>100% of programs and services outlined in the charter petition that will be provided. All Students (Schoolwide and all subgroups).</i>	
<i>Methods of Measurement</i>	<i>Percentage of the programs and services outlined in the charter petition that will be provided as measured by master school schedule and class rosters.</i>	
<p><b>State Priority #8—Other Student Outcomes</b></p> <p><i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>		
<b>Subpriority A – English</b>		
<i>Goal to Achieve Subpriority</i>	<i>All student groups meet their growth targets on the Reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</i>	
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Establish, monitor, and analyze benchmark proficiency and growth goals.</i></li> <li>● <i>Deliver CCSS-aligned classroom instruction and appropriate intervention.</i></li> <li>● <i>Conduct frequent data analysis and disaggregation of data.</i></li> <li>● <i>Administer NWEA examinations to designated grades.</i></li> </ul>	
<i>Measurable Outcome</i>		

	<i>All Students (Schoolwide)</i>	<i>2 percentage points up from prior year</i>
	<i>English Learners</i>	<i>2 percentage points up from prior year</i>
	<i>Socioecon. Disadv./Low Income Students</i>	<i>2 percentage points up from prior year</i>
	<i>Students with Disabilities</i>	<i>2 percentage points up from prior year</i>
	<i>Latino Students</i>	<i>2 percentage points up from prior year</i>
	<i>Other numerically significant subgroup (ethnic subgroup, foster youth, homeless students, etc)</i>	<i>2 percentage points up from prior year</i>
<i>Methods of Measurement</i>	<i>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-8)</i>	
<i>Subpriority B – Mathematics</i>		
<i>Goal to Achieve Subpriority</i>	<i>All student groups will meet their growth targets on the Mathematics section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</i>	
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Establish, monitor, and analyze interim benchmark proficiency and growth goals.</i></li> <li>● <i>Deliver CCSS-aligned classroom instruction and appropriate intervention.</i></li> <li>● <i>Conduct frequent data analysis and disaggregation of data.</i></li> <li>● <i>Administer NWEA examinations to designated grades.</i></li> </ul>	
<i>Measurable Outcome</i>	<i>All Students (Schoolwide)</i>	<i>2 percentage points up from prior year</i>
	<i>English Learners</i>	<i>2 percentage points up from prior year</i>

	<table border="1"> <tr> <td><i>Socioecon. Disadv./Low Income Students</i></td> <td><i>2 percentage points up from prior year</i></td> </tr> <tr> <td><i>Students with Disabilities</i></td> <td><i>2 percentage points up from prior year</i></td> </tr> <tr> <td><i>Latino Students</i></td> <td><i>2 percentage points up from prior year</i></td> </tr> <tr> <td><i>Other numerically significant subgroups (ethnic subgroup, foster youth, homeless students, etc)</i></td> <td><i>2 percentage points up from prior year</i></td> </tr> </table>	<i>Socioecon. Disadv./Low Income Students</i>	<i>2 percentage points up from prior year</i>	<i>Students with Disabilities</i>	<i>2 percentage points up from prior year</i>	<i>Latino Students</i>	<i>2 percentage points up from prior year</i>	<i>Other numerically significant subgroups (ethnic subgroup, foster youth, homeless students, etc)</i>	<i>2 percentage points up from prior year</i>
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<i>Latino Students</i>	<i>2 percentage points up from prior year</i>								
<i>Other numerically significant subgroups (ethnic subgroup, foster youth, homeless students, etc)</i>	<i>2 percentage points up from prior year</i>								
<i>Methods of Measurement</i>	<i>Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-8)</i>								
<i>Subpriority C – Social Sciences</i>									
<i>Goal to Achieve Subpriority</i>	<i>Students will receive a 3 or higher on their Social Studies Understanding by Design® project</i>								
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>• <i>Codify Understanding by Design® units.</i></li> <li>• <i>Train teachers on project based learning and Understanding by Design®.</i></li> <li>• <i>Each grade level will complete an Understanding by Design® social science project every year.</i></li> </ul>								
<i>Measurable Outcome</i>	<table border="1"> <tr> <td><i>All Students (Schoolwide and all subgroups)</i></td> <td><i>&gt;70%</i></td> </tr> </table>	<i>All Students (Schoolwide and all subgroups)</i>	<i>&gt;70%</i>						
<i>All Students (Schoolwide and all subgroups)</i>	<i>&gt;70%</i>								
<i>Methods of Measurement</i>	<i>Percentage of students who have received a 3 or higher on the Understanding by Design® project rubric</i>								
<i>Subpriority D – Science</i>									
<i>Goal to Achieve Subpriority</i>	<i>Students will receive a 3 or higher (or perform “proficient” on the related state standardized tests) on their Science Understanding by Design® project</i>								
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>• <i>Train teachers on NGSS and develop aligned curriculum.</i></li> <li>• <i>Each grade level will complete an Understanding by Design® science project every year.</i></li> </ul>								
<i>Measurable Outcome</i>									

		<i>All Students (Schoolwide and all subgroups)</i>	<i>&gt;70%</i>
<i>Methods of Measurement</i>	<i>Percentage of students who have received a 3 or higher on the Understanding by Design® project rubric (or percentage of students that meet or exceed average performance levels of students in demographically comparable district schools on the California Science Test).</i>		
<i>Subpriority E – Visual and Performing Arts - Not Applicable</i>			
<i>Subpriority F – Physical Education</i>			
<i>Goal to Achieve Subpriority</i>	<i>Maintain or increase the “proficiency” rate on the Physical Fitness Test.</i>		
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Secure fitness contract with outside agency.</i></li> <li>● <i>Establish grade specific benchmark and growth goals.</i></li> <li>● <i>Provide Nutritionally Adequate Free or Reduced Price Meals</i></li> </ul>		
<i>Measurable Outcome</i>		<i>All Students (School-wide and subgroups)</i>	<i>&gt; District proficiency rate</i>
<i>Methods of Measurement</i>	<i>Proficiency on the CA Physical Fitness Test, in comparison to District schools with similar demographics.</i>		
<i>Subpriority G – Health (grades 1-6 only)- Not Applicable</i>			
<i>Subpriority H – Foreign Languages (Grades 7-12 only)</i>			
<i>Goal to Achieve Subpriority</i>	<i>Students are proficient bilingual speakers, readers, and writers.</i>		
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Teachers use multiple measures to assess mastery.</i></li> <li>● <i>Establish grade specific benchmark and growth goals.</i></li> </ul>		
<i>Measurable Outcome</i>	<i>90% of 8th grade students will pass all components of the Voices Exit Presentation in both languages. All Students (Schoolwide and all subgroups).</i>		
<i>Methods of Measurement</i>	<i>Exit Presentation Rubric</i>		
<i>Subpriority I – Applied Arts (Grades 7-12 only) – Not Applicable</i>			
<i>Subpriority J – CTE (grades 7-12 only) – Not Applicable</i>			
<i>Subpriority K – Technology</i>			
<i>Goal to Achieve Subpriority</i>	<i>All students will experience blended learning in their program of study and become proficient users of technology.</i>		
<i>Actions to Achieve Goal</i>	<ul style="list-style-type: none"> <li>● <i>Ensure students have regular access to technology.</i></li> </ul>		

	<ul style="list-style-type: none"> <li>Teachers use multiple measures to assess mastery.</li> </ul>
<i>Measurable Outcome</i>	<i>100% of students will have experienced blended learning in their program of study. All Students (Schoolwide and all subgroups).</i>
<i>Methods of Measurement</i>	<i>Percentage of students that experience a blended learning program</i>

The Charter School affirms that the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on the California Dashboard school accountability report card.

### *Assessment Methods and Approach*

Voices MP uses information gathered from all mandated state tests as well as local curriculum-based and standards-based assessment data to measure students’ progress in meeting State 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 Z for sample Civic report card). 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. Assessments both improve learning and provide accountability.

Voices MP utilizes diverse assessments that are aligned with the curriculum and instructional program, complaint with state expectations. They are be administered according to the assessment cycle below:

### **Corresponding Assessments for School Outcomes**

Assessment	Description	Assessment Schedule
State required tests	California Science Test PFT CAASPP California Alternate Performance Assessment (“CAPA”) or CAA ELPAC	Annually, as available
Placement exams	ELPAC Voices Diagnostic Assessments (see below)	Annually, as available

	LAS Links online Español	
Diagnostic	PKRS Kinder Readiness Assessment Concepts of Print (“CAPS”) Phonemic Awareness Letter/sound ID (English/Spanish) Spelling Inventory Sight Words (English/Spanish)	Tri-annually
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 Big Goals 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) Systematic ELD Unit Assessments	Tri-Annually
Summative Assessments  (State Standards aligned)	NWEA MAP Illuminate	Tri-Annually
Program Evaluation/Reports	Annual Climate/Stakeholder Survey 8th Grade Exit Project Annual Measurable Achievement Objectives (“AMAO”) PFT	Annually

*Summative and Interim Assessment:*

Voices MP utilizes fall, winter and spring cumulative interim assessments based on State Standards.

### *Illuminate:*

This assessment can be administered as computer-based or in paper and pencil format. Illuminate assessments are CCSS fully-aligned and include constructed responses 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, teachers use this information, in conjunction with classroom measures, to objectively communicate progress to parents on the report card.

### *Measures of Academic Progress (MAP):*

NWEA MAP is a CCSS-aligned computerized adaptive assessment that gives teachers and administration information they need to improve teaching and learning. Voices MP uses the growth and achievement data from MAP assessments to develop targeted instructional strategies and plan school improvement. MAP assessments are given in reading, language, 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. MAP assessments are given to all students annually in grades three through eight in math and English language arts.

### *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 skill 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. 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 our Spanish learners.

#### *Formative Grade Level Designed Assessments:*

Formative assessment begins with pre-assessments even before teaching begins. Teachers gather formative data throughout the unit of study, often in informal ways, to inform teaching decisions and improve student learning. Grade level teams weekly also design common formative assessments that they analyze during data meetings. Such assessments may include, but is not limited to exit cards, quizzes, anecdotal observations, quick writes, etc. Grade level teams establish proficiency levels for each assessment in daily data meetings based on place in time in the sequence of introduction of standard. 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 Assessments, and Rubrics:*

Teachers develop science and social studies units and projects based on 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 rubrics that measure understanding, presentation and skill proficiency. Students strive to attain proficiency or above on the rubric.

#### *8<sup>th</sup> Grade Exit Project:*

Every 8<sup>th</sup> 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<sup>15</sup> created separate surveys for students, parents and staff that we use to gather information on Voices MP's overall performance. Surveys are created online and administered on-online or paper and pencil form. Surveys 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 School's staff and administration (See Appendix AA).

*Data Collection:*

Data collection includes, but is not limited to:

- ❖ Standardized Test Scores (such as CAST, CAASPP SBAC, CAA, CAPA, ELPAC)
- ❖ Running Records/Book Levels (such as Fountas & Pinnell Benchmark Assessment® and Developmental Reading Assessment (“DRA”))
- ❖ 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
- ❖ Performance-Based assessments
- ❖ Report cards (Grade level, ELD, Civic)
- ❖ Physical performance test
- ❖ 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
- ❖ Mathematical automaticity
- ❖ Mathematical numeracy
- ❖ Kinder Readiness

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<sup>15</sup> <http://www.tc.columbia.edu/sri/index.asp?Id=Featured+Services&Info=Variety+of+user%2Dfriendly+surveys>

## **Big Goals**

Big Goals encourage a results-oriented mindset and provide clear guidance to set priorities. They allow 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 they assure 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

## **Data Analysis Procedure**

Teachers will administer cumulative standards-based interim assessments in math, language arts, writing, and language development 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 will have two 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. The fall and spring assessments will be followed by parent teacher conferences where teachers share student's results and develop a plan including appropriate interventions with the parents. Additionally, each assessment will be followed by a corrective instruction period based on identified standards or skills in need of re-teaching to the whole class, small group and individual students.

Data gathered about individual students, teachers, 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 MP's staff maintains a Student Information System ("SIS"), such as Power School or Schoolzilla, and disaggregate assessment and performance data by gender, language, ethnicity, grade level, EL and RFEP status, socio-economic status, and length of time with Voices MP, etc. Matched scores are used whenever appropriate. As a result of the analysis of student achievement data, Voices MP targets areas in our program, professional development and instruction to address student needs and improve student outcomes. Each year a needs assessment will be formulated with resources directed to meet targets. Assessment results are conveyed to the community through the School Accountability Report Card ("SARC") as required by the CDE, the school newsletter, parent information night, the Board of Directors, and authorizer annual report. Furthermore, student information will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g. by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Data is used by stakeholders at multiple levels. Parent use data to participate in their child's education and to inform Charter School LCAP recommendations. 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 will be 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 will be held at least two times per year. Individual student results and achievement targets will be shared with parents at this time. In addition, pupil progress will be communicated to parents regularly using a standards-based report card and progress reports if needed. In addition, students with an IEP and receiving intervention services or with an active SST receive more frequent progress reports. All information conveyed to parents of Spanish-speaking students will be translated by staff. Reasonable efforts will be 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 School reports program effectiveness yearly to all stakeholders, including the Authorizer, through various instruments and measurements including but not limited to:

- ❖ School Accountability Report Card (SARC)
- ❖ LCAP/LEA Plan
- ❖ Authorizer report (in a format agreed upon between the authorizer 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).*

#### **Nonprofit Public Benefit Corporation Status**

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

Appendix AB, attached, contain the Voice College-Bound Language Academies' Articles of Incorporation, Bylaws and Conflict of Interest Code.

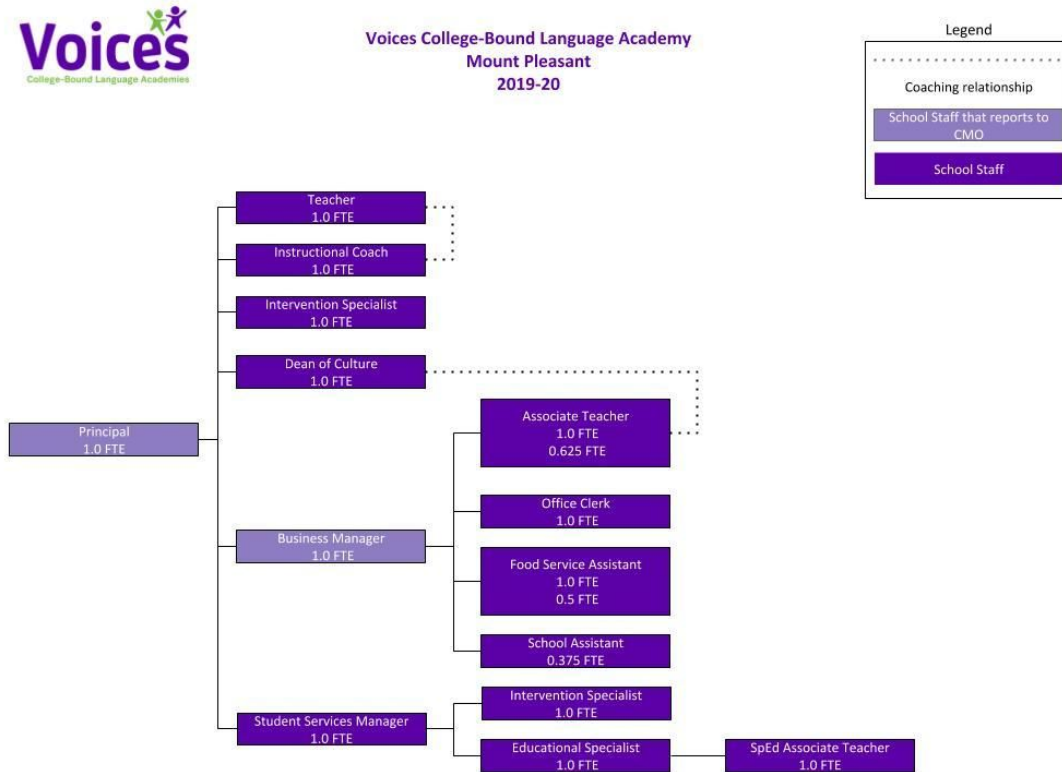
#### **Charter Management Organization (CMO) Support and Services to Charter Schools**

Voices College-Bound Language Academies is the nonprofit public benefit corporation that operates as a charter management organization ("CMO") and supports the instructional and operational needs of all Voices College-Bound Language Academies charter schools. This ensures accountability to the core beliefs and replication of the successful Voices model. The CMO provides a level of autonomy to the Charter School principal, but many instructional best practices are imported from the flagship school 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 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

monthly Charter School visits provide an open-minded and reflective environment for continuous improvement and professional growth.

The services provided by the CMO to the Charter School are summarized in the Voices CMO School Services Summary attached as Appendix AC.



### *Board of Directors*

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

The 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. In accordance with Education Code section 47604(c), the authorizing entity 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 pursuant to Education Code Section 47604(c). If the charter authorizer

appoints a representative to serve on the Board of Directors, the CMO may appoint additional directors to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors, except authorizer representatives, if any.

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, no Board member may serve more than two consecutive three year terms.

The following members constitute the current Board of Directors. In addition, 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.

**Current Board**

<b>Board Member</b>	<b>Bio</b>	<b>Skills</b>
Alice Miller	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.	Accounting, finance, charter school governance, charter school development, facilities, legal, compliance
David Richards	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	Education, school administration, human resources, strategic planning, charter school development

	<p>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 leverage the power of technology and focus on deeper learning to prepare students for success in the 21st Century.</p>	
Kim Wiskol	<p>Kim serves as the Director at Total Rewards at Gilead and brings valuable experience in Human Resources to the 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 a 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.</p>	Human Resources, communications, non-profit management
Servando Sandoval	<p>Servando Sandoval is a partner with the Pahl &amp; 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 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</p>	Law, real estate, local community

	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.	
Darnell Cadette	Darnell Cadette is Manager, CZI Community with the Chan Zuckerberg Initiative. Darnell previously worked at Teach Plus, where he served as the Washington D.C. Program Manager for the T3 Initiative, supporting the leadership development of teachers to improve the instructional practice of their colleagues and accelerate student academic outcomes school-wide. Prior to Teach Plus, Darnell worked as a communications consultant, managing a portfolio of community engagement and communications projects for education non-profits and school districts in the DC Metro Area. Darnell holds an MPP in Education Policy and a BA in Political Science from the George Washington University. He currently resides in the Bay Area.	Education, philanthropy, policy
Linda Prieto	Dr. Linda Prieto grew up working in the agricultural fields of the central San Joaquin Valley in California between the ages of eight and nineteen. It was there she understood first hand the value of an education and the important role educational opportunities and community and family support can play in breaking the cycle of poverty. She holds a breadth of experiences in education having taught in the K-12 setting as well as in different institutions of higher education both small and large: public, private, secular, Catholic and Hispanic Serving Institutions. Dr. Prieto also worked in student affairs, with for- and non-profits in both the U.S. and Mexico. She is a talented scholar, researcher and educator. She now serves as the Executive Director of Upward Scholars, a nonprofit dedicated to increasing financial, academic and community support for adults from low-income backgrounds.	Education, philanthropy, strategic planning, nonprofits
Holly Glover	Holly Glover is the Managing Director of Foundation Partnerships at Teach for America – Bay Area, where she leads regional development efforts across the organization’s portfolio of educational foundations. Prior to joining TFA, Holly was a founding staff member of	Philanthropy, Operations, Community Outreach



	Alpha Public Schools in East San Jose, where she served as the Director of Operations and oversaw all non-academic functions of the Charter Management Organization. Holly holds a Master’s Degree in Educational Policy, Organization, Leadership Studies from Stanford University.	
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The Board may establish committees such as Finance, Audit, and Governance. The CMO may also create such committees as may from time to time be designated by resolution of the Board of Directors. Such other committees it 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*

Board members must have a commitment to the vision, mission and values of Voices charter schools and to the equitable allocation of funds. Board representative must also have a commitment and a readiness to be active learners in our school community. For instance, Board members participate in trainings and other learning experiences that supplement necessary skills and provide training in effective board practices and understanding of educational theory that drives our Charter School.

The Board shall seek representatives and members of the communities served by Voices charter schools. The CMO seeks 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 with any financial interest in Voices do not serve on the Board.

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

*Board Meetings and Duties*

The Board of Directors meets regularly and in accordance with the Brown Act And Education Code Section 47604.1(c). The Board shall be responsible for decision-making concerning the operation and fiscal affairs of Voices. 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 Board policies<sup>16</sup>;
- ❖ Hold the Executive Director accountable for the academic and fiscal responsibility of the Charter School;
- ❖ Allocate funds equitably;
- ❖ Approval of hiring, discipline, and removal of the Executive Director;
- ❖ Adopt Charter School specific budget;
- ❖ Review and Approval of LCAP
- ❖ Approval of overnight or out of state field trips;
- ❖ Approval of charter material revisions;
- ❖ Approval of contractual agreements;
- ❖ Act as a hearing body and take action on recommended student expulsions;
- ❖ Advocate on behalf of the Charter School 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 shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in Voices charter schools reside, pursuant to Education Code Section 47604.1. A two-way teleconference location shall be established at each school site and each resource center. The Board shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

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<sup>16</sup> See Appendix AJ for sample policies.

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 Conflicts of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules and Government Code 1090, et seq. as set forth in Education Code Section 47604.1, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflicts of Interest Code has been submitted to the FPPC 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.

#### Executive Director's Role

The Executive Director shall be the Chief Executive Officer of the CMO and shall, subject to the oversight of the Board of Directors, supervise and control the affairs of the CMO and the activities of the employees of the CMO. 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 the Bylaws, by this 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 CMO 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 CMO, 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 CMO, and shall present an annual report of the CMO'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 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 CMO, 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's Role

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 Principal Manager, 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:

- a) Ensure the Charter School enacts its mission;
- b) Supervise and evaluate teachers and staff;

- c) Communicate and report to the Executive Director and Board of Directors;
- d) Oversee school finances to ensure financial stability;
- e) Participate in and develop professional development workshops as needed;
- f) Serve or appoint a designee to serve on any committees of the Charter School;
- g) Ensure compliance with all applicable state and federal laws and help secure local grants;
- h) Communicate with parents, recruit new families and students, and assure families of academic growth;
- i) 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;
- j) Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the County;
- k) Identify the staffing needs of the Charter School and offer staff development as needed;
- l) Maintain up-to-date financial records;
- m) Ensure that appropriate evaluation techniques are used for both students and staff;
- n) 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;
- o) Hire qualified substitute teachers as needed;
- p) Ensure the security of the school building;
- q) Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- r) Encourage and support teacher professional development;
- s) Attend Authorizer meetings as requested by the Authorizer and stay in direct contact with the Authorizer regarding changes, progress, etc.;
- t) Attend meetings of the Authorizer on oversight issues as requested by the Authorizer;
- u) Provide all necessary financial reports as required for proper attendance reporting;
- v) Develop the Charter School's annual performance report, the SARC, and the LCAP;
- w) Manage student discipline, and as necessary participate in the suspension and expulsion process;
- x) 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.

### **Parent Engagement**

Voices MP believes that parent engagement is key to student's success. However, no parent engagement 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 Charter 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 engagement that Voices MP values above all else is parental concern and home support of the Charter School’s efforts to educate the student through love, nurturing and good parenting. Parents are expected to exhibit:

- ❖ Commitment and willingness to fulfill the parent agreement (attached as Appendix AD).
- ❖ Commitment and willingness to adhere and support all policies as outlined in the Voices College-Bound Language Academy Family Handbook (attached as Appendix AE).
- ❖ Two way communication between the Charter School and home

*Parents may also participate in the Charter School through opportunities such as:*

Informal	Formal
<ul style="list-style-type: none"> <li>❖ Tutoring</li> <li>❖ Homework Center</li> <li>❖ Classroom volunteer</li> <li>❖ Parenting classes</li> <li>❖ Parent workshops</li> <li>❖ Parent-teacher conferences</li> <li>❖ Family field trips</li> <li>❖ Community-building activities and celebrations</li> <li>❖ Plaza Comunitaria</li> <li>❖ Eighth grade Exit Interview</li> </ul> <p>Teams</p> <ul style="list-style-type: none"> <li>❖ Family orientation sessions</li> </ul>	<ul style="list-style-type: none"> <li>❖ ELAC, CAC, Voices Parent Leadership Team<sup>17</sup></li> <li>❖ Safety Team</li> <li>❖ Parent Leadership training and development</li> <li>❖ Governing Board</li> </ul>

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<sup>17</sup> Local group comprised of parents, teachers and administration that are responsible for such school level matters as fundraising, review of parent surveys, review of parent involvement opportunities, community celebrations and activities, audit of instructional practices and student achievement, etc.

<ul style="list-style-type: none"> <li>❖ Prospective parent tours</li> <li>❖ Various other committees as deemed necessary</li> </ul>	
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*Informal Opportunities for Parent Engagement:*

Every attempt is made to accommodate parents to allow them to participate in some capacity at the Charter School 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 Voices designs and plans workshops to meet their needs. In addition, Voices MP adds programs and opportunities as needs are assessed (see Appendix AF for sample parent event calendar). Notices are placed on a community bulletin board at the Charter School and sent home with students in both English and Spanish every Tuesday (Tuesday Envelope).

Voices MP invites community services and businesses to Charter School events to support our families’ development. Some of the organizations that have been generous with their time and resources for our families are Catholic Charities, Alum Rock Counseling Center, Health Trust, Red Cross, Healthier Kids Foundation, YWCA Silicon Valley and First 5.

Voices MP hosts yearly meetings for parents of ELPAC and CAASPP test-takers so parents understand both what the test entails and what the score reports mean. All of these meetings provide families with an opportunity to understand the achievement goals and their child’s progress relative to that goal. Additional informal methods of parent communications include:

- ❖ Report cards
- ❖ Phone calls home (informational from teachers, and satisfaction check-ins from liaison)
- ❖ Surveys (annual, parent-teacher conferences, events, activities, workshops, etc.)
- ❖ Text messaging system
- ❖ Tuesday envelope (weekly information)
- ❖ Website
- ❖ Social media
- ❖ Principal open door policy
- ❖ Auto call system

*Formal Opportunities for Parent Engagement:*

The Charter School strongly believes that the voices of all stakeholders are vital to the excellence and development of the Voices MP community. This belief is reflected in its governance

structure, parent engagement 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. We strongly believe that those things that dominant society often considers a deficit (language, cultural practices, etc.) are a strength, an asset that Voices MP families bring with them. As such, we have established processes for parent empowerment and leadership development to ensure parent voice at all levels of Charter School decision-making.

The Charter School community is kept informed regarding school-wide and sub-group specific issues through written materials, website, and other forums such as the Parent Leadership Team, ELAC and CAC which are held on-site. The whole-school parent community participates in electing fellow parents, as applicable, to leadership positions within these groups. Elected parent leaders, as well as all other parent leaders who wish to, have opportunities to develop through leadership trainings provided by the Charter School or arranged with outside agencies, such as YWCA, PIQE, Healthy Families, etc.

Voices MP's parent Safety Team will assist administration with ongoing facilities inspections.

Parent Leadership Team development and training is aimed at equipping parents with the tools and mindset necessary to be successfully civically engaged in their school, community, city and state. Parents develop their own learning culture, much like teachers and students. They receive training and coaching from Voices' Parent Organizers and/or Parent Engagement Manager and they, in turn, provide information and teaching to the broader school community at Community Gatherings. See attached Parent Organizing 1-Pager, Appendix AG.



## **Element 5: 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 MP hires teachers, school support staff and administrative staff as the Charter School grows and needs arise (see Appendix AH for job descriptions of 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 MP may contract with outside vendors for business services, legal consultation and facilities expertise as needed.

### *General Assurances and Requirements for All Employees*

A high level of effort and commitment is needed by staff of Voices MP. Service at Voices MP is regarded as a privilege. Every employee must consider it an honor to be in the presence of children. All employees must fully support the mission, vision and values of the Charter 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 MP measure up to the highest standards. Every employee shall sign and adhere to the Commitment to Excellence Form (attached as Appendix AI).

### *Qualifications of the Principal*

Besides being responsible for planning, coordinating, supervising the day-to-day business operations of a Charter School and instructional program, the principal is responsible for the instructional leadership of the Charter 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's responsibilities also include, but are not limited to those outlined in the job description.

The principal of Voices 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/or English Learners. The principal must be committed to the best education possible for all students 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 School's mission and educational program. Charter school experience, English/Spanish bilingualism, an MA and a Tier II Administrative Credential are desirable qualifications.

Candidates for principal shall be screened and interviewed by the Executive Director (or his or her designee) and hired by the Board. The Principal shall report to the Principal Manager and be accountable to the Executive Director.

Voices contracts with organizations such as Innovate Public School's<sup>18</sup> Start-Up Schools Fellowship Program or the New Leaders<sup>19</sup> to provide this professional development for future Voices MP principals and other leaders.

### *Qualifications of Teachers*

All teachers of core, academic subjects at Voices MP 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 (Education Code Section 47605(l)). TK teachers will meet the credential requirements of Education Code Section 48000(g).

Teachers shall hold a Bachelor's Degree and prior teaching experience is desirable. Additionally, the Charter School 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. The Charter School will maintain a current copy of teacher certificates on file and ready for inspection at the CMO office. The CMO Human Resources Department will monitor compliance and assignments at least once per year and report to the principal in a timely fashion.

Voices MP reserves the right to hire or retain non-certificated instructional school support staff for non-core, non-college preparatory courses (core is defined as English, math, social studies, and science), if that prospective staff person has an appropriate mix of subject matter expertise, professional experience, and demonstrated capacity to work successfully in such capacity.

Voices MP may also hire or retain non-certificated instructional support staff (Associate Teachers) to support core or college prep subjects. In such instances, the instructional support staff will meet one of the following qualifications: two years of higher education study, an

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<sup>18</sup> <http://innovateschools.org/>

<sup>19</sup> <http://www.newleaders.org/what-we-do/emerging-leaders-program/>

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 Non-Public Agencies staff shall be qualified to provide education services as required by the Education Code and the IDEA as applicable.

### *Non-Instructional Support Staff*

All non-instructional support staff will possess experience and expertise appropriate for their position.

### *Non-Certificated Administrative Staff*

Voices MP 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.

## **Professional Development**

Teachers will be provided with one hour of professional development, data meeting or intellectual preparation time each day. Mid-day block not only affords teachers with the time needed to learn and collaborate as professionals, which has been proven to directly correlate with high student achievement, but also provides time for student intervention and enrichment activities.

Voices MP 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?
- ❖ 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, the academic coach, and the principal, who serves as the instructional leader. Professional development time is driven by the principal's 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 the Charter 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 Charter School mission and vision. Other time is devoted to data analysis, intellectual preparation, 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 a 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 and lesson intellectual preparation, Priority Standards development and to other yearlong school wide planning.

### *Staff Observations*

The principal or designee is responsible for observing and supervising all Charter 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.

### *Teacher Evaluation*

The instructional philosophy of Voices MP is based upon the belief that the primary role of all employees is to ensure that maximum learning takes place and to provide a safe, positive environment. Instruction shall be student-centered (i.e. what students need to achieve at high levels) with mastery of curriculum standards as the goal, with content and process being equally important to effective learning.

Voices Academies (with teacher, administrator and Board input) examined a new approach to evaluate the performance of teachers based on the Master Teacher Competency Framework. This resulted in a Teacher Performance Rubric and procedure for teacher evaluation. Teachers and the quality of teaching are the critical link to improving schools and student achievement. Successfully increasing student achievement requires creating and sustaining organizational structures in schools that focus on assessing and improving professionalism, teaching and learning. Teacher evaluation is one of those structures.

The competency rubric provides a detailed view of the professional practice that teachers are expected to demonstrate. These competencies define the skills, knowledge, professionalism, and expertise that are expected of teachers at Voices MP. It is against these standards that teachers are evaluated. 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 to be effective Voices MP teachers; represented by multiple competencies and including multiple levels of performance defined by behavioral rating scales.

Voices MP 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. Therefore, teachers and their principal (or designee) will meet formally to calibrate on Voices MP expectations at least once per year.

Voices MP has developed a competency-based evaluation system to:

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

This is intended as a cooperative process, with the responsibility for documenting and tracking accomplishments shared by the teacher and the evaluator. Teachers may choose to keep a Professional Portfolio as referenced in the Employee Handbook to share with the principal as further evidence to consider.

### *Timeline for Teacher Evaluation*

Teachers are formally evaluated on the Voices Teacher Evaluation Rubric. Principal (or designee) will complete the holistic process outlined below.

There are two formal meetings. The first meeting occurs mid-year. The teacher then implements feedback. The final evaluation occurs at the end of the year.

1. Principal will observe at least once before mid-year conversation.

2. Mid-year check-in:
  - a. Teacher will fill out self-evaluation and submit to principal before 1-1. Principal reviews for each teacher (the principal may ask the instructional coach for input).
  - b. Principal will conduct one-on-one calibration session with teacher. Principal discusses the preliminary rubric standing and shares what expectations look like and sound like for any areas needing clarification.
  - c. After, the teacher will continue to receive coaching around areas of improvement.
3. End of Year Evaluation:
  - a. Principal will observe at least one additional time before end of year evaluation.
  - b. Teacher will submit their Professional Portfolio (optional) for principal consideration.

The principal will complete the end of year evaluation for each teacher. The teacher will retain a copy and sign a copy acknowledging receipt for Voices records.

Professional Portfolio may include:

- ❖ Videotaped lessons
- ❖ Classroom Photographs (charts, manipulatives, organization, walls)
- ❖ Artifacts from lesson
- ❖ Data
- ❖ Lesson plans
- ❖ Collaboration documentation (data meeting notes, monthly planning notes, emails)
- ❖ Student work
- ❖ Assessments
- ❖ Data trackers and data analysis
- ❖ Monthly Planner
- ❖ Behavior Trackers
- ❖ Parent communication
- ❖ Coaching notes and/or reflections
- ❖ Small-groups organizer

### *Other Staff Evaluations*

Evaluation procedures will be conducted in a manner established by the administration. Procedures may include supervision and evaluation, self-evaluation, and professional goal setting.

## **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 require all of the following:*

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).*

Please see Appendix AJ for a detailed description of sample Voices MP health and safety policies on Fingerprinting and Background Checks, Tuberculin Examinations; Safe Facilities; Emergency Plans; Immunization/Physical Exams; Communicable, Contagious or Infectious Disease Prevention; Administration of Medication; Drug-Free Workplace, Smoke-Free Environment; First Aide CPR, and Health Screening (vision/hearing/scoliosis); Exposure Control Plan for Blood Borne Pathogens; polices on Sexual Harassment and Complaint Procedures; and polices on the role of staff as Mandated Child Abuse Reporters. Voices may create additional policies and procedures as the need occurs and stay in compliance with changes to local, state and federal laws and regulations. The following provides a brief summary of relevant current Voices health and safety policies and procedures.

Voices follows clear procedures to ensure the health and safety of pupils and staff. Voices has adopted and implemented site-specific comprehensive health and safety plans and risk management policies in consultation with insurance carriers and risk management. These procedures are incorporated into the Charter School's student and staff handbooks and are reviewed on an ongoing basis by the Principal, Executive Director and Board of Directors. The Charter School ensures that staff are trained annually on the health and safety policies. These policies are distributed to all staff and families. A sample safety plan is attached as Appendix AK.

### *Immigration Policy*

Charter School will comply with the requirements of AB 699 by adopting or revising policies consistent with the guidance and model policies issued by the California Attorney General.

### *Suicide Prevention Policy*

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

#### *Feminine Hygiene Products*

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

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.

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 school assistants and clerical workers, are required to attain CPR and First Aid certification and maintain these credentials.

#### *Online Safety Training*

The safety of all employees and students is of utmost importance. We will offer the SafeSchools professional development and training courses to our staff. All employees will be required to receive certain mandatory trainings each year, including but not limited to how to properly proceed in the presence of blood-borne pathogens, first aid, child abuse reporting, and playground safety. 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. Trainings will be differentiated according to the position the staff member holds at Voices MP. Additionally, all recommended safety drill procedures and evacuation maps are posted in all classrooms.

#### *Tuberculosis Risk Assessment and Examination*

Employees and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and



working with students, and for employees at least once each four years thereafter, 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 Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

The Director of Human Capital of the CMO shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Executive Director shall monitor the fingerprinting and background clearance of the Human Resources Manager. 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, associate teacher, school assistant) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

All new teachers are required to complete one approved three-hour course in Cardiopulmonary Resuscitation (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 Reporter*

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.

#### *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 State 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 tobacco 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.

#### *Prevention of Human Trafficking*

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

### *Nutritionally Adequate Free or Reduced Price Meal*

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

### *California Healthy Youth Act*

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

### *School Safety Plan*

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- ❖ Child abuse reporting procedures
- ❖ Routine and emergency disaster procedures
- ❖ Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- ❖ Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- ❖ A discrimination and harassment policy consistent with Education Code Section 200
- ❖ Provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- ❖ Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- ❖ A safe and orderly environment conducive to learning
- ❖ Procedures for conducting tactical responses to criminal incidents

### *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 from possible infection due to contact with bloodborne viruses, including 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 Tests*

Students are screened for vision, hearing and scoliosis. The Charter School adheres 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*

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

#### *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. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

#### *Facility Safety*

The Charter School shall comply with Education Code Section 47610 by either 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.

#### *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 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, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, 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 has developed 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 is addressed in accordance with the Charter School's discrimination and harassment policies.

#### *Bullying Prevention*

The Charter School has adopted procedures for preventing acts of bullying, including cyberbullying. Annually the Charter School makes available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

## **Element 7: Means to Achieve Racial and Ethnic Balance**

*Governing Law: The means by which the charter 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).*

Voices MP believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students learn to value and respect diverse experiences and people. Voices MP ensures that all Mount Pleasant residents are given an equal opportunity to apply for enrollment. Voices MP assures 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. Voices MP is committed to serving any child who wishes to attend Voices MP and our recruitment efforts include outreach to Latino, English Learner, and socio-economically disadvantaged populations.

### *General Assurances:*

- The Charter School will strive to meet the demographics of the general population residing within the territorial jurisdiction of the District.

### Voices MP Race/Ethnicity

Race/Ethnicity	2015-16	2016-17	2017-18	2018-19
Hispanic or Latino	58.7%**	93.8%	95.4%	94.6%
Asian	0%	0%	0%	0.4%
White	1.9%	1.2%	1.4%	2.3%
Two or more, not Hispanic or Latino	1.9%	1.9%	1.4%	1.1%

Source: <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=43104390132530&aggllevel=school&year=2018-19>

(<https://dq.cde.ca.gov/dataquest> "Enrollment Multi-Year Summary by Ethnicity")

\*\*NOTE: 32.7% Not Reported for 2015-16 school year which could be why the Hispanic or Latino subgroup looks so much lower than other years.

Mount Pleasant Elementary School District Race/Ethnicity

Race/Ethnicity	2015-16	2016-17	2017-18	2018-19
Hispanic or Latino	73.5%	73.8%	74.2%	75.2%
Asian	14.3%	14.2%	14.2%	13.7%
White	3.0%	3.3%	3.2%	3.0%
Two or more, not Hispanic or Latino	1.8%	2.2%	2.2%	2.5%

Source:

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=4369617&aggllevel=district&year=2018-19>

Voices MP engages a variety of means and strategies to strive to achieve a racial/ethnic balance reflective of the general population residing within the territorial jurisdiction of the District. Additionally, Voices MP continues to revisit its outreach strategies to ensure more and more families learn about the Voices option, for example, by producing materials in other languages besides English and Spanish. Outreach strategies include:

- ❖ Developing 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 such as LUNA, Sacred Heart, Most Holy Trinity, Grail Family Services, etc
- ❖ Visiting and presenting at local preschools, social service agencies, clinics, community centers, religious organizations, and other community organizations to publicize the school.
- ❖ Attendance and participation at local events and activities to promote the Charter School and to meet prospective students and their families, such as Viva Parks, backpack drives, other charter school events.
- ❖ Distributing promotional materials to local businesses, libraries, and resource centers such as, Cardenas Grocery, Tropicana Shopping center, Roberto Cruz Library, YMCA, among others
- ❖ Cultivation of a media presence by inviting local television, radio and print media to visit the Charter School and learn about the instructional program.
- ❖ Ongoing updates to Voices MP’s social media pages and website.

- ❖ Community walk throughs of neighborhoods and door to door campaigns
- ❖ Open house and tour visits for prospective parents.

Voices MP documents its outreach efforts and analyzes the information to evaluate if we have met our enrollment targets. On an ongoing basis, the Charter School utilizes this information to refine its outreach efforts. Voices MP conducts 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 policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).*

The Charter School shall be non-sectarian in its programs, admissions policies, and all other operations and will not charge tuition. Students will be considered for admission without regard to nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. The Charter School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). 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. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the school website, outlining the requirements of Section 47605(d)(4), and shall make this notice available to parents/guardians.

Voices MP actively recruits a diverse student population of students from within the District 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. The only admission requirement is that students wishing to attend Voices MP must follow the Charter School’s admission procedures with respect to completing applications and enrollment forms and documents by the announced deadlines.

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) open enrollment and application period, (4) a 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.

**Anticipated Open Enrollment, Application, Drawing, Admission and Enrollment Process**

January-February	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.
End of February	Open enrollment closed: All application forms due to Charter School
Within two weeks of close of open enrollment	Public random drawing (if necessary).
Within a week of public random drawing	Admission notifications made.
Within two weeks of notifications	Enrollment Information meetings held
One month after enrollment packet handed out	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.

*Public Random Drawing*

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. The Charter School shall require students who wish to

attend the Charter School to complete an application form including the student's contact information and an indication of any admissions preferences that apply to the student. 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 of existing students, who are guaranteed admission<sup>20</sup> in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students as below:

Students exempt from drawing:

- 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

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

- Students who qualify for free or reduced price meals
- Students who reside in the District
- Students who are currently enrolled in and students who reside in the attendance area of, the elementary school where the Voices Mount Pleasant school site is located (for purposes of the SB 740 Charter School Facility Grant Program)<sup>21</sup>

The Board of Directors takes all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal) via a software program designed for this purpose. Separate lotteries are conducted for each grade in which there are fewer vacancies than pupils interested in attending. All grade-level lotteries take place on the same day at each individual school site. Lotteries are conducted in ascending order beginning with the lowest applicable grade level. After existing students are admitted, weighted preferences are applied, one weight added per preference for which the student is eligible. This drawing includes the admission preferences identified above. Following this drawing, a drawing is held for students who are not eligible for the preference categories. The drawings continue until all spaces are filled and preference categories are exhausted in the order provided above.

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<sup>20</sup> 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.

<sup>21</sup> This preference will not be utilized if the Charter School is not located in private facilities, and if the Charter School's student population demographics meet SB 740 eligibility requirements.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity are placed on the wait list in the order selected according to their draw in the lottery. All families are notified of their status as admitted or wait listed within one week after the lottery by email, text message, phone call and direct mail. Families also have access to their status on Voices MP's online application platform. The Charter School accepts applications for a specified period after the conclusion of the public random drawing. At the conclusion of this period, the Charter School conducts a subsequent public random drawing and places students at the end of the waiting list in the order drawn. This wait list allows the option of enrollment in the case of an opening during the current school year. In no circumstances does a wait-list carry over to the following school year.

Public random drawing rules, deadlines, dates and times are communicated in English and Spanish in the application form, the Charter School's website, social media sites, and prospective parent tours. Parents are ensured during prospective parent tours and enrollment meetings that parental involvement is not a requirement for acceptance or continued enrollment at Voices MP.

*General Assurances:*

*Lottery/Public Random Drawing*

- ❖ The process will be public, transparent and fair
- ❖ The lottery will be held in a public space large enough to accommodate all interested in attending
- ❖ Parents are not required to be present
- ❖ Parents will be notified about the timeline for accepting spot

*Waitlist:*

- ❖ Applications received after Voices MP's final random public lottery will be held in abeyance and run through a lottery to apply preferences and placed on the waitlist.
- ❖ Should a spot open up in any grade throughout the course of the year the first student on the waitlist will be offered the spot and given a deadline of 48 hours to accept or decline. Should the student accept, school staff will initiate enrollment procedures. Should the student decline the spot, an offer of admission will then be made to the next student on the waitlist

In the event of a public random drawing, the County shall make reasonable attempts to

accommodate the growth of Voices MP and shall not take any action to impede Voices MP from expanding enrollment to meet student demand (Education Code 47605(d)(2)(C)).

Enrollment forms request basic information such as emergency contacts, allergies, home language survey, contact information and immunizations. Additionally, families 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, at the parent/guardian's convenience. 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.

## **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).*

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.

The Board will appoint an Audit committee. Voices' audit committee will select 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. 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 will be completed and forwarded to the Santa Clara County Office of Education ("SCCOE" or "County") charter division representative, the Voices Academies audit committee, the State Controller, the County Superintendent of Schools, and the California Department of Education by December 15<sup>th</sup> annually. The audit committee reviews any audit exceptions or deficiencies and reports to the Voices Board of Directors within 30 days with recommendations on how to resolve them. The Board then submits a report to the chartering authority regarding how the exceptions and deficiencies have been or will be resolved, to the satisfaction of the chartering authority 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 charter. 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 CMO will annually budget the necessary funds for the audit to be conducted.

## **Element 10: Suspension and Expulsion Procedures**

*Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the student's side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing 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 non-charter 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 among all students. This Policy and its Procedures will be printed and distributed as part of the Student 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the 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 Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") 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 general 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall

inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

## **Procedures**

### *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*

- a. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - i. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - ii. Willfully used force or violence upon the person of another, except self-defense.
  - iii. Unlawfully possessed, used, 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.
  - iv. 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.
- b. Committed or attempted to commit robbery or extortion.

- c.* Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- d.* Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- e.* 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.
- f.* Committed an obscene act or engaged in habitual profanity or vulgarity.
- g.* Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- h.* Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- i.* 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.
- j.* 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.
- k.* Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- l.* 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.
- m.* Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- n.* 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.
- o.* 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.
- p.* Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- q.* Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i.* "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:
    - 1.* 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.
    - 2.* Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

3. Causing a reasonable student to experience substantial interference with his or her academic performance.
  4. 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.
- ii.* “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:
1. A message, text, sound, video or image.
  2. 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 purpose 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.

*iv.* 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.

*r.* 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 (1)(a)-(b).

*s.* 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’s or designee’s concurrence.

C. 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’s or designee’s concurrence.

*b.* Brandishing a knife at another person.

*c.* Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

*d.* Committing or attemptin to commit a sexual assault or committing a sexual battery as defined in Edcuation Code Section 48900(n).

D. 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 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, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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, which includes but is not limited to, electronic files and databases.
- 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. 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.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. 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.

- p.* Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q.* 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.
- r.* 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.
- s.* Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t.* Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- i.* “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:

1. 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.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. 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.

*ii.* "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:

1. A message, text, sound, video or image.
2. 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 purpose 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.

*iv.* 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.

- u.* 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)-(b).
- v.* 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.

*E. 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.
- b.* Brandishing a knife at another person.
- c.* Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d.* Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

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.

### **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference
  - a. 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.

- b. 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.
  - c. 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 in accordance with Education Code Section 47605(b)(5)(J)(i).. 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
    - a. 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
    - a. 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.
    - b. 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.

- c. 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.

### **Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial 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 and shall be presided over by a designated neutral hearing chairperson.. The Administrative Panel may expel of 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.

### **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 make a final decision 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.

### **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 entity 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.

### **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.

### **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.

### **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.



## **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.

## **Right to Appeal**

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.

## **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.

## **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.

## **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 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.

### **Notice to Teachers**

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

### **Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal 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, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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 U.S.C. Section 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 U.S.C. Section 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.

## **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 MP participates in the federal Social Security system for non-credentialed employees and other Voices sponsored retirement plans as applicable, and provides 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 credentialed employees.

Voices MP 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, Principal and Business Manager are responsible for ensuring that appropriate arrangements for coverage, all mandatory deductions, and reports are made.

**Element 12: 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).*

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: The rights of an 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.

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 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).*

### **Dispute Resolution between the Charter School and the SCCOE**

If either the Charter School or SCCOE determines that a violation of the Charter or MOU or any other applicable law may have occurred or a problem has arisen related to the operation of the Charter School and/or the SCCOE's oversight obligations, or a dispute otherwise arises between the SCCOE and the Charter School, the following procedures shall be followed to resolve the dispute:

1. Should either party determine in writing that the violation or issue in questions constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and the SCCBOE may comment revocation proceedings immediately in accordance with Education Code Section 47604 and its implementing regulations, or take action as it deems necessary.
2. In the event that the SCCBOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46607, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the SCCBOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCBOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.
3. If the violation or issue in question does not constitute a sever and imminent threat to the health and safety of pupils and the SCCBOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to the SCCBOE Superintendent and Charter School Executive Director, or their respective designees. The date that this written notice is orally provided or sent shall be the "Notice Date." Upon issuance of this notice the Dispute Statement, a meeting will be scheduled to discuss and possible resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within (10) calendar days after the Notice Date, or as mutually agreed upon by both parties. The SCCBOE representative at the meeting will be the Superintendent or the Superintendent's designee,

and the Charter School representative will be the Charter School's Executive Director or the Executive Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to Step 4. Any period of time agreed upon at the meeting for the Charter School to attempt to cure the issue shall be deemed and is agreed by the Charter School and the SCCBOE to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(d) prior to revocation of the Charter may proceed to Step 4 or take any other action they deem appropriate in response to the dispute.

4. If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and this MOU and may pursue any alternative legal options for resolution, including, the SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

#### *Internal Disputes*

The Board of Education of the SCCOE agrees to promptly refer all complaints regarding Voices MP operations to the principal, the Executive Director or Board for resolution in accordance with Voices adopted policies. The SCCOE shall not intervene in any such internal disputes without the consent of the Board of the Charter School. Parents, students, Board members, volunteers, advisors, partner organizations, and staff at Voices MP will be provided with a copy of Voices MP's 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.

### **Element 15: Closure Protocol**

*Governing Law: 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)(O).*

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 and all academic reporting completed. The Charter School will promptly notify parents and students of the Charter School, 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 Charter School will ensure notification to the parents and students of the Charter 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 Charter School.

The 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 County 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 County to store original records of Charter School students. All records of the Charter School shall be transferred to the County upon Charter School closure.

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 practicable, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed as soon as reasonably practicable, 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 County 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.

The CMO will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter 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 CMO, and upon dissolution of the CMO, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. 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 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 AL, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **Miscellaneous Charter Provisions**

### **Business Management and Administrative Services**

*Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).*

Under the supervision of the Executive Director, and the Chief Financial Officer (“CFO”) at the Charter Management Organization 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 CFO will work closely with the Charter School's Business 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 Position**

Voices MP has successfully run a financially solvent organization from inception, through conservative fiscal practices.

Voices MP has maintained a lean administrative staff and low overhead to funnel more funds to direct instructional materials and teaching staff. Currently, Voices MP is projecting a fund balance of \$620,322 for the year that ended June 30, 2019. Voices MP's funding sources are diverse. The per-pupil payments from local and state sources and federal school funding programs are combined with grants and donations. Since inception, Voices MP has had a very disciplined and conservative approach to financial management. This financial discipline and rigor allows the Charter School to manage financially if state budget cuts and deferrals were to occur. If a cash shortfall occurs, the Charter School will borrow needed monies from the CMO at the Applicable Federal Rates at the time of the loan with a repayment schedule of 36 months.

## **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).*

Each spring, Voices MP establishes an annual budget, monthly cash flow projections, and a five-year financial projection. The Executive Director and the CFO will prepare the budget, and have the support of their CPAs. The Executive Director and the CFO work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the Charter 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 (e.g. 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 revision of the California state budget. The budget and five-year projections are then presented to the Board of Directors for discussion and approval.

The financial plan for Voices MP is based on the Charter School's experience to date. Historical experience provides an amount of certainty in the budget development process. Additional material budgetary factors are considered including projected enrollment growth, staffing, SPED, outsourced services, and material budgetary line items in the budgetary process. In arriving at the annual budget Voices MP makes the following assumptions:

- ❖ The Charter School currently serves 308 students in grades TK-5th, increasing enrollment annually by 56 students until it reaches capacity at approximately 504 students serving grade levels TK-8 by FY 2022/2023.
- ❖ Approximately 71% of Voices MP students qualify for free and reduced price lunch and 62% are considered English Learners qualifying for supplemental grants under the LCFF calculations.
- ❖ Estimated annual student average daily attendance is 95%.
- ❖ The Charter School will maintain adequate staffing ratios which will include approximately two teachers per grade level, supplemented with two associate teachers

through 4th grade. An associate teacher will also be shared across the middle school grades. There will also be an intervention teacher, academic coach, an Educational Specialist and SPED associate teacher. Furthermore, the Charter School will have a School Principal, Office Manager, Administrative Assistant, School Site Technician and Dean of Culture and will outsource Enrichment support.

*Budgeted Staffing*

Instructional Staff	#	Administration	#	Student Support	#
Teachers-Regular	11.0	Principal	1.0	Dean of Culture	1.0
Teachers-SPED	2.0	Business Manager	1.0	Student Services Manager	1.0
Intervention Specialist	1.0	Office Clerk	.5		
Associate Teachers	11.0	Food Service Assistant	1.5		
Academic Coach	1.0	School Assistant	1.1		
Total	26.0		5.1		2.0

- ❖ The Charter School also contracts with outside vendors for enrichment support.
- ❖ The Charter School receives revenue from the following sources: state LCFF, in lieu of property tax, Mandate reimbursement Block, state lottery funds, and federal funds (Title I, Title II, Title III). The Charter School applies directly for funds not included in the LCFF, including federal entitlement funds.
- ❖ SPED funds are received through allocations from State SPED revenue, as well as, federal IDEA monies.
- ❖ The Charter School's financial model is extremely conservative in its revenue assumptions and makes expenditure inflation assumptions of approximately 2% for expenses. Staffing increases are assumed at 2%, although these will be stepped based on experience and performance.
- ❖ The Charter School's budget is based upon the LCFF rates computed using LCFF calculator v20.1b.

- ❖ Facility assumptions are based on signed lease agreement with The Foundation for Hispanic Education.
- ❖ The Charter School conducts fundraising efforts during the year. Conservative fundraising revenue estimates have been projected based on historical results to date. The Charter School has budgeted an attainable amount of fundraising support each year.
- ❖ The Charter School continues to build reserves with an annual minimum reserves of 2.5% annual expenditures.
- ❖ The Charter School maintains a positive cash flow balance on a monthly and annual basis.

The accounting is managed by the CFO at the CMO level. Under the direction of the Executive Director, all transactions will be tracked using a financial accounting software package. With the help of the Charter School's Business Manager, the CFO maintains the financial records and prepares 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 Charter 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.

Please refer to Appendix AL for multi-year financial projections and all other finance-related Appendices. The projections include:

- Summary Financial Projections for three years including FY 19-20 board approved budget
- Detailed revenue and expenditures for three years including FY19-20 board approved budget

## **Financial Reporting**

The Voices Board has developed policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems and parent engagement.

### *Systems for Managing Cash Flow, Purchasing, Payroll, and Audits*

There are strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, whistleblower, signature authorities, and government access to records, accounting procedures, cash management, budget development, financial reporting, property management, procurement and procedures regarding



the signing of checks. The Executive Director delivers timely quarterly financial statements for the Board of Directors at each regularly scheduled Board meeting.

#### *Attendance Accounting*

The Charter School reports attendance requirements to the SCCOE in a format acceptable to the SCCOE and the State. Required reports regarding daily attendance are completed and submitted to the requesting agencies.

#### *Purchasing*

With respect to expenses, the 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.

#### *Payroll*

Voices MP 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 Executive Director. Together with the CFO, the Executive Director develops the budget proposals and the principal 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 MP 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 MP uses an accounting software package to aid in preparing the monthly financial reports and end-of-year audits. This computer system will be maintained by the CFO with external oversight from a CPA. The CFO prepares financial reports (a Statement of Financial Position, Statement of Activities, and Statement of Cash Flows) for the Executive Director of Voices. With assistance from the CFO the external CPA prepares regular financial reports according to

GAAP and submits them to the SCCOE as required. On behalf of the Charter 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 MP 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 MP retains standard insurance policies such as board error and omissions, student accident, workers compensation and general liability. Furthermore, Voices MP acquires any other insurance policies as necessary to responsibly run a successful charter school. See Appendix AM.

## **Impact on Charter Authorizer and Potential Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).*

The Charter School is operated by a California Public Benefit (“nonprofit”) Corporation and is governed by a board of directors as described in this charter. The principal enjoys lead responsibility for administering the Charter School under policies adopted by the Board. The Charter School provides or procures most of its own administrative services independent of the SCCOE. These include financial management, personnel, and instructional programs development. The Charter School may purchase some services from the SCCOE (e.g. special education programs, food service, etc.), if the SCCOE and Charter School are mutually interested. The Charter School will define the specific terms and cost for these services in an annual operational agreement (or memorandum of understating), if such services are secured.

A supervisory fee of 1% of revenue, as defined by 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 SCCOE for actual cost of oversight. This is based on the assumption that the SCCOE does not provide substantially rent free facilities to the Charter School. The operating budget reflects the maximum 1% allocation towards the SCCOE.

## **Facilities**

*Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).*

The current Voices MP campus at the FHE is an appropriate private facilities within the District’s boundaries and Voices MP has ensured that such facilities comply with the Federal Americans with Disabilities Act (ADA) requirements, local building and zoning ordinances and that the Charter School has obtained permits under local ordinances for operating a school in such facilities. The Charter School maintains readily accessible records documenting such compliance on file at the main office.

The term of the lease runs until June 30, 2020 with an option for renewal to extend the lease term for a period of five years ending June 30, 2025. See Appendix AN for Certificate of Occupancy.

*Transportation*

Voices MP will not provide transportation for students from home to school or school to home except in order to comply with a student's IEP.

Transportation for extracurricular activities, such as field trips, is contracted with a licensed contractor.

### *School Meals*

The Charter School intends to provide meals to our students and will contract with a vendor to provide the food service. The Charter School will also contract with a FSA which shall comply with all Federal and State regulations regarding the National School Lunch Program. The specific Charter School and FSA responsibilities and roles will be delineated in an MOU with the FSA.

The Charter School shall be operated by 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(d), 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 SCCOE in meeting any and all oversight obligations under the law.

### **Supervisory Oversight Fees and Responsibilities**

The SCCOE is required to provide oversight and performance monitoring services, including reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter material revisions and renewal requests.

### *Inspection of Charter School*

In accordance with Education Code Section 47607(a)(1)(A), the Charter School acknowledges that the SCCOE may inspect or observe any part of the Charter School at any time, with or without prior notice. As a professional courtesy, SCCOE will endeavor to provide advance notice when SCCOE determines that doing so does not limit or negatively impact its ability to carry out its oversight functions. SCCOE will comply with the Charter School's health and

safety visitor policies (i.e. signing in, wearing a badge, being subject to removal for violent or disruptive conduct).

## **Miscellaneous Clauses**

### Material Revisions

Any material revisions to this charter shall be made by the mutual agreement of the governing boards of the charter school and the charter-granting agency. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

### 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, addressed 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 at Mount Pleasant

Attn: Frances Teso, Executive Director

14271 Story Rd.

San Jose, CA 95127

[fteso@voicescharterschool.com](mailto:fteso@voicescharterschool.com)

### **To the County at:**

**Santa Clara County Office of Education**

Attn: Mary Ann Dewan, Superintendent

1290 Ridder Park Dr.

San Jose, CA 95131

## **Conclusion**

In approving this charter, the SCCOE will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the SCCOE to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the SCCOE with the strongest possible proposal for a five year term from July 1, 2020 through June 30, 2025.



# Smarter Balanced Assessment Test Results for: School: Voices College-Bound Language Academy At Mt. Pleas

CDS Code: 43-10439-0132530

District: Voices College-Bound Language Academy At

County: Santa Clara

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

## Report Options

Select Year:

2018

Select Student Group:

All Students (Default)

**Apply Selections**

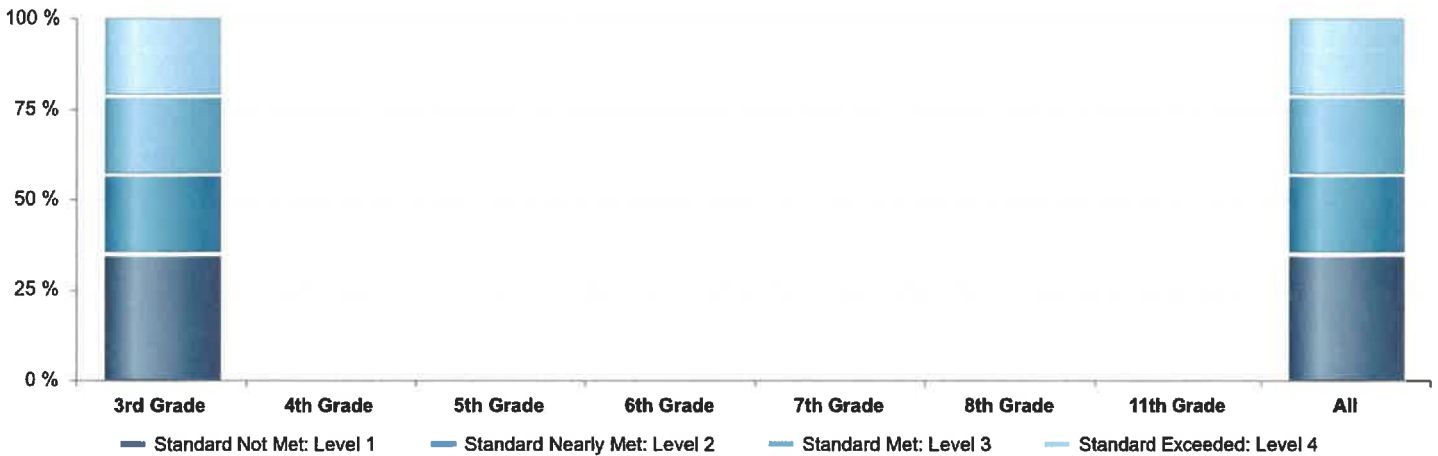
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## Smarter Balanced Results (2018)

### ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

#### Data Detail - All Students (accessible data)

#### Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled <sup>i</sup>	29	N/A	N/A	N/A	N/A	N/A	N/A	29
# of Students Tested <sup>i</sup>	28	N/A	N/A	N/A	N/A	N/A	N/A	28
# of Students With Scores <sup>i</sup>	28	N/A	N/A	N/A	N/A	N/A	N/A	28

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2403.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>1</sup>	21.43 %	N/A	N/A	N/A	N/A	N/A	N/A	21.43 %
Standard Met: Level 3 <sup>1</sup>	21.43 %	N/A	N/A	N/A	N/A	N/A	N/A	21.43 %
Standard Nearly Met: Level 2 <sup>1</sup>	21.43 %	N/A	N/A	N/A	N/A	N/A	N/A	21.43 %
Standard Not Met: Level 1 <sup>1</sup>	35.71 %	N/A	N/A	N/A	N/A	N/A	N/A	35.71 %

[English Language Arts/Literacy Scale Score Ranges](#)

### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

### READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	17.86 %	N/A	N/A	N/A	N/A	N/A	N/A	17.86 %
Near Standard <sup>1</sup>	42.86 %	N/A	N/A	N/A	N/A	N/A	N/A	42.86 %
Below Standard <sup>1</sup>	39.29 %	N/A	N/A	N/A	N/A	N/A	N/A	39.29 %


### WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	14.29 %	N/A	N/A	N/A	N/A	N/A	N/A	14.29 %
Near Standard <sup>1</sup>	35.71 %	N/A	N/A	N/A	N/A	N/A	N/A	35.71 %
Below Standard <sup>1</sup>	50.00 %	N/A	N/A	N/A	N/A	N/A	N/A	50.00 %

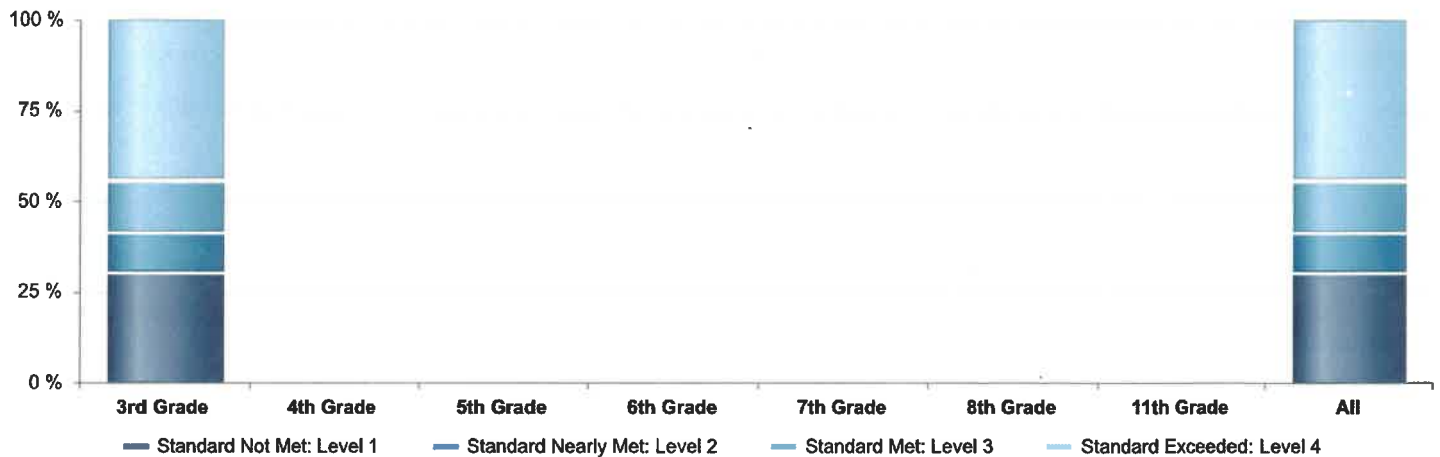
### LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	17.86 %	N/A	N/A	N/A	N/A	N/A	N/A	17.86 %
Near Standard <sup>1</sup>	50.00 %	N/A	N/A	N/A	N/A	N/A	N/A	50.00 %
Below Standard <sup>1</sup>	32.14 %	N/A	N/A	N/A	N/A	N/A	N/A	32.14 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	28.57 %	N/A	N/A	N/A	N/A	N/A	N/A	28.57 %
Near Standard <sup>1</sup>	39.29 %	N/A	N/A	N/A	N/A	N/A	N/A	39.29 %
Below Standard <sup>1</sup>	32.14 %	N/A	N/A	N/A	N/A	N/A	N/A	32.14 %



**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	29	N/A	N/A	N/A	N/A	N/A	N/A	29
# of Students Tested	29	N/A	N/A	N/A	N/A	N/A	N/A	29
# of Students With Scores	29	N/A	N/A	N/A	N/A	N/A	N/A	29
Mean Scale Score	2449.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	44.83 %	N/A	N/A	N/A	N/A	N/A	N/A	44.83 %
Standard Met: Level 3	13.79 %	N/A	N/A	N/A	N/A	N/A	N/A	13.79 %
Standard Nearly Met: Level 2	10.34 %	N/A	N/A	N/A	N/A	N/A	N/A	10.34 %
Standard Not Met: Level 1	31.03 %	N/A	N/A	N/A	N/A	N/A	N/A	31.03 %

[Mathematics Scale Score Ranges](#)**Areas**


Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	55.17 %	N/A	N/A	N/A	N/A	N/A	N/A	55.17 %
Near Standard	20.69 %	N/A	N/A	N/A	N/A	N/A	N/A	20.69 %

Below Standard <sup>1</sup>	24.14 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	24.14 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	31.03 %	N/A	N/A	N/A	N/A	N/A	N/A	31.03 %
Near Standard <sup>1</sup>	34.48 %	N/A	N/A	N/A	N/A	N/A	N/A	34.48 %
Below Standard <sup>1</sup>	34.48 %	N/A	N/A	N/A	N/A	N/A	N/A	34.48 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	51.72 %	N/A	N/A	N/A	N/A	N/A	N/A	51.72 %
Near Standard <sup>1</sup>	24.14 %	N/A	N/A	N/A	N/A	N/A	N/A	24.14 %
Below Standard <sup>1</sup>	24.14 %	N/A	N/A	N/A	N/A	N/A	N/A	24.14 %

[Mathematics Area Achievement Level Descriptors](#)



# Smarter Balanced Assessment Test Results for: School: Voices College-Bound Language Academy At Mt. Pleas

CDS Code: 43-10439-0132530

District: Voices College-Bound Language Academy At

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

## Report Options

Select Year:

2018

Select Student Group:

Ethnicity

Apply Selections

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## Smarter Balanced Results (2018)

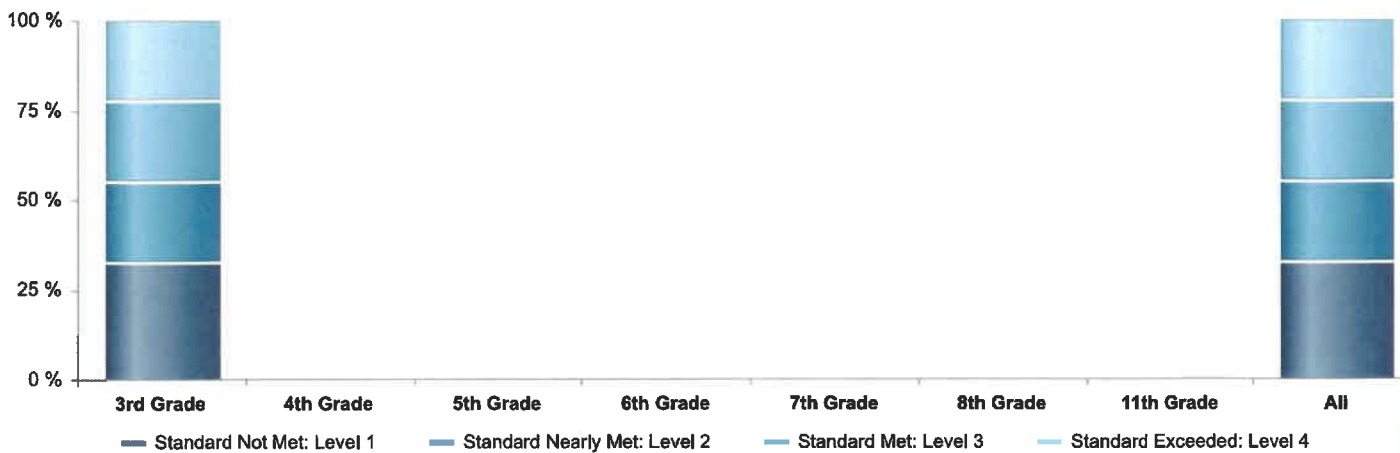
### Results by Ethnicity

#### ENGLISH LANGUAGE ARTS/LITERACY

##### Black or African American

##### Hispanic or Latino

#### Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

#### Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled <sup>1</sup>	28	N/A	N/A	N/A	N/A	N/A	N/A	28

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Tested <sup>1</sup>	27	N/A	N/A	N/A	N/A	N/A	N/A	27
# of Students With Scores <sup>1</sup>	27	N/A	N/A	N/A	N/A	N/A	N/A	27
Mean Scale Score	2409.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>1</sup>	22.22 %	N/A	N/A	N/A	N/A	N/A	N/A	22.22 %
Standard Met: Level 3 <sup>1</sup>	22.22 %	N/A	N/A	N/A	N/A	N/A	N/A	22.22 %
Standard Nearly Met: Level 2 <sup>1</sup>	22.22 %	N/A	N/A	N/A	N/A	N/A	N/A	22.22 %
Standard Not Met: Level 1 <sup>1</sup>	33.33 %	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %

[English Language Arts/Literacy Scale Score Ranges](#)

### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	18.52 %	N/A	N/A	N/A	N/A	N/A	N/A	18.52 %
Near Standard <sup>1</sup>	44.44 %	N/A	N/A	N/A	N/A	N/A	N/A	44.44 %
Below Standard <sup>1</sup>	37.04 %	N/A	N/A	N/A	N/A	N/A	N/A	37.04 %


#### WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	14.81 %	N/A	N/A	N/A	N/A	N/A	N/A	14.81 %
Near Standard <sup>1</sup>	37.04 %	N/A	N/A	N/A	N/A	N/A	N/A	37.04 %
Below Standard <sup>1</sup>	48.15 %	N/A	N/A	N/A	N/A	N/A	N/A	48.15 %

#### LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	18.52 %	N/A	N/A	N/A	N/A	N/A	N/A	18.52 %
Near Standard <sup>1</sup>	51.85 %	N/A	N/A	N/A	N/A	N/A	N/A	51.85 %
Below Standard <sup>1</sup>	29.63 %	N/A	N/A	N/A	N/A	N/A	N/A	29.63 %

#### RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	29.63 %	N/A	N/A	N/A	N/A	N/A	N/A	29.63 %

Near Standard <sup>1</sup>	40.74 %	N/A	N/A	N/A	N/A	N/A	N/A	40.74 %
Below Standard <sup>1</sup>	29.63 %	N/A	N/A	N/A	N/A	N/A	N/A	29.63 %

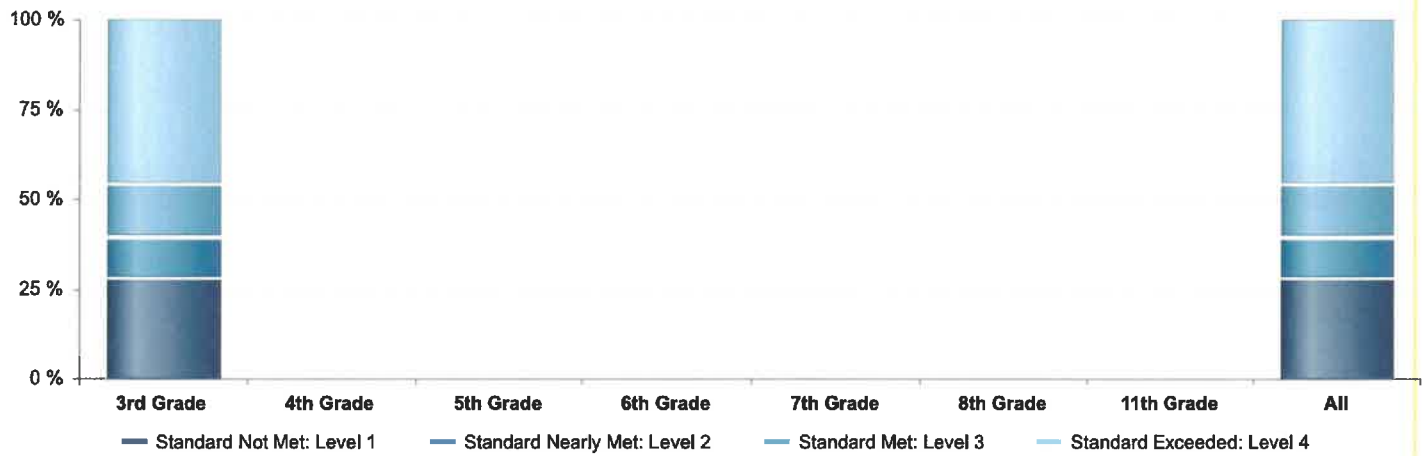
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Black or African American**

**Hispanic or Latino**

**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

**Overall Achievement**





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled <sup>1</sup>	28	N/A	N/A	N/A	N/A	N/A	N/A	28
# of Students Tested <sup>1</sup>	28	N/A	N/A	N/A	N/A	N/A	N/A	28
# of Students With Scores <sup>1</sup>	28	N/A	N/A	N/A	N/A	N/A	N/A	28
Mean Scale Score	2457.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>1</sup>	46.43 %	N/A	N/A	N/A	N/A	N/A	N/A	46.43 %
Standard Met: Level 3 <sup>1</sup>	14.29 %	N/A	N/A	N/A	N/A	N/A	N/A	14.29 %
Standard Nearly Met: Level 2 <sup>1</sup>	10.71 %	N/A	N/A	N/A	N/A	N/A	N/A	10.71 %
Standard Not Met: Level 1 <sup>1</sup>	28.57 %	N/A	N/A	N/A	N/A	N/A	N/A	28.57 %

[Mathematics Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	57.14 %	N/A	N/A	N/A	N/A	N/A	N/A	57.14 %
	Near Standard 	21.43 %	N/A	N/A	N/A	N/A	N/A	N/A	21.43 %
	Below Standard 	21.43 %	N/A	N/A	N/A	N/A	N/A	N/A	21.43 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	32.14 %	N/A	N/A	N/A	N/A	N/A	N/A	32.14 %
	Near Standard 	35.71 %	N/A	N/A	N/A	N/A	N/A	N/A	35.71 %
	Below Standard 	32.14 %	N/A	N/A	N/A	N/A	N/A	N/A	32.14 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	53.57 %	N/A	N/A	N/A	N/A	N/A	N/A	53.57 %
	Near Standard 	21.43 %	N/A	N/A	N/A	N/A	N/A	N/A	21.43 %
	Below Standard 	25.00 %	N/A	N/A	N/A	N/A	N/A	N/A	25.00 %

[Mathematics Area Achievement Level Descriptors](#)



# Smarter Balanced Assessment Test Results for: School: Voices College-Bound Language Academy At Mt. Pleas

CDS Code: 43-10439-0132530

District: Voices College-Bound Language Academy At

County: Santa Clara

**SUMMARY REPORT**

CHANGE OVER TIME

## Report Options

Select Year:

2018

Select Student Group:

Economic Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

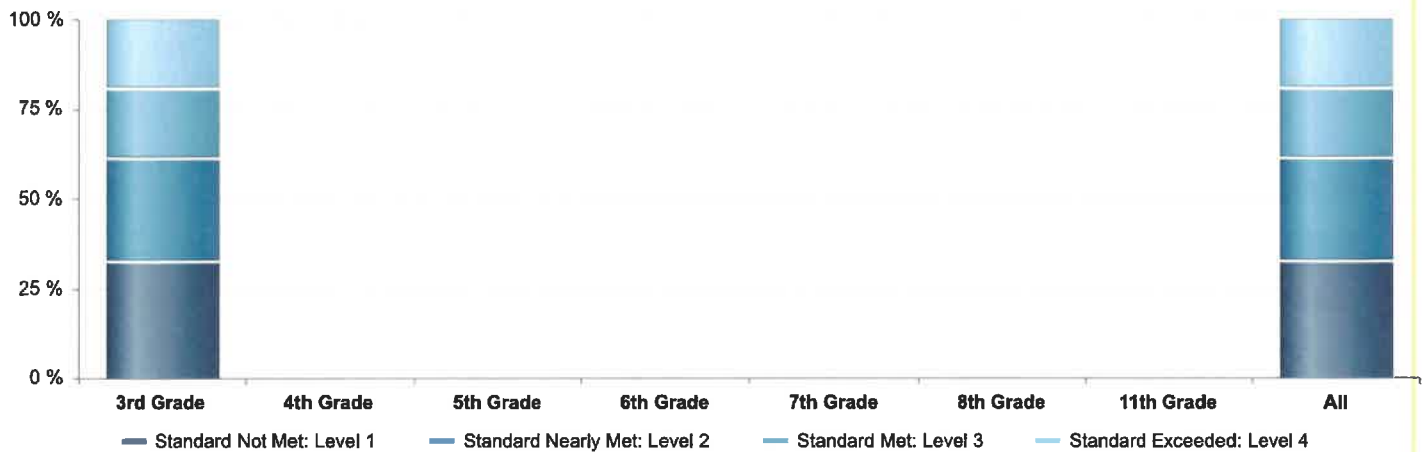
## Smarter Balanced Results (2018)

### Results by Economic Status

#### ENGLISH LANGUAGE ARTS/LITERACY

##### Economically disadvantaged

##### Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

##### Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled <sup>i</sup>	21	N/A	N/A	N/A	N/A	N/A	N/A	21
# of Students Tested <sup>i</sup>	21	N/A	N/A	N/A	N/A	N/A	N/A	21
# of Students With Scores <sup>i</sup>	21	N/A	N/A	N/A	N/A	N/A	N/A	21

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2405.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>i</sup>	19.05 %	N/A	N/A	N/A	N/A	N/A	N/A	19.05 %
Standard Met: Level 3 <sup>i</sup>	19.05 %	N/A	N/A	N/A	N/A	N/A	N/A	19.05 %
Standard Nearly Met: Level 2 <sup>i</sup>	28.57 %	N/A	N/A	N/A	N/A	N/A	N/A	28.57 %
Standard Not Met: Level 1 <sup>i</sup>	33.33 %	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %

### [English Language Arts/Literacy Scale Score Ranges](#)

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>i</sup>	14.29 %	N/A	N/A	N/A	N/A	N/A	N/A	14.29 %
Near Standard <sup>i</sup>	47.62 %	N/A	N/A	N/A	N/A	N/A	N/A	47.62 %
Below Standard <sup>i</sup>	38.10 %	N/A	N/A	N/A	N/A	N/A	N/A	38.10 %


#### WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>i</sup>	14.29 %	N/A	N/A	N/A	N/A	N/A	N/A	14.29 %
Near Standard <sup>i</sup>	33.33 %	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %
Below Standard <sup>i</sup>	52.38 %	N/A	N/A	N/A	N/A	N/A	N/A	52.38 %

#### LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>i</sup>	14.29 %	N/A	N/A	N/A	N/A	N/A	N/A	14.29 %
Near Standard <sup>i</sup>	52.38 %	N/A	N/A	N/A	N/A	N/A	N/A	52.38 %
Below Standard <sup>i</sup>	33.33 %	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %

#### RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>i</sup>	28.57 %	N/A	N/A	N/A	N/A	N/A	N/A	28.57 %
Near Standard <sup>i</sup>	38.10 %	N/A	N/A	N/A	N/A	N/A	N/A	38.10 %
Below Standard <sup>i</sup>	33.33 %	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %

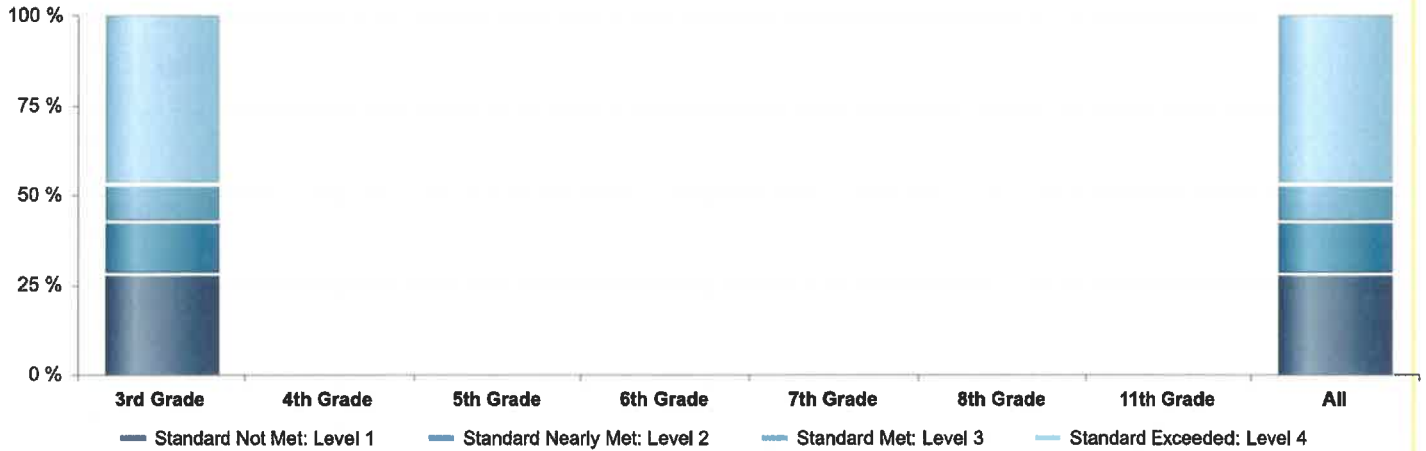


**Not economically disadvantaged**

**MATHEMATICS**

Economically disadvantaged

**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

**Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled <sup>i</sup>	21	N/A	N/A	N/A	N/A	N/A	N/A	21
# of Students Tested <sup>i</sup>	21	N/A	N/A	N/A	N/A	N/A	N/A	21
# of Students With Scores <sup>i</sup>	21	N/A	N/A	N/A	N/A	N/A	N/A	21
Mean Scale Score	2458.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>i</sup>	47.62 %	N/A	N/A	N/A	N/A	N/A	N/A	47.62 %
Standard Met: Level 3 <sup>i</sup>	9.52 %	N/A	N/A	N/A	N/A	N/A	N/A	9.52 %
Standard Nearly Met: Level 2 <sup>i</sup>	14.29 %	N/A	N/A	N/A	N/A	N/A	N/A	14.29 %
Standard Not Met: Level 1 <sup>i</sup>	28.57 %	N/A	N/A	N/A	N/A	N/A	N/A	28.57 %


[Mathematics Scale Score Ranges](#)

**Areas**





Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**





Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>i</sup>	52.38 %	N/A	N/A	N/A	N/A	N/A	N/A	52.38 %
Near Standard <sup>i</sup>								

	28.57 %	N/A	N/A	N/A	N/A	N/A	N/A	28.57 %
Below Standard 	19.05 %	N/A	N/A	N/A	N/A	N/A	N/A	19.05 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	33.33 %	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %
Near Standard 	33.33 %	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %
Below Standard 	33.33 %	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	57.14 %	N/A	N/A	N/A	N/A	N/A	N/A	57.14 %
Near Standard 	19.05 %	N/A	N/A	N/A	N/A	N/A	N/A	19.05 %
Below Standard 	23.81 %	N/A	N/A	N/A	N/A	N/A	N/A	23.81 %

[Mathematics Area Achievement Level Descriptors](#)

**Not economically disadvantaged**



# Smarter Balanced Assessment Test Results for: School: Voices College-Bound Language Academy At Mt. Pleas

CDS Code: 43-10439-0132530

District: Voices College-Bound Language Academy At

County: Santa Clara

**SUMMARY REPORT**

CHANGE OVER TIME

## Report Options

Select Year:

Select Student Group:

2018

English-Language Fluency

Apply Selections

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## Smarter Balanced Results (2018)

### Results by English-Language Fluency

#### ENGLISH LANGUAGE ARTS/LITERACY

Fluent English proficient and English only

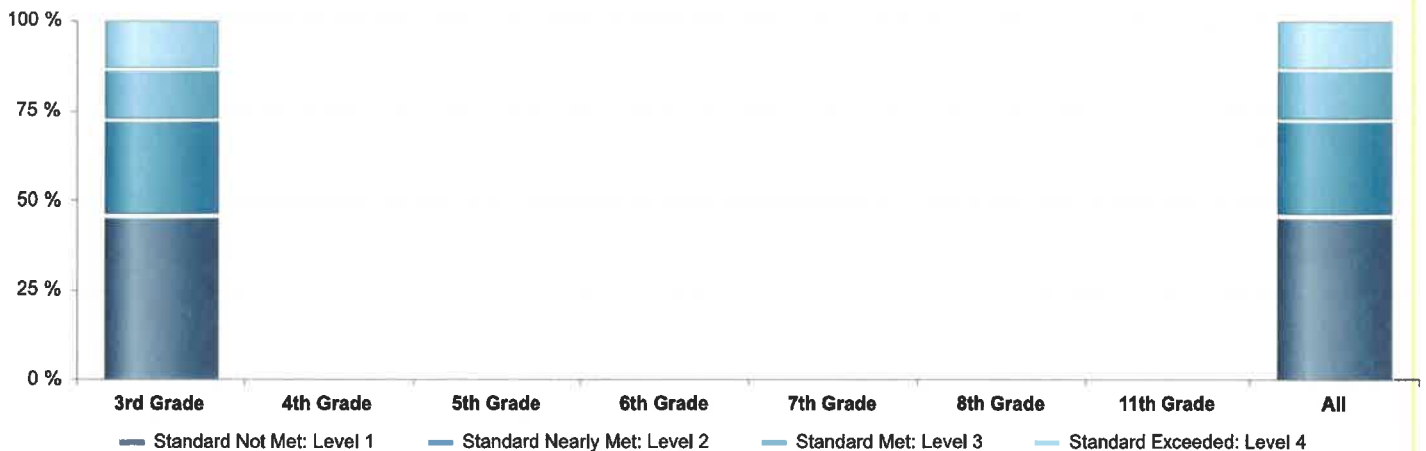
Reclassified fluent English proficient (RFEP)

English learners (ELs) enrolled in school in the U.S. fewer than 12 months







English learners enrolled in school in the U.S. 12 months or more

English learner

#### Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)**Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled 	16	N/A	N/A	N/A	N/A	N/A	N/A	16
# of Students Tested 	15	N/A	N/A	N/A	N/A	N/A	N/A	15
# of Students With Scores 	15	N/A	N/A	N/A	N/A	N/A	N/A	15
Mean Scale Score	2383.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 	13.33 %	N/A	N/A	N/A	N/A	N/A	N/A	13.33 %
Standard Met: Level 3 	13.33 %	N/A	N/A	N/A	N/A	N/A	N/A	13.33 %
Standard Nearly Met: Level 2 	26.67 %	N/A	N/A	N/A	N/A	N/A	N/A	26.67 %
Standard Not Met: Level 1 	46.67 %	N/A	N/A	N/A	N/A	N/A	N/A	46.67 %





[English Language Arts/Literacy Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





**READING: How well do students understand stories and information that they read?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	13.33 %	N/A	N/A	N/A	N/A	N/A	N/A	13.33 %
Near Standard 	33.33 %	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %
Below Standard 	53.33 %	N/A	N/A	N/A	N/A	N/A	N/A	53.33 %

**WRITING: How well do students communicate in writing?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	13.33 %	N/A	N/A	N/A	N/A	N/A	N/A	13.33 %
Near Standard 	26.67 %	N/A	N/A	N/A	N/A	N/A	N/A	26.67 %
Below Standard 	60.00 %	N/A	N/A	N/A	N/A	N/A	N/A	60.00 %

**LISTENING: How well do students understand spoken information?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	13.33 %	N/A	N/A	N/A	N/A	N/A	N/A	13.33 %
Near Standard 	46.67 %	N/A	N/A	N/A	N/A	N/A	N/A	46.67 %
Below Standard 	40.00 %	N/A	N/A	N/A	N/A	N/A	N/A	40.00 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13.33 %	N/A	N/A	N/A	N/A	N/A	N/A	13.33 %
Near Standard	53.33 %	N/A	N/A	N/A	N/A	N/A	N/A	53.33 %
Below Standard	33.33 %	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

English only

Ever-ELs

**MATHEMATICS**

Fluent English proficient and English only

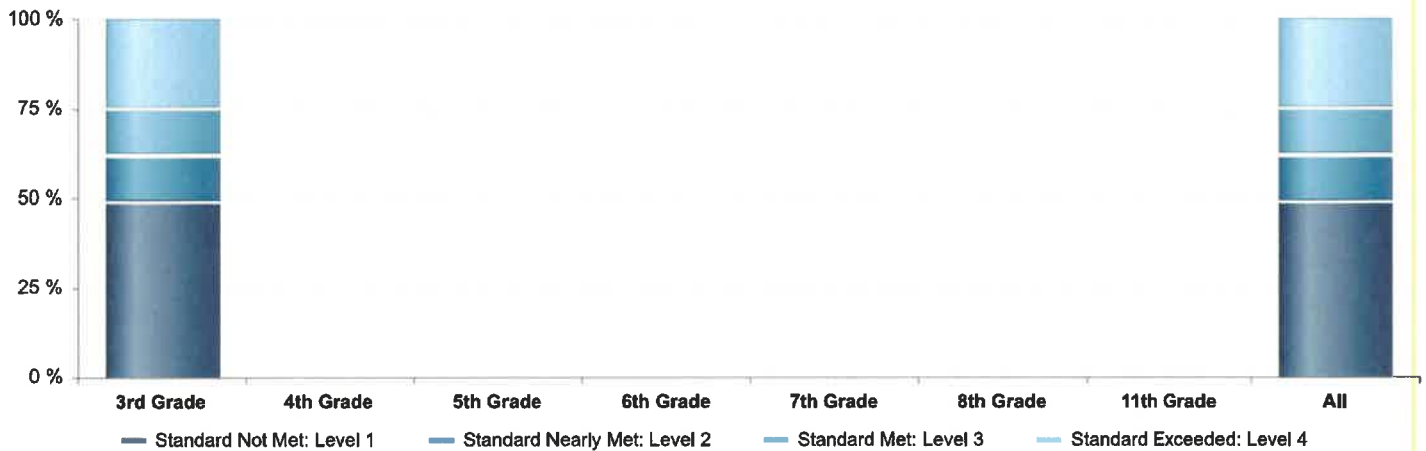
Reclassified fluent English proficient (RFEP)

English learners (ELs) enrolled in school in the U.S. fewer than 12 months

English learners enrolled in school in the U.S. 12 months or more

English learner

**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

**Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	16	N/A	N/A	N/A	N/A	N/A	N/A	16
# of Students Tested	16	N/A	N/A	N/A	N/A	N/A	N/A	16
# of Students With Scores	16	N/A	N/A	N/A	N/A	N/A	N/A	16





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2413.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 	25.00 %	N/A	N/A	N/A	N/A	N/A	N/A	25.00 %
Standard Met: Level 3 	12.50 %	N/A	N/A	N/A	N/A	N/A	N/A	12.50 %
Standard Nearly Met: Level 2 	12.50 %	N/A	N/A	N/A	N/A	N/A	N/A	12.50 %
Standard Not Met: Level 1 	50.00 %	N/A	N/A	N/A	N/A	N/A	N/A	50.00 %

### [Mathematics Scale Score Ranges](#)





#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





#### CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	31.25 %	N/A	N/A	N/A	N/A	N/A	N/A	31.25 %
Near Standard 	31.25 %	N/A	N/A	N/A	N/A	N/A	N/A	31.25 %
Below Standard 	37.50 %	N/A	N/A	N/A	N/A	N/A	N/A	37.50 %

#### PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	18.75 %	N/A	N/A	N/A	N/A	N/A	N/A	18.75 %
Near Standard 	25.00 %	N/A	N/A	N/A	N/A	N/A	N/A	25.00 %
Below Standard 	56.25 %	N/A	N/A	N/A	N/A	N/A	N/A	56.25 %

#### COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	31.25 %	N/A	N/A	N/A	N/A	N/A	N/A	31.25 %
Near Standard 	25.00 %	N/A	N/A	N/A	N/A	N/A	N/A	25.00 %
Below Standard 	43.75 %	N/A	N/A	N/A	N/A	N/A	N/A	43.75 %

### [Mathematics Area Achievement Level Descriptors](#)

**English only**

**Ever-ELs**



# Smarter Balanced Assessment Test Results for: School: Voices College-Bound Language Academy At Mt. Pleas

CDS Code: 43-10439-0132530

District: Voices College-Bound Language Academy At

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

## Report Options

Select Year:

2018

Select Student Group:

Disability Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

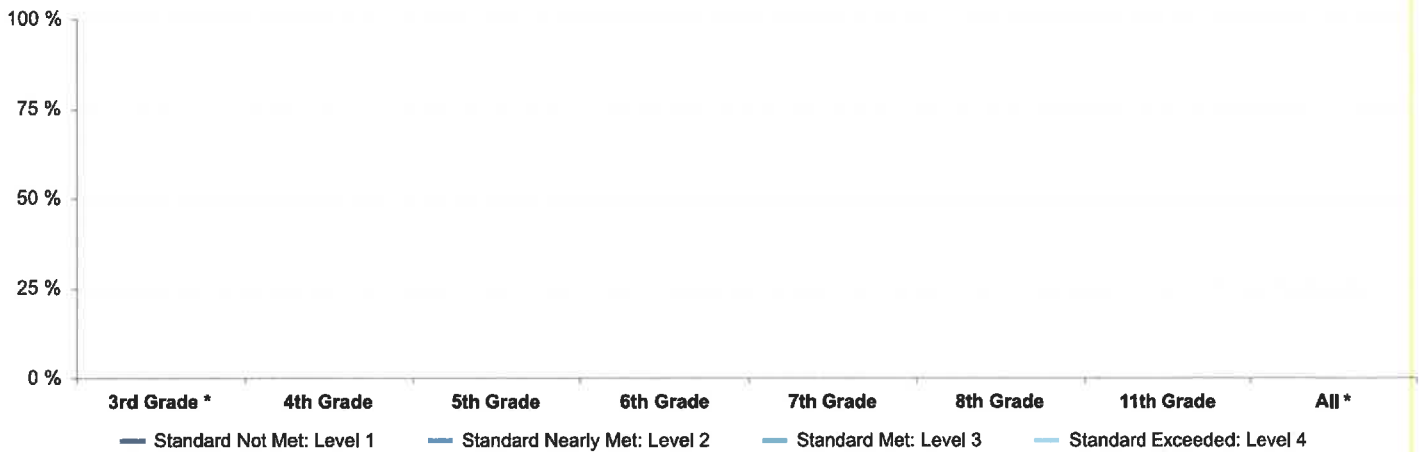
## Smarter Balanced Results (2018)

### Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

#### Students with disability

#### Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

#### Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
# of Students Tested <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
# of Students With Scores <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Standard Met: Level 3 <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1 <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)


### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Near Standard <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Below Standard <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*


#### WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Near Standard <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Below Standard <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*

#### LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Near Standard <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Below Standard <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*

#### RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Near Standard <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Below Standard <sup>1</sup>	*	N/A	N/A	N/A	N/A	N/A	N/A	*

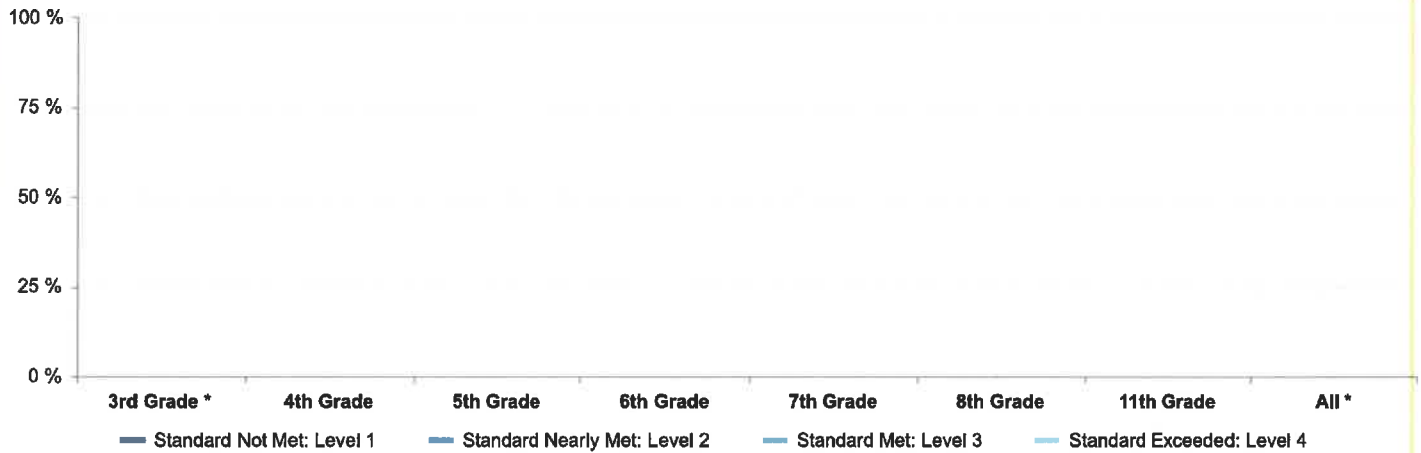


**Students with no reported disability**

MATHEMATICS

**Students with disability**

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	N/A	N/A	N/A	N/A	N/A	N/A	*
# of Students Tested	*	N/A	N/A	N/A	N/A	N/A	N/A	*
# of Students With Scores	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Mean Scale Score	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Standard Met: Level 3	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1	*	N/A	N/A	N/A	N/A	N/A	N/A	*


[Mathematics Scale Score Ranges](#)

Areas





Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**





Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Near Standard								

	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*
Below Standard 	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Near Standard 	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Below Standard 	*	N/A	N/A	N/A	N/A	N/A	N/A	*

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Near Standard 	*	N/A	N/A	N/A	N/A	N/A	N/A	*
Below Standard 	*	N/A	N/A	N/A	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

**Students with no reported disability.**

## Academic Rigor at Voices

Having a global perspective means learning more than one language and learning about other people in our world, while thinking with a critical mind. According to AB 815, (2011):

- The study of world languages in elementary and secondary schools should be encouraged because it contributes to a pupil's cognitive development and to our national economy and security.
- Proficiency in multiple languages is critical in enabling California to participate effectively in a global political, social, and economic context, and in expanding trade with other countries.
- The demands for employees to be fluent in more than one language are clear: access to an expanded market, allowing business owners to better serve their customers' needs, and the sparking of new marketing ideas that better target a particular audience and open a channel of communication with customers.
- The benefits to employers in having staff fluent in more than one language are increasing both in California and throughout the world.
- It is the intent of the Legislature to promote linguistic proficiency and cultural literacy in one or more languages in addition to English and to provide recognition of the attainment of those needed and important skills.

A well educated person can:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

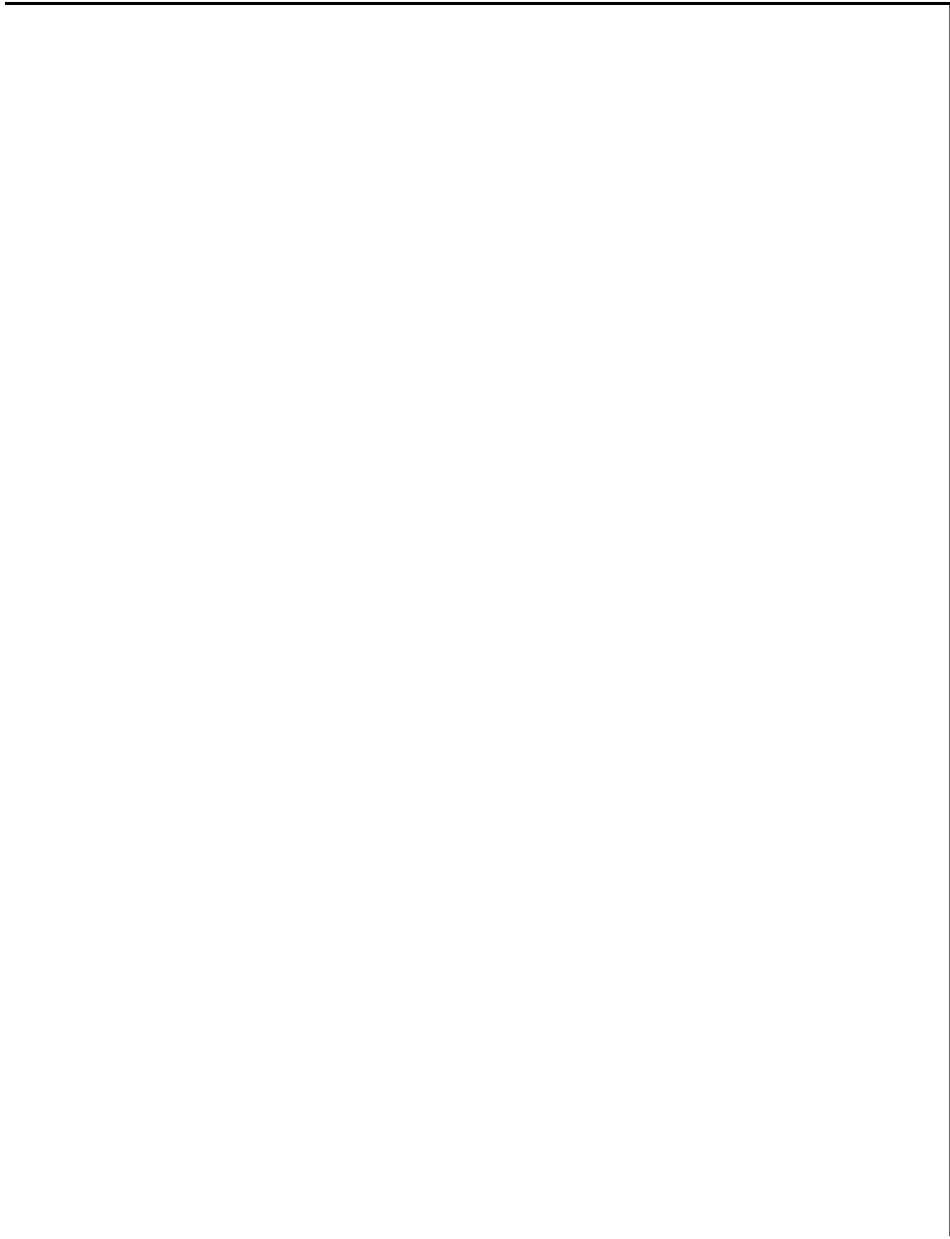
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Voices College-Bound Language Academy Proposed Curriculum/Program Guide 19-20

Content	English	Spanish	Targeted Purpose	Publisher/Author	Title	Grades
English and Spanish Language Development	√		Language forms and functions in a systematic way	EL Achieve Susana Dutro	<i>A Focused Approach: Instruction for English Language Learners</i>	TK-8
English Language Development	√		Language forms and functions in a systematic way	EL Achieve	<i>Systematic ELD Instructional Units</i>	TK-8
Reading	√	√	Reading (shared reading) & Language arts standards	(various big books and picture books)	Trade book collections, Spanish and English	TK-1st
Reading	√	√	Reading (guided reading) & Language arts standards	(various leveled books)	Leveled reading book collections, Spanish and English	TK-8th
Reading	√	√	Reading (read alouds) & Language arts standards	(various picture and chapter books)	Trade book collections, EL Education recommended text sets Spanish and English	TK - 5th
Reading	√	√	Make content accessible for Language Learners	EL Achieve AND Pearson Education, Inc.	<i>A Focused Approach: Instruction for English Language Learners (Frontloading) AND Making Content Comprehensible for English Language Learners (SIOP)</i>	TK-8
Reading	√	√	Reading Comprehension (Literature study)	various trade books (from the CDE <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> )	Trade book library selections	3 to 8
Language Arts	√		Explicit systematic phonics	Fountas and Pinell	<i>Phonics Lessons</i>	K-4
Language Arts	√	√	Phonemic Awareness	Prentice-Hall, Inc.	<i>Words Their Way</i>	K-8
Language Arts		√	Explicit systematic phonics	Estrellita Inc.	<i>Estrellitas</i>	TK-1
Language Arts	√		CCSS Language Arts Standards	EL Education	<i>EL Education Language Arts Curriculum</i>	K-4
Language Arts	√		CCSS Language Arts Standards	Achievement First	<i>Achievement First adopted curriculum</i>	5 to 8
Writing	√	√	Writing craft	Calkins; Heinemann	<i>Units of Study for Primary Writing and Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum</i>	TK-2
Writing	√	√	Writing craft	Calkins; Heinemann	<i>Units of Study for Teaching Writing and Units of Study in Argument, Information, and Narrative Writing: A Common Core Writing Curriculum</i>	3 to 5
Writing	√	√	Writing mechanics	Sopris West	<i>Step Up to Writing</i>	TK-6
Mathematics	√	√	CCSS Math Standards	Great Minds	<i>Eureka Math</i>	TK-5
Mathematics	√	√	CCSS Math Standards	Achievement First	<i>Achievement First adopted curriculum</i>	6th - 8th
Science	√	√	Science standards (project-based learning)	Pearson	<i>Interactive Science</i>	6 to 8
Science	√	√	Science Standards (PBL)	Understanding by Design	Understanding by Design	K-8
Social Studies	√	√	Social studies/History standards (PBL)	Understanding by Design	Understanding by Design	K-8
Social/Emotional Learning		√	Social/emotional learning/character/civics	Como Hacer La Paz en La Ninez	Peace Education	TK

\* subject to change, as recommended by CCSA

* subject to change, as recommended by CCSA						






## 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 "featurerich," 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

11<sup>th</sup> grade at the 25<sup>th</sup> NCE (12<sup>th</sup> 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 31<sup>st</sup> to the 40<sup>th</sup> NCE with a median of the 34<sup>th</sup> NCE (23<sup>rd</sup> 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 47<sup>th</sup> NCE (45<sup>th</sup> percentile) by the end of 11<sup>th</sup> 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 40<sup>th</sup> NCE (32<sup>nd</sup> percentile) by the end of 5<sup>th</sup> 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 62<sup>nd</sup> NCE (72<sup>nd</sup> 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 7<sup>th</sup> grade, these bilingually schooled former ELLs were still above grade level at the 56<sup>th</sup> NCE (61<sup>st</sup> 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 41<sup>st</sup> NCE (34<sup>th</sup> percentile) by the end of 5<sup>th</sup> 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 3<sup>rd</sup> and 5<sup>th</sup> 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 5<sup>th</sup> grade at the 51<sup>st</sup> NCE

(51<sup>st</sup> 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 21<sup>st</sup> 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 62<sup>nd</sup> NCE (71<sup>st</sup> 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 56<sup>th</sup> to 60<sup>th</sup> NCE (61<sup>st</sup> to 68<sup>th</sup> percentile) for Grades 1-4, and after moving into all-English instruction in Grade 5, they tested at the 51<sup>st</sup> 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 56<sup>th</sup> to 63<sup>rd</sup> NCE (61<sup>st</sup> to 73<sup>rd</sup> percentile) for Grades 1-4, and in Grade 5 they outperformed the TBE comparison group by 4 NCEs at the 55<sup>th</sup> NCE (60<sup>th</sup> percentile). (pp. 117-119, Figure C-5, Table C-4)
- In 90-10 Two-way bilingual immersion classes, native-Spanish speakers reached the 58<sup>th</sup> to 65<sup>th</sup> NCE (64<sup>th</sup> to 76<sup>th</sup> percentile) for Grades 1-4, and in Grade 5 they outperformed the TBE and DBE comparison groups by a significant 6 NCEs at the 61<sup>st</sup> NCE (70<sup>th</sup> 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 49<sup>th</sup> NCE), reaching the 64<sup>th</sup> NCE (74<sup>th</sup> percentile) in 8<sup>th</sup> 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 55<sup>th</sup> NCE (60<sup>th</sup> 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 59<sup>th</sup> NCE (66<sup>th</sup> percentile) by 5<sup>th</sup> 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 50<sup>th</sup> 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 11<sup>th</sup> 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 29<sup>th</sup> NCE (16<sup>th</sup> percentile) on the English reading test by 11<sup>th</sup> grade, those two years below grade level on arrival at the 26<sup>th</sup> NCE (13<sup>th</sup> percentile), those three years behind at the 20<sup>th</sup> NCE (8<sup>th</sup> percentile), and those four years behind at the 19<sup>th</sup> NCE (7<sup>th</sup> 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 11<sup>th</sup> 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 50<sup>th</sup> 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 34<sup>th</sup> NCE (23<sup>rd</sup> percentile) by 11<sup>th</sup> 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



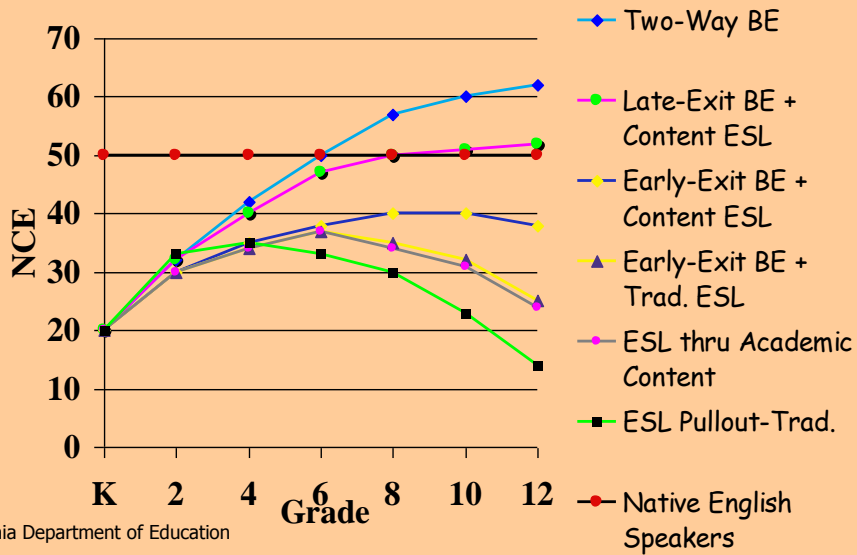
grade level, a very difficult task to accomplish within the remaining years of K-12 schooling.

- 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 50<sup>th</sup> NCE/percentile in L2 by 5<sup>th</sup> or 6<sup>th</sup> 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](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



Point to the hole on **Picture Card 6**. *The woodpecker pecks to make a hole. It lives in the hole. Its home is in the tree. Where does the woodpecker live? In the tree.* LB – The woodpecker **lives in the tree**. Echo.

**Practice the New Language in Context (We Do)**

Split the class in half for **My Turn, Your Turn: Half and Half**. Display **Ecology Poster 2**. Invite two volunteers to stand in front of each half of the class holding **Picture Card 5** or **6**. Point to the picture cards and pantomime. The volunteers mimic your movements to prompt their group to chorally respond. Example:

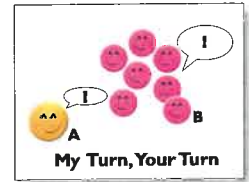
Use your thumb and two fingers to quickly “peck” at the tree on the poster. Volunteer One puts **Picture Card 6** on the tree on the poster and points to the woodpecker’s beak. Group One mimics and says: **On the tree!** LB – The woodpecker **pecks on the tree**.

Cup both hands. Pretend to hold something and nibble at it. Volunteer Two places **Picture Card 5** on the tree and pretends to take a nut on the poster. Group Two mimics and chorally says: **The squirrel eats nuts**.

Continue the routine until students have practiced all of the language. Choose a second round of volunteers to lead the class. Switch groups so everyone practices using all of the language.

If students have difficulty, adapt the practice routine by whispering the language pattern to the volunteer. Group members echo their leader.

**Cue Card**



**Ecology Poster 2**  
**Picture Cards 5–6**

**Ongoing Assessment Log**

**Take Language to Application (You Do Together/You Do On Your Own)**

Divide the class into **A/B Partners**. Each pair gets **Ecology Poster Card 2**, **As** get **2x2 Card: Squirrel**, and **Bs** get **2x2 Card: Woodpecker**. Pairs take turns answering questions about how their animal uses the tree. Model placing the picture cards on the poster using **Handi-Tak**. Students use their **2x2 Cards** and poster cards.

Depending on language level, they respond in complete sentences or use only topic-specific vocabulary. If needed, prompt **Late Beginning** students to add location by asking them, “Where?”

Signal **As**: *What does the squirrel do?* Pause for responses. Then signal **Bs**: *What does the woodpecker do?*

**A:** *The squirrel digs.*  
LB – The squirrel **digs in the ground**.

**B:** *The woodpecker pecks.*  
LB – The woodpecker **pecks on the tree**.

Signal **As**: *Where does the squirrel get food?* Pause for responses. Then signal **Bs**: *Where does the woodpecker get food?*

**A:** *From the tree*  
LB – The squirrel **gets food from the tree**.

**B:** *From the tree*  
LB – The woodpecker **gets food from the tree**.

Students switch cards and play another round so they practice language to describe how both animals interact with the tree. Walk around and listen in as students talk. Record their language production on your **Ongoing Assessment Log**.

**Ecology Poster Card 2**  
**2x2 Cards: Squirrel, Woodpecker**  
**Handi-Tak**

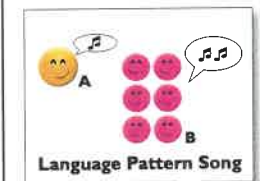
**Ongoing Assessment Log**

**Close the Lesson**

*Today you learned how each animal uses the tree! Let’s practice with an elbow partner one more time.* To review prepositions, lead students through a quick review of the pantomimes from the lesson. Elbow partners pantomime and chorally respond to your prompts.

*To say goodbye, let’s sing our song!* Sing verses one–five of “The Tree Song.”

**Cue Card**



Song chart, p. 17

# Lesson Two

**Objective:** Students will use prepositions and verb phrases to describe the tree and how the two animals interact with their environment.

## INSTRUCTIONAL SEQUENCE

### Open the Lesson

Sing verses one–five of “The Tree Song.” Students echo a few times until they can sing along. *Yesterday you learned about two animals that live in the tree. What were they? That’s right – the squirrel and the woodpecker. Turn to your elbow partner. Take turns saying what the squirrel looks like. Now say what the woodpecker looks like.*

### Teach the Language for the Lesson (I Do/We Do)

Gather students around a whiteboard or pocket chart so it is visible to all. Post **Ecology Poster 2**. *Today you’ll learn more about the tree where the animals live. You’ll learn how the squirrel and woodpecker use the tree.* Use the poster to teach vocabulary. Then pantomime and say the language pattern for students to echo and mimic with **My Turn, Your Turn**.

#### Teach nouns

Point to the tree. *This is a tree.* Stand with your legs together and hold your arms straight up, fingers wide. **Tree. Echo.** *The tree is tall and strong.* Point to your eye, then to the tree. *Look at the tree!* **Echo.**

*Trees have different parts.* Point to the leaves. *The tree has leaves. The tree also has nuts! Nuts are food for animals and people. People and animals eat nuts. The tree has nuts.* **Echo.**

*Insects live in the tree, too! The tree has insects. We don’t usually see insects in the tree because they are small. People don’t eat insects. Birds, like woodpeckers, eat insects! The tree has insects.* **Echo.**

#### Teach verbs and prepositions

Use **Handi-Tak** to post **Picture Cards 5–6** in the tree on **Ecology Poster 2**. *Look at the squirrel! The squirrel is in the tree. In the tree. Echo.* *Look at the woodpecker! The woodpecker is in the tree. In the tree. Echo.*



Point to the nut in the squirrel’s paws. *The squirrel eats nuts. The nuts grow on the tree. The squirrel eats nuts. Echo.* Demonstrate picking a nut from a tree and nibbling it. *Where does the squirrel get food? From the tree. LB – The squirrel gets food from the tree. Echo* and mimic.



Point to the worm in the woodpecker’s mouth. *The woodpecker eats insects. The insects live in the tree. LB – The woodpecker eats insects. Echo.* Pretend to pick and eat from the tree. *Where does the woodpecker get food? From the tree. LB – The woodpecker gets food from the tree. Echo* and mimic.

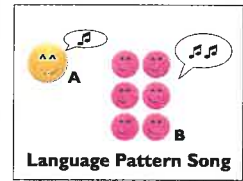
**LB – The squirrel digs in the ground! When it digs, it makes a hole.** Pretend to dig a hole with your hands. *The squirrel digs in the ground. Echo* and mimic. *The squirrel stores its food in the hole. It digs in the hole to find food to eat. The squirrel uses its paws to find food. Echo* and mimic.

Point to the hole on **Picture Card 5**. *The squirrel lives in a hole in a tree. Sometimes it lives in a hole made by a woodpecker! The squirrel sleeps in the hole. Its babies are in the hole. The squirrel lives in the tree. Where does the squirrel live? In the tree. LB – The squirrel lives in the tree. Echo* and mimic.

**LB – The woodpecker pecks on the tree! When it pecks, it uses its beak to poke the tree. Remember, its beak is hard and sharp. The woodpecker uses its beak to peck.** Use your thumb and two fingers to quickly “peck” at the tree on the poster. *When the woodpecker pecks, it makes a hole in the tree. The woodpecker pecks on the tree. Echo* and mimic. *It pecks on the tree to find food. It uses its beak to find food. Echo.*

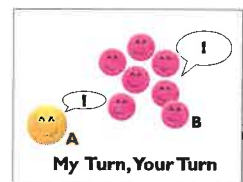
## MATERIALS

### Cue Card



Song chart, p. 17

### Cue Card



**Ecology Poster 2**

**Handi-Tak**

**Picture Cards 5–6**

Continue with a variety of examples and food groups. Examples:

*Cheese and yogurt are **both dairy foods**. Echo.  
Milk and cheese are **both dairy foods**. Echo.*

Invite volunteers to say a sentence for the class to echo.

*There are also foods that are considered junk food. **Junk food** is not a **food group**. Echo. For example, potato chips and candy taste good, but they aren't healthy. You shouldn't eat them all the time, because they're junk food. Potato chips and candy are **both junk food**. Echo.*

*If you want to talk about a third food in that same group, you can use the word **another** again. It shows you're talking about one more food in the same group. Potato chips and candy are **both junk food**. Echo. Cookies are **another** kind of **junk food**. Echo.*

*When you want to talk about more than two foods in the same group in one sentence, use the word **all**. Point to three different foods in the fruit food group. Let's talk about apples, pears, and mangoes. They are all fruits. Apples, pears, and mangoes are **all fruits**. Echo.*

Add **all** to the chart and continue to practice until students are ready to move on.

**Practice the New Language in Context (We Do)**

Students practice in groups of four using the *Aspect of Speech Spinners* with *Food Group Cling* attached. Distribute 3–5 *Talking Chips* to each student. Give a *Food Group Poster Card* and a set of 2x2 *Food Cards* to each group. Groups sort the cards into food groups on the poster card before the activity begins.

Fishbowl the activity with a volunteer group. *Player One is the student wearing the most green.*  
Example:

*First, spin to see which food group you'll talk about. Say a sentence about the food group: One **food group** is the **grain group**. Then, be more specific and say what types of food are grains: Rice and tortillas are **both grains**.*

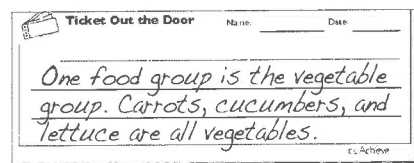
1. Player One spins the spinner and says a sentence to describe the food group, then references the 2x2 cards to add another sentence. Example:  
*One food group is the **protein group**. Chicken, fish, and beans are **all protein foods**.*  
The player places a chip in the middle.
2. Player Two spins next. The spinner lands on fruit and the player says two sentences. Example:  
*Another food group is the **fruit group**. Peaches, watermelon, and grapes are **all fruits**.*  
The player places a chip in the middle.

Player Three spins next. The game continues in a circle until all talking chips are used. Walk around the room and take notes on your *Ongoing Assessment Log*. Encourage students to vary their use of nouns and adjectives.

**Take Language to Application (You Do Together/You Do On Your Own)**

Students remain in groups of four with the same materials. Distribute a *Ticket Out the Door* to each student. They take turns spinning the spinner to determine which food group to write about on their ticket.

*Write two sentences like the ones you've been saying out loud. When you're finished writing, read what you wrote to your group to be sure it's your best work. Model a proficiency-level example sentence, as shown, so students understand the expectation.*



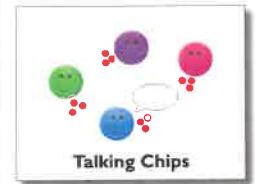
As students write, circulate and coach as needed. Hold students accountable for correct spelling of words on the poster and 2x2 cards.

**Close the Lesson**

*Today you talked about which foods belong in each food group. During lunch or dinner, pay attention to what you're eating! Which food group does each type of food belong to? For homework, write down two or three of the foods you ate and which food groups they belong to.*

*Let's say goodbye with some quick stretches and exercises we practiced last week! With students on the rug, lead the class through a few minutes of various activities they most enjoyed from Week One.*

**Cue Card**



- Aspect of Speech Spinners*
- Food Group Cling*
- Food Group Poster Cards*
- 2x2 Food Cards*
- Talking Chips*

**Ongoing Assessment Log**

**Ticket Out the Door**

**Ongoing Assessment Log**

# Lesson One

**Objective:** Students will use topic-specific vocabulary and adjectives of quantity to sort foods into food groups.

**INSTRUCTIONAL SEQUENCE** **MATERIALS**

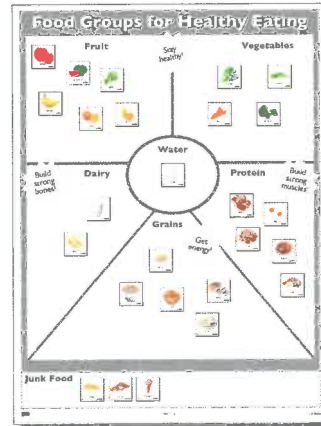
## Open the Lesson

Last week you talked about how exercise keeps your body healthy. Good nutrition keeps your body healthy, too! When you have good nutrition, you eat healthy food. Healthy snacks and meals keep your bones and muscles strong and help you feel good all day.

Food is organized into different groups called food groups. It's healthy to eat food from all of the food groups. Here are some examples of healthy foods in all the different food groups. Post the **Food Group Poster**. Students echo the food names as you categorize the **2x2 Food Cards** on the **Food Group Poster** with **Handi-Tak**. Explain your rationale as you divide the cards into groups. There is also food that is not so healthy, called **junk food**. It's okay to eat junk food once in a while.

Allow time for students to add other foods to the poster. Point to each food group and ask for other examples. Use a dry erase marker to sketch and label student ideas on the chart.

We need food from all of the food groups to have good nutrition and stay healthy. Today you'll talk about the food groups and the names of foods in each group.



**Food Group Poster**  
**2x2 Food Cards**  
**Handi-Tak**

## Teach the Language for the Lesson (I Do/We Do)

### Explain food groups using adjectives of quantity

Organizing foods into food groups helps us make good choices and think about the type of food we should eat every day. If you know which foods belong in each food group, it's easier to be healthy!

Create a chart, as shown. Reference the **Food Group Poster** throughout the **Teach the Language** section to reinforce and explain food groups. Use **My Turn, Your Turn: Echo** to ensure students get a variety of practice with the language patterns.

There are five different food groups. Point to the word **vegetables**. *Vegetables have vitamins and minerals that help you stay healthy and keep from getting sick. The vegetable group is one food group.* Point to the poster and direct students to echo the name of each vegetable a couple of times.

**\* FOOD GROUPS**

dairy  
vegetable(s)  
fruit  
protein  
grain(s)

\_\_\_\_\_ food group is the \_\_\_\_\_ group.

One  
Another

**One food group is the vegetable group. Echo.**

Another group is the protein group. Protein makes your muscles strong and helps your body heal itself. Since we already talked about one food group, we'll add the word **another** to our sentence.

**Another food group is the protein group. Echo.**

Point to the poster and have students echo the names of foods in this group.

Continue the process to explain the remaining food groups. As you introduce each food group, discuss its benefits. Examples:

**One food group is the dairy group. Echo. Another food group is the fruit group. Echo.**

### Classify foods with adjectives of quantity

Add to the chart, as shown. Now you will use the word **both** to talk about two foods that belong in the same food group. Example:

**Apples and pears are both fruits. Echo.**

We use **both** to help explain that they're in the same group.

**\* FOOD GROUPS**

dairy  
vegetable(s)  
fruit  
protein  
grain(s)

\_\_\_\_\_ food group is the \_\_\_\_\_ group.

One  
Another

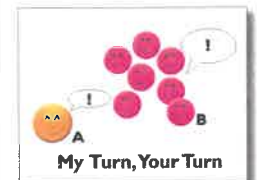
\_\_\_\_\_ and \_\_\_\_\_ are **both** \_\_\_\_\_ (foods).

all  
junk food

• Junk food is not a food group

Teacher-made chart, large version, p. 18

### Cue Card



Additional example:  
**Another food group is the grain group.**

Themes	The Art of Getting Along	Virtual Field Trip: Snowy Destination	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
<b>Goal</b>	Learn language to respectfully interact with others to get needs met, avoid conflicts, and help others at school and at home.	Virtually experience a typical setting found in grade-level literature and discuss activities that are associated with it.	Discuss climate and plan a variety of activities that make sense given changing weather conditions.	Discuss how a story ( <i>Peter and the Wolf</i> ) is told through words, actions, and music, and use that information to retell and perform it.	Report facts and observations about a place (desert, tundra, and coast) and tell how changes impact life there.	Explain the benefits of actions (exercise, good nutrition, time management, reacting to discouraging situations).
<b>Grades 3–4</b> CCSS and Other Content Standard Connections	<b>H</b> Practice conflict resolution techniques <b>W.3/4.2</b> Write informative/explanatory texts <b>SL.3/4.4</b> Recount an experience using descriptive details	<b>W.3/4.3</b> Write narratives to develop real or imagined events using descriptive details and clear event sequences	<b>SS</b> Use maps, identify geographical features; climate affects activities <b>W.3/4.2</b> Write informative texts to examine a topic and convey ideas and information clearly <b>SL.3/4.4</b> Report on a topic using appropriate facts	<b>VPA</b> Music sets mood, communicates ideas <b>RL.3/4.1</b> Recount story; determine central message/theme <b>RL.3/4.3</b> Describe characters in a story and how actions contribute to sequence of events	<b>SCI</b> Animals adapt to their environment; habitats are affected by human actions <b>W.3/4.7</b> Conduct short research projects that build knowledge of topic <b>SL.3/4.4</b> Report on a topic sequencing ideas and using facts	<b>H</b> Support others in making positive choices <b>H</b> Evaluate strategies to cope with stress/anger <b>RI.3/4.3</b> Explain ideas or concepts in text using language that pertains to time, sequence, and cause/effect
	<b>SL Anchor:</b> Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly. <b>L Anchors:</b> 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.					
<b>BEGINNING</b> Sample Target Structures	V. phrases in Q&A: <b>like to, don't like to</b> Pron.: <b>I, he, she, they</b> Conj.: <b>and, or, but</b> Questions to request clarification with: <b>What, Where, Can, Will</b>	Questions with: <b>Can you, Do you, When will, When are</b> Subject pron. and simple present tense v.: <b>I, we, they, she, he</b> ( <i>She gets off the bus.</i> )	Questions: <b>Where? What will it be like?</b> Adv.: <b>north, south, east, west</b> Subj.-v. agreement Conj.: <b>and, so</b> ( <i>It's cold, so let's make a campfire.</i> )	V. phrases: <b>is/are _____ ing</b> ( <i>The cat is watching the bird.</i> ) Statements with: <b>should</b> ( <i>You should move ...</i> ) Ordinal numbers ( <b>Second, put Duck next to ...</b> )	Infinitive v. phrases Prep.: <b>on, in</b> ( <i>Trees have strong roots to stay in the ground.</i> ) Questions with: <b>Where, What</b> Adv.: <b>too much (many)</b>	Prep. phrases of time: <b>for (half) an hour, for 30 (60) minutes</b> V. phrases: <b>gives you energy, helps you think, ask for help, kept trying</b> Conj.: <b>because, when, but</b>
<b>INTERMEDIATE</b> Sample Target Structures	V. and v. phrases: <b>relaxing, playing on a team</b> Present tense statements with: <b>when</b> Questions with: <b>Who, When, do + adv. of frequency: always, never, usually, sometimes</b>	Present perfect tense: <b>have/haven't + past participle</b> ( <i>I haven't been ice-skating, but I have played on the sled.</i> ) Conj.: <b>while, before, after</b>	Past tense v. phrases: <b>were going to + infinitive</b> ( <i>We were going to ride our bikes, but ...</i> ) Conditional statements with: <b>if</b> Modal v.: <b>could, should + go</b>	Negative past tense: <b>didn't + present tense v.</b> ( <i>Grandfather didn't scold Peter when ...</i> ) Adv. ( <i>You said that too quickly.</i> ) Statements/questions with: <b>should</b>	Adj.: <b>some, little, not much</b> ( <i>Since there is little rain in the desert, plants have to ...</i> ) Predictive phrases ( <b>I predict that polar bears will starve since they won't have enough food.</b> )	Comparative and descriptive adj. Conj.: <b>but, whenever, although</b> Future tense v. phrases with: <b>will, won't</b> Modal v.: <b>might, might not</b>
<b>ADVANCED</b> Sample Target Structures	Complex sentences with: <b>going to, will probably + conj.: when</b> Questions/statements with: <b>can, will, could, would, I'd rather</b> Idioms: <b>crazy about, really into, crack up</b>	Clauses with: <b>where (... the type of place where ...)</b> Adv. for quantity: <b>barely, a little, completely, extremely</b> Indefinite pron.: <b>anyone, everyone, someone, no one</b>	Modal phrases: <b>it could/ might + v.</b> ( <i>It's clear in the valley right now, but it might rain ...</i> ) Adv.: <b>north, south, east, west + of here</b> Past perfect statements: <b>had planned + infinitive</b>	Complex sentences with: <b>while, when</b> ( <i>While his grandfather was sleeping ...</i> ) Conditional question ( <b>If you were Bird, what would you say ...</b> )	Complex sentences ( <b>To protect themselves from strong winds ...</b> ) Adj. of quantity ( <b>All plants must have water to survive, but desert plants can survive with small amounts of water.</b> )	Modal v. <b>could + v. phrases</b> Conj.: <b>not only + but also, even though, or</b> Phrases to organize and summarize Adj. for states of being



Themes	The Art of Getting Along	Virtual Field Trip: Snowy Destination	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
<b>Unit Goal</b>	Learn language to respectfully interact with others to get needs met, avoid conflicts, and help others at school and at home.	Virtually experience a typical setting found in grade-level literature and the activities that are associated with it.	Discuss climate and plan a variety of activities that make sense given changing weather conditions.	Discuss how a story ( <i>Peter and the Wolf</i> ) is told through words, actions, and music, and use that information to retell and perform it.	Report facts and observations about a place (desert, tundra, and coast) and tell how changes impact life there.	Explain the effects and benefits of specific actions and choices (exercise, nutrition, time management, and reacting to discouraging situations).
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>Greet, introduce, share personal info</li> <li>Express needs/requests</li> <li>Give/follow directions</li> <li>Request assistance</li> <li>Express feelings</li> </ul>	<ul style="list-style-type: none"> <li>Describe physical attributes of a place</li> <li>Describe actions</li> <li>Discuss or create a plan</li> <li>Compare and contrast actions</li> </ul>	<ul style="list-style-type: none"> <li>Describe characteristics</li> <li>Make suggestions</li> <li>Make predictions</li> <li>Make/share plans</li> <li>Ask for/give directions</li> <li>Retell actions</li> </ul>	<ul style="list-style-type: none"> <li>Describe actions</li> <li>Describe physical characteristics</li> <li>Discuss or create a plan</li> <li>Negotiate solutions</li> <li>Express preferences</li> </ul>	<ul style="list-style-type: none"> <li>Describe physical characteristics and attributes</li> <li>Compare and contrast</li> <li>Make and report observations</li> </ul>	<ul style="list-style-type: none"> <li>Describe routine events</li> <li>Discuss time</li> <li>Describe actions and physical attributes</li> <li>Retell events</li> </ul>
<b>Sample Target Language</b>	<ul style="list-style-type: none"> <li>School/home vocabulary</li> <li>Verb phrases in questions and answers: <b>like to, don't like to</b></li> <li>Pronouns: <b>I, he, she, they</b></li> <li>Conjunctions: <b>and, or, but</b></li> <li>Questions to request clarification with: <b>what, where, can, will</b></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary to describe a snowy town</li> <li>Questions with: <b>can you, do you, when will, when are</b></li> <li>Subject pronouns and simple present tense verbs: <b>I, we, they, she, he</b> (<i>She gets off the bus.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Weather vocabulary</li> <li>Questions: <b>Where? What will it be like?</b></li> <li>Adverbs: <b>north, south, east, west</b></li> <li>Subject-verb agreement</li> <li>Conjunctions: <b>and, so</b> (<i>It's cold, so let's make a campfire.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Story vocabulary</li> <li>Verb phrases: <b>is/are + _____ing</b> (<i>The cat is watching the bird.</i>)</li> <li>Statements with: <b>should</b> (<i>You should move Bird up the tree.</i>)</li> <li>Ordinal numbers (<b>Second, put Duck next to the pond.</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to desert, tundra, and coast</li> <li>Infinitive verb phrases</li> <li>Prepositions: <b>on, in</b> (<i>Trees have strong roots to stay in the ground.</i>)</li> <li>Questions with: <b>where, what</b></li> <li>Adverbs: <b>too much, many</b></li> </ul>	<ul style="list-style-type: none"> <li>Physical activity and nutrition vocabulary</li> <li>Prepositional phrases of time: <b>for (half) an hour, for 30 (60) minutes</b></li> <li>Verb phrases: <b>gives you energy, helps you think, ask for help, kept trying</b></li> <li>Conjunctions: <b>because, when, but</b></li> </ul>
<b>Unit Assessments</b>	Interview a partner and report to the group; lead a directed drawing activity; act out invitations to play; negotiate solutions.	Write a paragraph describing the setting; create a four-panel poster; write a dialogue; play a board game to retell experiences.	Have a dialogue about weather; play a board game to report on the weather/give advice; make travel plans; write a postcard about a trip.	Create a storyboard; relate instruments to characters; plan and perform a puppet show.	Write informational paragraphs; write and conduct interviews to make predictions about environmental changes.	Deliver formal presentation; conduct interviews from perspective of story characters about persevering in the face of a challenge.
<b>Building Toward the Common Core</b>	<p><b>SL Anchor:</b> Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly.  <b>L Anchors:</b> 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.</p>					
	<p><b>W.3/4.2</b> Write informative/explanatory texts.  <b>SL.3/4.4</b> Recount an experience using descriptive details.</p>	<p><b>W.3/4.3</b> Write narratives to develop real or imagined events using descriptive details and clear event sequences.</p>	<p><b>W.3/4.2</b> Write informative texts to examine a topic and convey ideas and information clearly.  <b>SL.3/4.4</b> Report on a topic using appropriate facts.</p>	<p><b>RL.3/4.1</b> Recount story; determine central message/theme.  <b>RL.3/4.3</b> Describe characters in a story and how actions contribute to sequence of events.</p>	<p><b>W.3/4.7</b> Conduct short research projects that build knowledge of a topic.  <b>SL.3/4.4</b> Report on a topic sequencing ideas logically and using appropriate facts to support main ideas.</p>	<p><b>RI.3/4.3</b> Explain ideas or concepts in text using language that pertains to time, sequence, and cause/effect.</p>

Themes	The Art of Getting Along	Virtual Field Trip: Snowy Destination	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
<b>Unit Goal</b>	Learn language to respectfully interact with others to get needs met, avoid conflicts, and help at school and at home.	Virtually experience a typical setting found in grade-level literature and discuss the activities that are associated with it.	Discuss climate and plan a variety of activities that make sense given changing weather conditions.	Discuss how a story ( <i>Peter and the Wolf</i> ) is told through words, actions, and music, and use that information to retell and perform it.	Report facts and observations about a place (desert, tundra, and coast) and predict the impact of environmental changes.	Explain the effects and benefits of different actions and choices (exercise, nutrition, and responding to discouraging situations).
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>Make introductions</li> <li>Express needs/requests</li> <li>Describe routines</li> <li>Express feelings and preferences</li> <li>Negotiate solutions</li> </ul>	<ul style="list-style-type: none"> <li>Describe attributes of a place</li> <li>Describe/retell actions</li> <li>Tell how long an event happened</li> <li>Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>Describe characteristics</li> <li>Make predictions</li> <li>Make/share plans</li> <li>Ask/give directions</li> <li>Retell actions</li> <li>Express cause/effect</li> </ul>	<ul style="list-style-type: none"> <li>Describe attributes</li> <li>Retell actions/events</li> <li>Compare and contrast</li> <li>Explain classifications</li> <li>Contribute ideas and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Make/report observations</li> <li>Compare and contrast physical attributes and actions</li> <li>Make predictions about events</li> </ul>	<ul style="list-style-type: none"> <li>Express cause/effect for feelings, physical conditions, and processes</li> <li>Discuss time</li> <li>Express feelings and preferences</li> </ul>
<b>Sample Target Language</b>	<ul style="list-style-type: none"> <li>School/home vocabulary</li> <li>Verb phrases: <b>relaxing, competing, playing on a team</b></li> <li>Present tense statements with: <b>when</b></li> <li>Questions with <b>who, when, do</b> + adverb of frequency: <b>always, usually, sometimes, never</b></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary to describe a snowy town</li> <li>Present perfect tense: <b>have/haven't</b> + past participle (<i>I <b>haven't been</b> ice-skating, but I <b>have played</b> on the sled.</i>)</li> <li>Conjunctions: <b>while, before, after</b></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary for weather, geographical regions</li> <li>Past tense verb phrases: <b>were going to</b> + infinitive (<i>We <b>were going to ride</b> our bikes, but it was <b>too hot.</b></i>)</li> <li>Conditional statements with: <b>if</b></li> <li>Modal verbs: <b>could, should + go</b></li> </ul>	<ul style="list-style-type: none"> <li>Story vocabulary</li> <li>Negative past tense: <b>didn't</b> + present tense verb (<i>Grandfather <b>didn't scold</b> Peter when he <b>caught</b> the wolf.</i>)</li> <li>Adverbs (<i>You said that <b>too quickly.</b></i>)</li> <li>Statements/questions with: <b>should</b></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to desert, tundra, and coast</li> <li>Adjectives: <b>some, little, not much</b> (<i>Since there is <b>little</b> rain in the desert, plants <b>have to store</b> water.</i>)</li> <li>Predictive phrases (<i>I <b>predict</b> that polar bears <b>will starve</b> since they <b>won't have</b> enough food.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Physical activity and nutrition vocabulary</li> <li>Comparative and descriptive adjectives</li> <li>Conjunctions: <b>whenever, but, although</b></li> <li>Future tense verb phrases with: <b>will, won't</b></li> <li>Modal verbs: <b>might, might not</b></li> </ul>
<b>Unit Assessments</b>	Write and perform a role-play; write a story box; write a mini-book that tells how to get along at school.	Write a paragraph describing setting; create a four-panel poster; conduct interviews; retell experiences.	Give mock TV weather newscasts for different geographical areas; make and share travel plans via <b>Structured Role Play</b> ; write a postcard.	Describe the actions of characters; write about characters related to instrument sounds; plan, finalize, and perform a puppet show.	Write informational reports; write and conduct interviews to make predictions about environmental changes.	Deliver formal presentations; conduct interviews from perspective of story characters about persevering in the face of a challenge.
<b>Building Toward the Common Core</b>	<p><b>SL Anchor:</b> Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly.  <b>L Anchors:</b> 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.</p>					
	<p><b>W.3/4.2</b> Write informative/explanatory texts.  <b>SL.3/4.4</b> Recount an experience using descriptive details.</p>	<p><b>W.3/4.3</b> Write narratives to develop real or imagined events using descriptive details and clear event sequences.</p>	<p><b>W.3/4.2</b> Write informative texts to examine a topic and convey ideas and information clearly.  <b>SL.3/4.4</b> Report on a topic using appropriate facts.</p>	<p><b>RL.3/4.1</b> Recount story; determine central message/theme.  <b>RL.3/4.3</b> Describe characters in a story and how actions contribute to sequence of events.</p>	<p><b>W.3/4.7</b> Conduct short research projects that build knowledge of a topic.  <b>SL.3/4.4</b> Report on a topic sequencing ideas logically and using appropriate facts to support main ideas.</p>	<p><b>RI.3/4.3</b> Explain ideas or concepts in text using language that pertains to time, sequence, and cause/effect.</p>

Themes	The Art of Getting Along	Virtual Field Trip: Snowy Destination	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
Unit Goal	Learn language to respectfully interact with others to get needs met, avoid conflicts, and help at school and at home.	Virtually experience a typical setting found in grade-level literature and discuss the activities that are associated with it.	Discuss climate and plan a variety of activities that make sense given changing weather conditions.	Discuss how a story ( <i>Peter and the Wolf</i> ) is told through words, actions, and music, and use that information to retell and perform it.	Report facts and observations about a place (desert, tundra, and coast) and predict the impact of environmental changes.	Explain the effects and benefits of different actions and choices (exercise, nutrition, and reacting to discouraging situations).
Language Functions	<ul style="list-style-type: none"> <li>Make introductions</li> <li>Express needs/requests</li> <li>Explain routines</li> <li>Express feelings and preferences</li> <li>Negotiate solutions</li> </ul>	<ul style="list-style-type: none"> <li>Describe attributes of a place or setting</li> <li>Explain actions</li> <li>Clarify whether something has or hasn't happened</li> <li>Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>Describe characteristics</li> <li>Make predictions</li> <li>Make/share plans</li> <li>Ask for/give directions</li> <li>Express cause/effect</li> <li>Retell actions</li> </ul>	<ul style="list-style-type: none"> <li>Relate/explain actions</li> <li>Explain inferences</li> <li>Classify and make generalizations</li> <li>Compare and contrast</li> <li>Contribute ideas and opinions to discussion</li> </ul>	<ul style="list-style-type: none"> <li>Describe actions and attributes of a place</li> <li>Compare and contrast characteristics</li> <li>Make predictions about events</li> </ul>	<ul style="list-style-type: none"> <li>Express cause/effect for feelings, physical conditions, and processes</li> <li>Explain frequency</li> <li>Relate a past action with another event</li> <li>Discuss feelings and preferences</li> </ul>
Sample Target Language	<ul style="list-style-type: none"> <li>Complex sentences with: <b>going to, will probably</b> + conjunction: <b>when</b></li> <li>Questions/statements with: <b>would, I'd rather</b></li> <li>Idioms: <b>crazy about, really into, crack up</b></li> <li>Requests with: <b>can, will, could, would</b></li> </ul>	<ul style="list-style-type: none"> <li>Snowy town vocabulary</li> <li>Clauses with: <b>where</b> (<i>It's the type of place where ...</i>)</li> <li>Adverbs for quantity: <b>barely, a little, completely, extremely</b></li> <li>Indefinite pronouns: <b>anyone, everyone, someone, no one</b></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary for weather, geographical regions</li> <li>Modal phrases: <b>it could/might + verb</b> (<i>It's clear in the valley right now, but it might rain ...</i>)</li> <li>Adverbs: <b>north, south, east, west + of here</b></li> <li>Past perfect statements: <b>had planned</b> + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>Story vocabulary</li> <li>Complex sentences with: <b>while, when</b> (<i>While his grandfather was sleeping ...</i>)</li> <li>Conditional question (<i>If you were Bird, what would you say ...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to desert, tundra, and coast</li> <li>Complex sentences (<i>To protect themselves from strong winds ...</i>)</li> <li>Adjectives of quantity (<i>All plants must have water to survive, but desert plants can survive with small amounts of water.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Physical activity and nutrition vocabulary</li> <li>Modal verb <b>could</b> + verb phrases (<i>You could either</i>)</li> <li>Conjunctions: <b>not only + but also, even though, or</b></li> <li>Phrases to organize and summarize</li> <li>Adjectives for states of being</li> </ul>
Unit Assessments	Write and perform a role-play; write a story box; write a mini-book that tells how to get along at school.	Write a paragraph describing the setting; create a four-panel poster; conduct interviews; retell events.	Report and give advice about the weather; work with a partner to make travel plans; write a postcard about a trip.	Describe actions of characters; write about characters related to instrument sounds; plan, finalize, and perform a puppet show.	Write informational paragraphs; write and conduct interviews to make predictions about the impact of environmental changes.	Deliver formal presentation; conduct interviews from perspective of story characters about persevering in the face of a challenge.
Building Toward the Common Core	<p><b>SL Anchor:</b> Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly.</p> <p><b>L Anchors:</b> 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.</p>					
	<p><b>W.3/4.2</b> Write informative/explanatory texts.</p> <p><b>SL.3/4.4</b> Recount an experience using descriptive details.</p>	<p><b>W.3/4.3</b> Write narratives to develop real or imagined events using descriptive details and clear event sequences.</p>	<p><b>W.3/4.2</b> Write informative texts to examine a topic and convey ideas and information clearly.</p> <p><b>SL.3/4.4</b> Report on a topic using appropriate facts.</p>	<p><b>RL.3/4.1</b> Recount story; determine central message/theme.</p> <p><b>RL.3/4.3</b> Describe characters in a story and how actions contribute to sequence of events.</p>	<p><b>W.3/4.7</b> Conduct short research projects that build knowledge of a topic.</p> <p><b>SL.3/4.4</b> Report on a topic sequencing ideas logically and using appropriate facts to support main ideas.</p>	<p><b>RI.3/4.3</b> Explain ideas or concepts in text using language that pertains to time, sequence, and cause/effect.</p>

## Literacy Vision For Instruction

We believe in developing 21<sup>st</sup> century lifelong learners who are enthusiastic about acquiring new knowledge and applying it to novel situations and in multiple languages. To be a 21<sup>st</sup> century learner means to speak more than one language, and it also means to be curious about other people in our world, while thinking with a critical mind. Our teachers will develop standards-based, rigorous experiences that are authentic, culturally-responsive and collaborative. By doing so, our students graduate from Voices Academies as bilingual, bilateral, global citizens who demonstrate a love of reading and writing for pleasure.

## TK - 1st grade Program Overview

The elements of balanced literacy are not fixed or separate. Activity in the classroom moves smoothly around these elements. Each element, or component, requires a different level of support (or modeling) from the teacher. Regardless of the component though, students should see themselves as readers and writers, thinkers, listeners and talkers, driving their own learning. Literacy is developed through multiple components, and teachers will push students to find connections between these components.

Component	Description	Minutes	Resource
<b>Shared Reading</b>	A lesson meant to replicate lap/nightly reading at home in order to provide our students with a literacy rich environment. The big goal here is to get students ready for guided reading by building foundational literacy skills! This block can be done whole group or small group, and it is done with high levels of teacher support or modeling. One key factor in shared reading is joy factor: a great shared reading lesson builds excitement for reading.	15 - 30 minutes WG Spanish or English <i>Daily</i>	<ul style="list-style-type: none"> <li>● Big Books</li> <li>● Poems/Songs</li> <li>● CAPS assessment</li> <li>● Letter-Sound ID assessment</li> </ul>
<b>Guided Reading</b>	A short 10 minute reading lesson. Students are grouped based on their levels and their primary language. Lessons should have one clear objective and all the parts of a guided reading lesson, spread across a couple of days. Students receive new books 2-3 times a week. Guided reading is only for students whose data demonstrates they are developmentally ready.	30-60 minutes Spanish 30 – 60 minutes English <i>Daily</i>	<ul style="list-style-type: none"> <li>● <u>F&amp;P Guided Reading</u></li> <li>● GR Lesson Template</li> <li>● F&amp;P Prompting Guide</li> <li>● CAPS assessment</li> <li>● Running Records</li> <li>● Reading Intervention (LLI)</li> </ul>
<b>Reader's Workshop</b>	A mini-lesson that focuses on either a reading skill that most students need (based on guided reading observations) or on a grade level reading	15 minutes Spanish WG <i>Daily</i>	<ul style="list-style-type: none"> <li>● Grade level thematic books</li> <li>● CAPS assessment</li> </ul>

	standard. Lessons are anchored in an interactive read-aloud or shared reading.		<ul style="list-style-type: none"> <li>● Running Records</li> </ul>
<b>Sight Words</b>	Sight words are taught via short but engaging routines. The week is built upon five different sight word activities involving reading, chanting, movement and writing.	5 – 10 minutes for each language WG <i>Daily</i>	<ul style="list-style-type: none"> <li>● Grade Level sight word list</li> <li>● Sight Word activities packet</li> </ul>
<b>Phonics &amp; Phonemic Awareness</b>	Phonemic Awareness, CAPS and Letter-Sound ID skills are taught during this time. This time includes chants for letter-sound skills, review of foundational reading skills through songs/poems/read-alouds and other work with developing understanding of sounds.	10 – 20 minutes for each language WG <i>Daily</i> <i>*done in small group in first grade*</i>	<ul style="list-style-type: none"> <li>● Estrellitas curriculum</li> <li>● Voices Units (via Atlas)</li> <li>● Letter-Sound ID chants</li> <li>● Other Phonics curriculum</li> </ul>
<b>Centers</b>	Centers help spiral review previously mastered skills. Centers are also used to practice sight words or letter-sound ID.	60 minutes per literacy block – may include AT led lessons <i>Daily</i>	<ul style="list-style-type: none"> <li>● Voices Centers Rubric</li> <li>● Reading A to Z</li> <li>● Spelling City</li> <li>● Words Their Way</li> </ul>
<b>Writer's Workshop</b>	A workshop approach to developing a passion for writing. Usually starts with a 15-minute mini-lesson focusing on a writing craft or writing mechanics. Students then get 15 - 30 minutes of independent writing with coaching support from the teacher.	40 minutes <i>Tuesday - Friday</i>	<ul style="list-style-type: none"> <li>● Lucy Calkin's Writer's Workshop</li> <li>● Step Up to Writing</li> </ul>

## Literacy Vision For Instruction

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## 2nd – 3<sup>rd</sup> grade Program Overview

The elements of balanced literacy are not fixed or separate. Activity in the classroom moves smoothly around these elements. Each element, or component, requires a different level of support (or modeling) from the teacher. Regardless of the component though, students should see themselves as readers and writers, thinkers, listeners and talkers, driving their own learning. Literacy is developed through multiple components, and teachers will push students to find connections between these components.

Component	Description	Minutes	Resource
<b>Guided Reading</b>	A short 15 minute reading lesson. Students are grouped based on their levels and their primary language. Lessons should have one clear objective based on running records. Present are all the parts of a guided reading lesson, spread across a couple of days. Students receive new books 2-3 times a week.	60 minutes Spanish 30-60 minutes English <i>Daily</i>	<ul style="list-style-type: none"> <li>● <a href="#">F&amp;P Guided Reading</a></li> <li>● GR Lesson Template</li> <li>● F&amp;P Prompting Guide</li> <li>● Running Records</li> <li>● Reading Intervention (LLI)</li> </ul>
<b>Sight Words</b>	Sight words are taught via short but engaging routines. The week is built upon five different sight word activities involving reading, chanting, movement and writing.	5 – 10 minutes in each language WG <i>Daily</i>	<ul style="list-style-type: none"> <li>● Grade Level sight word list</li> <li>● Sight Word activities packet</li> </ul>
<b>Fluency</b>	Fluency practice focused on one of the eight dimensions of fluency. Must have one clear objective. Follow the Voices weekly fluency routine.	10 minutes in each language WG <i>Daily</i>	<ul style="list-style-type: none"> <li>● Fluency passages</li> </ul>

			<ul style="list-style-type: none"> <li>Voices Fluency Weekly Routine</li> </ul>
<b>Word Work</b>	Students are grouped by developmental stages and rotate through daily activities. These activities include a mini-lesson with the teacher on spelling patterns and other engaging, collaborative activities.	10 – 20 minutes in each language <i>Daily</i>	<ul style="list-style-type: none"> <li>Spelling Inventory</li> <li>Words Their Way</li> </ul>
<b>Centers</b>	Centers help spiral review previously mastered skills. Centers are also used to practice sight words, fluency and language arts standards. Teachers are pulling guided reading groups while the AT is pulling one-on-one or small groups.	30 – 60 minutes per literacy block (may include AT led lessons) <i>Daily</i>	<ul style="list-style-type: none"> <li>Voices Centers Rubric</li> <li>Smarty Ants</li> <li>Reading A to Z</li> </ul>
<b>SLA (Reader's Workshop or SLD)</b>	Standards-based lessons that focus on developing a key reading skill or strategy or Spanish Language Development. Teacher may use direct instruction for targeted support around language, skill or question. There is not curriculum for SLA, so much of it is based in Reader's Workshop or teacher-created lessons.	20 – 40 minutes (Spanish) <i>5x/week</i>	<ul style="list-style-type: none"> <li>Voices Units (via Atlas))</li> <li>Teacher created</li> </ul>
<b>ELA/Close Reading</b>	Students can become masters of complex texts! With the right amount of teacher intellectual preparation, students are guided through a complex text with a series of questions. Together, the class uncovers layers of meaning and uses multiple standards to understand deep themes and answer text-dependent questions.	40 minutes (English) <i>5x/week</i>	<ul style="list-style-type: none"> <li>Achievement First Elementary School close reading curriculum</li> </ul>
<b>Writer's Workshop</b>	A workshop approach to developing a passion for writing. Usually starts with a 15-minute mini-lesson focusing on a writing craft or writing mechanics. Students then get 15 - 30 minutes of independent writing with coaching support from the teacher.	40 minutes <i>Tuesday - Friday</i>	<ul style="list-style-type: none"> <li>Lucy Calkin's Writer's Workshop</li> <li>Step Up to Writing</li> </ul>

## Literacy Vision For Instruction

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### 4<sup>th</sup> – 5<sup>th</sup> grade Program Overview

The elements of balanced literacy are not fixed or separate. Activity in the classroom moves smoothly around these elements. Each element, or component, requires a different level of support (or modeling) from the teacher. Regardless of the component though, students should see themselves as readers and writers, thinkers, listeners and talkers, driving their own learning. Literacy is developed through multiple components, and teachers will push students to find connections between these components.

Component	Description	Minutes	Resource
<b>Guided Reading</b>	A short 15 minute reading lesson for students who have not met their grade-level reading goal. Students are grouped based on their levels and their primary language. Lessons should have one clear objective based on running records. Present are all the parts of a guided reading lesson, spread across a couple of days. Students receive new books 1-2 times a week.	60 minutes Spanish and English <i>Daily</i>	<ul style="list-style-type: none"> <li>● <u>F&amp;P Guided Reading</u></li> <li>● GR Lesson Template</li> <li>● F&amp;P Prompting Guide</li> <li>● Running Records</li> <li>● Reading Intervention (LLI)</li> </ul>
<b>Literature Circles &amp; Independent Reading</b>	Students who have reached their grade-level reading goals may participate in literature circles with other students who at similar levels. The teacher may guide students with key questions once a week. Students meet with their group otherwise to read and discuss a book. When done with their literature circle, students read independently and practice via Achieve3000. ATs and teachers may pull students for intervention or to fill in other literacy gaps.	30 - 60 minutes in both languages <i>Daily</i>	<ul style="list-style-type: none"> <li>● <u>Achieve 3000</u></li> <li>● <u>Newsela</u></li> </ul>



<b>Fluency</b>	Fluency practice focused on one of the eight dimensions of fluency. Must have one clear objective. Follow the Voices weekly fluency routine.	10 minutes in both languages WG <i>Daily</i>	<ul style="list-style-type: none"> <li>• Fluency passages</li> <li>• Voices Fluency Weekly Routine</li> </ul>
<b>Vocabulary</b>	Students learn 3-6 tier II vocabulary words through a variety of vocabulary strategies. Teacher provides time to generate visuals, synonyms and sentences with context.	10 – 15 minutes in each language <i>4x/week</i>	<ul style="list-style-type: none"> <li>• Marzano’s <u>Vocabulary</u></li> <li>• Voices’ grade-level lists</li> </ul>
<b>Word Work</b>	Students are grouped by developmental stages and rotate through daily activities. These activities include a mini-lesson with the teacher on spelling patterns and other engaging, collaborative activities.	10 – 20 minutes in each language <i>Daily</i>	<ul style="list-style-type: none"> <li>• Spelling Inventory</li> <li>• Words Their Way</li> </ul>
<b>SLA (Reader’s Workshop or SLD)</b>	Standards-based lessons that focus on developing a key reading skill or strategy or Spanish Language Development. Teacher may use direct instruction for targeted support around language, skill or question. There is not curriculum for SLA, so much of it is based in Reader’s Workshop or teacher-created lessons.	20 – 40 minutes (Spanish) <i>5x/week</i>	<ul style="list-style-type: none"> <li>• Voices Units (via Atlas)</li> <li>• Teacher created</li> </ul>
<b>ELA/Close Reading</b>	Students can become masters of complex texts! With the right amount of teacher intellectual preparation, students are guided through a complex text with a series of questions. Together, the class uncovers layers of meaning and uses multiple standards to understand deep themes and answer text-dependent questions.	40 minutes (English) <i>5x/week</i>	<ul style="list-style-type: none"> <li>• Achievement First Elementary School close reading curriculum</li> </ul>
<b>Writer’s Workshop</b>	A workshop approach to developing a passion for writing. Usually starts with a 15-minute mini-lesson focusing on a writing craft or writing mechanics. Students then get 15 - 30 minutes of independent writing with coaching support from the teacher.	40 minutes <i>Tuesday - Friday</i>	<ul style="list-style-type: none"> <li>• Lucy Calkins Writer’s Workshop</li> <li>• Step Up to Writing</li> </ul>

## Literacy Vision For Instruction

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We at VMS believe...

- Voices Academies will develop lifelong learners with love for reading
- Students need access to complex texts and strategies to eventually independently grapple with those texts
- Middle school curriculum should prepare students for rigor of high school and college
- Middle school curriculum and instruction should open doors to multiple perspectives and experiences

## 6<sup>th</sup> – 8<sup>th</sup> grade Program Overview

The elements of balanced literacy are not fixed or separate. Activity in the classroom moves smoothly around these elements. Each element, or component, requires a different level of support (or modeling) from the teacher. Regardless of the component though, students should see themselves as readers and writers, thinkers, listeners and talkers, driving their own learning. Literacy is developed through multiple components, and teachers will push students to find connections between these components.

Component	Description	Minutes	Resource
<b>Guided Reading</b>	A short 15 minute reading lesson for students who have not met their grade-level reading goal. Students are grouped based on their levels and their primary language. Lessons should have one clear objective based on running records. Present are all the parts of a guided reading lesson, spread across a couple of days. Students receive new books 1-2 times a week.	40 minutes Spanish and English <i>Daily</i>	<ul style="list-style-type: none"> <li>● <a href="#">F&amp;P Guided Reading</a></li> <li>● <a href="#">DRA2 Assessment kit</a></li> <li>● GR Lesson Template</li> <li>● F&amp;P Prompting Guide</li> <li>● Running Records</li> </ul>
<b>Literature Circles &amp; Independent Reading</b>	Students who have reached their grade-level reading goals may participate in literature circles with other students who at similar levels. The teacher may guide students with key questions once a week. Students meet with their group otherwise to read and discuss a	40 minutes in both languages <i>Daily</i>	<ul style="list-style-type: none"> <li>● <a href="#">Achieve 3000</a></li> <li>● <a href="#">Newsela</a></li> </ul>

	book. When done with their literature circle, students read independently and complete tasks on Achieve3000. ATs and teachers may pull students for intervention or to fill in other literacy gaps.		
<b>Fluency</b>	Fluency practice focused on one of the eight dimensions of fluency. Must have one clear objective. Follow the Voices weekly fluency routine.	10 minutes in both languages <i>Daily</i>	<ul style="list-style-type: none"> <li>• Fluency passages</li> <li>• Voices Fluency Weekly Routine</li> </ul>
<b>Vocabulary</b>	Students learn 3-6 tier II vocabulary words through a variety of vocabulary strategies. Teacher provides time to generate visuals, synonyms and sentences with context.	10 minutes in each language <i>4x/week</i>	<ul style="list-style-type: none"> <li>• Marzano's <u>Vocabulary</u></li> <li>• Voices' grade-level lists</li> </ul>
<b>Word Work</b>	Students who still have gaps are grouped by developmental stages and rotate through daily activities. These activities include a mini-lesson with the teacher on spelling patterns and other engaging, collaborative activities. An intervention teacher pulls middle school students out during the guided reading block to fill in these gaps.	15 minutes in each language <i>2x/week</i>	<ul style="list-style-type: none"> <li>• Spelling Inventory</li> <li>• Words Their Way</li> </ul>
<b>Close Reading</b>	The methodical breaking down of language and structure in a complex text to establish and analyze meaning. Includes text-dependent question that is answered in writing by the close of the lesson to gather data. Close reading occurs two ways: lessons that focus on close reading a short text and lessons that include close reading bursts within a larger text, such as a novel.	50 – 60 minutes in English <i>1x to 3x/week</i>	<ul style="list-style-type: none"> <li>• Voices Units (via Atlas)</li> <li>• Complex non-fiction and fiction texts</li> </ul>
<b>ELA/SLA Mini Lesson &amp; Independent Work</b>	Students are guided through reading a rigorous text and using one or two select strategies. Can be standards-based, always objective driven. Teacher may use direct instruction for targeted support around language, skill or question. Always demands evidence from students.	60 minutes <i>2-3x/week</i>	<ul style="list-style-type: none"> <li>• Voices Units (via Atlas)</li> <li>• Intellectual Prep protocol</li> </ul>
<b>Writer's Workshop</b>	A workshop approach to developing a passion for writing. Usually starts with a 15-minute mini-lesson focusing on a writing craft or writing mechanics. Students then get 15 - 30 minutes of independent writing with coaching support from the teacher.	40- 60 minutes <i>Thursday &amp; Friday</i>	<ul style="list-style-type: none"> <li>• Lucy Calkin's Writer's Workshop</li> <li>• Step Up to Writing</li> </ul>

# **90-90-90 Schools - ACCOUNTABILITY IN ACTION**

## **A Summary of the Work Developed by Douglas Reeves**

Retrieved online 10-2-07 from <http://www.middleweb.com/MWLresources/accountaction.html>

### **Part I: The 90/90/90 Schools**

90/90/90 Schools are schools that were identified because they are at least 90% combined minority, at least 90% free or reduced lunch qualified students, and at least 90% successful on standardized assessments. These schools would appear to be doing something unexpected that is leading to a high level of student achievement under challenging circumstances.

The high achieving schools were found to have five commonalities that are worth reviewing in some detail within our own schools. The five areas are:

1. There is a strong emphasis and focus on achievement.
2. There are clear curricular choices
3. There are frequent assessment and multiple chances for students to show improvement.
4. There is a strong emphasis on writing in all academic areas.
5. There is external scoring of student work.

### **What is meant by each of these five common areas?**

1. Focus on achievement is something that is celebrated and publicized throughout the school and throughout the community. Graphs, charts, and pictures of success are posted and displayed in classrooms, hallways, offices, and in local stores. High academic performance is rewarded with high praise. There are no more than five areas of focus within the school. Those students who are not able to meet the high standards at this time are placed in an intervention program that may be as long as three hours per day until they are ready to meet the standards.
2. When the curriculum focuses on only a few areas, mathematics, language arts, and reading, and these areas are covered in all content areas, the results are that test scores go up in all areas, not just in the focus areas.
3. Frequent assessments are given to students. When they do poorly on an assessment they are given multiple opportunities to succeed. They are not failures, they just need more time to reach the level of success. Student learning is the goal, not student grading. Weekly student assessment of progress is made by the teacher, and the child is encouraged to show improvement in the next week.

4. The most common characteristic of these high performing schools is that they have an ongoing writing performance assessment program. Research shows that creative writing is always stronger than informative or narrative writing, so the weaker writing areas must be given greater emphasis. There is a single rubric for all writing assignments in all content areas. This helps teachers to do a better job of evaluating student needs across the curriculum.

5. External scoring allows schools to develop a common assessment practice. By exchanging student work for assessment purposes, it helps the student with their achievement and it helps the teacher to maintain alignment of their curriculum, assessment practices, and expectations. It becomes the norm for teachers to work with a common rubric and to have a common understanding of the rubric.

There needs to be an alignment of the standards, curriculum, objectives, assessments, and available resources for a school to function at the highest possible level.

**In order to reach success, Mr. Reeves describes the STAR Model for success. This includes:**

1. Ongoing and focused professional development
2. Modeling of effective teaching and assessment practices
3. Ongoing professional collaboration
4. Effective communication between school staff, parents, and students
5. Visible tracking of student progress on a frequent and regular basis

Multiple school assessment practices must be implemented. There is a place for standardized assessments, teacher developed assessments, performance assessments, and other ways of finding students level of achievement.

## Part II: School Organization Comparison

<b>Reality of Most Schools</b>	<b>Reality of Successful Schools</b>
State norm testing	Multiple and ongoing assessment with a shared rubric known to all
Professional Development Days	Ongoing collaboration and modeling based on research (structured peer coaching)
Teaching all standards	Teaching focused standards that lead to improvement in all areas
Minimal writing exposure	Extensive writing practice in all areas using a single common rubric
Student works for a grade	Student work leads to improved achievement
Teacher grading and assessment	Teacher grades based on shared assessment
<b>Reality of Teaching Strategies</b>	<b>Reality of Successful Teaching Strategies</b>
Student learning hindered	All students learn with improvement model
Content areas independent of each other	Strong instruction in one area benefits all other areas
Teaching done in isolation	Teaching collaboratively has great payoffs for students and for staff (peer coaching)
Reading is an isolated subject	Reading skills taught and practiced through all content areas
Writing is a skill	Writing is an ongoing assessment practice
Teach the entire curriculum	Determine with collaboration the most important teachings that must occur
Question/Answer are part of the grade	Question/Answer is an assessment and a provocative way of engaging students
Tests necessary for objective grading	Multiple and frequent assessments are necessary to identify student needs
Reading/answer questions	Reciprocal reading model evident
Teach the way they were taught	Research says that multiple models of teaching are necessary
Teaching is a secret	Teachers provide clear expectations for students
Classroom order is most important	Classroom order is necessary and must use multiple strategies to maintain the order
Teacher is the most important quality	Teacher is the most important quality
Parent notification periodically	Parent notification regularly

	Understanding						Performance or Performance Quality
Scale ↓	Weights → 65%						35%
	Explained	Meaningful	Effective	In Perspective	Empathic	Reflective	
5	<i>Sophisticated and Comprehensive</i> : an unusually thorough, elegant, or inventive account (model, theory, explanation): fully supported, verified, justified; deep and broad; goes well beyond the information given	<i>Insightful</i> : a powerful and illuminating interpretation or analysis of the importance, meaning, significance; tells a rich and insightful story: provides a revealing history or context	<i>Masterful</i> : Fluent, flexible, efficient, able to use knowledge and skill and adjust understandings well in diverse and difficult contexts masterful ability to transfer	<i>Insightful and Coherent</i> : a thoughtful and circumspect viewpoint; effectively critiques, encompasses other plausible perspectives; takes a long and dispassionate critical view of the issues involved	<i>Mature</i> : disciplined; disposed and able to see and feel what others see and feel; usually open to and willing to seek out the odd, alien, or different; able to make sense of texts, experiences, events that seem weird to others	<i>Wise</i> : deeply aware of the boundaries of own and others' understanding; able to recognize own prejudices and projections; has integrity-able and willing to act on understanding	The performance or product is highly effective. The ideas are presented in an engaging, polished, clear, and thorough manner, mindful of the audience, context, and purpose. There is unusual craftsmanship in the final product or performance.
4	<i>Systematic</i> : an atypical and revealing account, going beyond what is obvious or what was explicitly taught; makes subtle connections; well supported by argument and evidence; novel thinking displayed	<i>Revealing</i> : a thoughtful interpretation or analysis of the importance, meaning, significance; tells an insightful story: provides a helpful history or context	<i>Skilled</i> : competent in using knowledge and skill and adapting understandings in a variety of appropriate and demanding context	<i>Thorough</i> : a fully developed and coordinated critical view; makes own view more plausible by a fair consideration of the plausibility of other perspectives; makes apt criticisms, discriminations and qualifications	<i>Sensitive</i> : disposed to see and feel what others see and feel; open to the unfamiliar or different; able to see the value and work that others do not see	<i>Circumspect</i> : aware of own ignorance and that of others: aware of own prejudices	The performance or product is effective. The ideas are presented in a clear and thorough manner, showing awareness of the audience, context, and purpose.
3	<i>In-Depth</i> : an account that reflects some in-depth and personalized ideas: student is making the work his own, going beyond the given: there is supported theory, but insufficient or inadequate evidence and argument	<i>Perceptive</i> : a reasonable interpretation or analysis of the importance, meaning, or significance: tells a clear and instructive story; provides a revealing history or context	<i>Able</i> : limited but growing ability to be adaptive and innovative in the use of knowledge and skill	<i>Considered</i> : a reasonably critical and comprehensive look at major points of view in the context of her own; makes clear that there is plausibility to other points of view	<i>Aware</i> : knows and feels that others see and feel differently and is somewhat able to empathize with others	<i>Thoughtful</i> : generally aware of what he does and does not understand; aware of how prejudice and projection occur without awareness	The performance or product is somewhat effective. There are some problems with clarity, thoroughness, delivery, and polish. It is unclear whether audience, contact, and purpose have been considered.
2	<i>Developed</i> : and incomplete account, but with apt and insightful ideas; extends and deepens some of what was learned: some reading between the lines; account has limited support, argument, data or sweeping generalizations; there is a theory with limited testing and evidence	<i>Interpreted</i> : a plausible interpretation or analysis of the importance, meaning, or significance; makes sense with a story: provides a telling history or context	<i>Apprentice</i> : relies on a limited repertoire of routines, able to perform well in a few familiar or simple contexts: limited use of judgment and responsiveness to feedback or situation	<i>Aware</i> : knows of different points of view and somewhat able to place own view in perspective, but weakness in considering worth of each perspective or critiquing each perspective, especially her own; uncritical about tacit assumptions	<i>Decentering</i> : has some capacity or self-discipline to walk in others shoes, but is still primarily limited to own reactions and attitudes, puzzled or put off by different feelings or attitudes	<i>Unreflective</i> : generally unaware of own specific ignorance; generally unaware of how prejudgments color understanding	The performance or product is ineffective. The performance is unpolished, providing little evidence of prior planning, practice, and consideration of purpose and audience, or the presentation is so unclear and confusing as to make it difficult to determine the key points.
1	<i>Naïve</i> : superficial account; more descriptive than analytical or creative; a fragmented or sketchy account of facts, ideas; glib generalizations; a black-and-white account; less theory than an unexamined hunch or borrowed idea	<i>Literary</i> : a simplistic or superficial reading; mechanical translation; a decoding with little or no interpretation; no sense of wider importance or significance; a restatement of what was taught or read	<i>Novice</i> : can perform only with coaching or relies on highly scripted, singular "plug-in" (algorithmic and mechanical) skills, procedures, or approaches	<i>Uncritical</i> : unaware of differing points of view, prone to overlook or ignore other perspectives; has difficulty imagining other ways of seeing things; prone to ad hominem criticisms	<i>Egocentric</i> : has little or no empathy, beyond intellectual awareness of others; see things through own ideas and feelings; ignores or is threatened or puzzled by different feelings, attitudes, views	<i>Innocent</i> : completely unaware of the bounds of own understanding and of the role of projections and prejudice in options and attempts to understand	No performance or product

Using Understanding By Design for Project Management

<b>GRADE: KINDERGARTEN</b>		<b>DURATION: 22</b>	
<b>DAYS</b>			
<b>BIG IDEA:</b> Change over time			
<b>STAGE 1 – DESIRED RESULTS</b>			
Establishing Goals (i.e. Standard): 1A. The student understands family life now and in the recent past; family life in various places long ago. 1B. The student understands the different ways people of diverse racial, religious, and ethnic groups and of various national origins have transmitted their beliefs and values.			
What are the enduring understandings? <i>Students will understand that...</i>		What essential questions will be considered?	
<p>Our lives now are both similar and different than those of people in our families.</p> <p>The past is part of who we are today. We pass on what's important to us to the future.</p> <p>When time passes, people change, too.</p> <p>We can learn about how the world changes by finding out about our own families' histories</p>		<ul style="list-style-type: none"> <li>● How can we learn about the past?</li> <li>● Why is it important to learn about the past?</li> <li>● How is your school experience similar to and different from that of your parents and grandparents?</li> <li>● Also: games/hobbies, traditions/celebrations</li> <li>● How would it feel to live during the time when our grandparents lived? What would be different? What would be the same?</li> <li>● Why is family important?</li> <li>● How do we pass on our values to others in the future?</li> </ul>	
What key knowledge will be acquired? <i>Students will know that...</i>		What key skills will be acquired? <i>Students will be able to...</i>	
<ul style="list-style-type: none"> <li>● Past, present, and future are different time frames</li> <li>● We can learn about the past from a variety of sources <ul style="list-style-type: none"> <li>◦ For example: Photos, artifacts, diaries, stories, videos, oral histories, etc.</li> </ul> </li> <li>● The past influences the present and the future</li> <li>● We can learn about how the world changes by finding out about our own families' histories</li> <li>● Change happens when people or ideas become different over time <ul style="list-style-type: none"> <li>◦ Physical growth contributes to</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>● Formulate and ask questions</li> <li>● Gather data and observations</li> <li>● Compare and contrast ideas</li> <li>● Make connections (text-life, life-life)</li> <li>● Place events in chronological order on a timeline</li> <li>● Decode meaning from images</li> <li>● Support a conclusion with relevant information</li> <li>● Make predictions</li> <li>● Write interviewees' responses</li> </ul>	



## Using Understanding By Design for Project Management

<p>change in appearance (i.e. birth, crawling, walking, loss of first tooth, etc.)</p> <ul style="list-style-type: none"> <li>● On a timeline, events closer to the beginning happened longer ago, and events at the other side happened closer to the present.</li> </ul> <p>Vocab:</p> <ul style="list-style-type: none"> <li>● Artifact</li> <li>● Family tree</li> <li>● Ancestors</li> <li>● Immediate family</li> <li>● Parent, brother, sister</li> <li>● Extended family</li> <li>● Grandparent, aunt, uncle, cousin</li> <li>● Past, present, future</li> <li>● History</li> <li>● Hobby</li> <li>● Traditions</li> <li>● Change</li> <li>● Chronological</li> <li>● Compare, contrast</li> <li>● Observation</li> </ul>	
<b>Students pre-conceptions/ misunderstandings:</b>	
<ul style="list-style-type: none"> <li>- Anyone is part of my family (friends, teachers, etc.)</li> <li>- Only people who live with me are part of my family (immediate vs. extended family)</li> <li>- Past vs. present vs. future</li> <li>- Questions and comments are the same thing.</li> <li>- I can't learn anything from a picture is it doesn't have words or if I don't know the person in it.</li> <li>- People and things never change.</li> </ul>	
<b>STAGE 2 – ACCEPTABLE EVIDENCE</b>	
<p><b>Performance Task:</b></p> <p>Acting as family historians, students will present information on their family history and demonstrate an understanding that family life in the present and in the past have both similarities and differences. Students will create a binder with information about their family, and the class will work together to make a VoiceThread presentation of historical inquiry and a class timeline.</p>	
<p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>- Your task is to present your family's history.</li> </ul>	

## Using Understanding By Design for Project Management

- The goal is for students to compare and contrast present family life and family life in the past.
- The problem or challenge is that we need to find different ways to learn about our pasts.
- The obstacle to overcome is making sure that our stories are passed on to future generations.

### Role:

- You are a family historian.
- You have been asked to find out and recount important family experiences and traditions.
- Your job is to show the important relationship between the past and the present.

### Audience:

- The target audience are other people who don't know you or your family.
- You need to convince them that your family has changed in some ways, but stayed the same in other ways, over time.

### Situation:

- The challenge involves understanding what life was like for your family in the past.

### Product, Performance, Purpose:

- You will create a family history binder with a family tree, a chronological timeline, a Venn diagram to compare/contrast the past with the present, and pictures and stories about your family
- You will (also) create a VoiceThread visual/oral presentation about questions you have about a family artifact.
- You need to develop visual, written, and oral presentations and materials to explain your family.
- You will participate in co-creating our class timeline.

### Standards and criteria for success:

- Your performance needs to include details about your family's history and present.
- Your work will be judged by its clarity and your understanding of the elements of the passage of time and how families and lives change or stay the same.
- Your product must meet the following standards: (see rubric)

### What other evidence needs to be collected?

- Each student will have a binder with family history information
  - Family tree
  - Family photos with explanation/analysis
  - Venn diagram to compare/contract past and presentation
  - Family interviews
  - Autobiography – About Me, About My Family
  - Journal entries
- Class activities
  - Class timeline
  - Ancestry map
- Past/present/future sort
- KWL charts
- VoiceThread oral presentation / historical inquiry

## Using Understanding By Design for Project Management

- Week 1: Timelines
- Week 2: How we learn about the past
- Week 3: Our grandparents vs. parents vs. us
- Week 4: Passing on values in the future (traditions, celebrations, family shield, recipes, songs, etc.)
- Week 5: Finishing scrapbooks and presentations

### STAGE 3 – LEARNING PLAN

#### Student Reflection Opportunities:

- Journal entries
- Pair-share
- KWL charts
- Family interviews
- Presentation of finished binder on Social Studies Night

#### Technology Incorporation:

- VoiceThread
- Historical videos (website: )
- Family videos and photos
- Songs (found on YouTube, Spotify, iTunes, etc.)

#### **Week 1: Timelines**

\*Materials: “This is my family” worksheet, project binder cover page, **poster paper-size timeline**, kinder timeline events, personal timeline page, personal timeline brainstorm page, autobiography, past/present/future sort, **example autobiography**

<p>May 5 SWBAT tell who is in their family. - <b>Read-aloud:</b> Who's in a Family? - Introduce Essential Questions - <b>Writing:</b> Draw and label family picture</p>	<p>May 6 SWBAT explain why all families are special, no matter who is in them - <b>Read-aloud:</b> All Families Are Special - <b>Writing:</b> Decorate cover page for project binder - Introduce Performance Task</p>	<p>May 7 SWBAT create a class timeline - <b>Read-aloud:</b> Siempre Te Querré - Look at sample timeline - Further left = older, further = more recent - <b>Writing:</b> Put events on timeline in correct order</p>	<p>May 8 SWBAT make a list of important events in their life - <b>Read-aloud:</b> Past vs. present vs. future - Past / present / future sort - <b>Writing:</b> Brainstorm important events - (Finish timelines at home)</p>	<p>May 9 SWBAT write an autobiography - <b>Read-aloud:</b> <i>Find an autobiography</i> - <b>Writing:</b> Write an autobiography</p>
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(Mothers Day = Sunday, May 11)

**Week 2: How we learn about the past / digital inquiry using *artifacts*:** pictures, oral stories, diaries, writing, videos/movies

\*Materials: teacher powerpoint presentation, VoiceThread presentation, letter asking parents for photos/videos of students, student journals, When I was Little book, When I was little writing prompt,

Using Understanding By Design for Project Management

artifacts: pictures, realia, other examples				
<p>May 12 SWBAT understand different ways that we share knowledge</p> <p><b>- Read-aloud:</b> -introduce vocabulary: artifacts, observation</p> <p><b>- Writing:</b> -give students their very own “diary” where they will record special moments throughout the unit</p>	<p>May 13 SWBAT document some of their own histories through writing</p> <p><b>- Read-aloud:</b> “When I Was Little” by Jamie Lee Curtis</p> <p>- Extension Writing Prompt</p> <p><b>- Writing:</b> SWBAT formulate questions</p> <p>- Finish autobiography</p>	<p>May 14 SWBAT document some of their own histories through storytelling</p> <p><b>-In-class speaker (oral histories)</b> SWBAT ask questions</p> <p><b>- Writing:</b> Practice sharing our stories through storytelling/ VoiceThread film→ When I Was Little</p>	<p>May 15 SWBAT understand that pictures are a way to share knowledge about the past</p> <p><b>- Read-aloud</b> Teacher presents powerpoint using old family photos→ what did we learn about teacher through these photos?</p> <p><b>- Writing:</b> SWBAT participate in historical inquiry using a photograph (whole class) What does this picture tell us? What do we already know? What do we still want to know?</p>	<p>May 16 SWBAT understand t movies/videos are a knowledge about the p</p> <p><b>-Read Aloud</b> Watch videos + refle</p> <p><b>-Writing</b> SWBAT participate in inquiry using a photog (continued)→ Family photo page wi explanation and analy</p>
<p><b>Week 3: Our grandparents vs. parents vs. us</b> *Materials: Venn diagram compare/contrast worksheet for parents and grandparents, ancestry map, questions for family interview</p>				
<p>May 19</p> <p><b>- Read-aloud:</b> Mi abuelitos son especiales</p> <p>- Introduce vocab and Essential Questions</p> <p><b>- Writing:</b> Ancestry maps (finish at home)</p>	<p>May 20</p> <p><b>- Read-aloud:</b> Guest speaker (grandparent)</p> <p><b>- Writing:</b> Compare-contrast Venn diagram</p> <p>- Whole-class: Make list of things</p>	<p>May 21</p> <p><b>- Read-aloud:</b> Guest speaker (parent)</p> <p><b>- Writing:</b> Compare/contrast Venn diagram</p> <p>- Review yesterday, add to poster of compare-contrast</p>	<p>May 22</p> <p><b>- Read-aloud:</b> When I Was Little Like You</p> <p><b>- Writing:</b> Brainstorm list of interview questions (When you were little like me, what was...?)</p>	<p>May 23</p> <p><b>- Read-aloud:</b> What is an interview? Why do people interview?</p> <p>- Interviewing skills</p> <p>- Video</p> <p><b>- Writing:</b> Mock interviews</p>

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	we can compare-contrast (traditions, # of siblings) - Find a partner and write 1 similarity and 1 difference - Share what we learned	topics (pasatiempos, antepasados) - Different partner	- KWL chart	
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**Week 4: Passing on values in the future (traditions, celebrations, family shield, recipes, songs, etc.)**

\*Materials: Family shield, example family shield, family celebration/tradition page, family tree page, example family tree, Grandfather's Journey book, letter to future family template

<p>May 26 <b>MEMORIAL DAY – NO SCHOOL</b></p>	<p>May 27 - <b>Read-aloud:</b> The Kids' Family Tree Book - SWBAT explain what a family tree and an ancestry map tell us - <b>Writing:</b> SWBAT decorate a family shield</p>	<p>May 28 - <b>Read-aloud:</b> Guest speaker (family recipes, traditions, songs, etc.) - <b>Writing:</b> Journal entry – SWBAT identify and describe one family tradition or custom</p>	<p>May 29 - <b>Read-aloud:</b> Grandfather's Journey - SWBAT explain that the past is part of who we are today. We pass on what's important to us to the future. - <b>Writing:</b> SWBAT write a letter to their future children/families, explaining one family tradition/custom</p>	<p>May 30 *VoiceThread recordings? - <b>Read-aloud</b> - <b>Writing:</b></p>
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**Week 5: Finishing scrapbooks and presentations**

<p>June 2</p>	<p>June 3</p>	<p>June 4 <b>SOCIAL STUDIES NIGHT</b></p>		
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## Using Understanding By Design for Project Management

### Materials needed:

- Books
  - The Kids' Family Tree Book – <http://www.amazon.com/The-Kids-Family-Tree-Book/dp/1402747152>
  - Who's in a Family? – [http://www.amazon.com/Whos-Family-Robert-Skutch/dp/188367266X/ref=pd\\_bxgy\\_b\\_img\\_z](http://www.amazon.com/Whos-Family-Robert-Skutch/dp/188367266X/ref=pd_bxgy_b_img_z)
  - All Families Are Special – [http://www.amazon.com/All-Families-Special-Norma-Simon/dp/0807521752/ref=pd\\_sim\\_b\\_6?ie=UTF8&refRID=0P3XC09N6AG7M295M2GA](http://www.amazon.com/All-Families-Special-Norma-Simon/dp/0807521752/ref=pd_sim_b_6?ie=UTF8&refRID=0P3XC09N6AG7M295M2GA)
  - When I Was Little Like You – <http://www.amazon.com/When-Was-Little-Like-You/dp/0670876089>
  -
- Parent letters
  - Introducing project, asking for feedback on any tricky situations or topics
  - Asking for a picture from any previous generation (grandparents as kids, parent's wedding, etc.)
  - Interview with family member

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<b>GRADE: 3<sup>RD</sup> GRADE</b>		<b>DURATION: 7 WEEKS</b>	
<b>BIG IDEA: PERSPECTIVES</b>			
<b>STAGE 1 – DESIRED RESULTS</b>			
Establishing Goals (i.e. Standard):			
<p>Demonstrate understanding of movements of large groups of people into his or her own and other states in the United States now and long ago.</p> <p>Draw upon data from charts, historical maps, nonfiction and fiction accounts, and interviews in order to describe “through their eyes” the experience of immigrant groups. Include information such as where they came from and why they left, travel experiences, ports of entry and immigration screening, and the opportunities and obstacles they encountered when they arrived in America (appreciate historical perspectives)</p>			
What are the enduring understandings? <i>Students will understand that...</i>		What essential questions will be considered?	
<p>A person’s perspective of the world is shaped by his/her experiences and what you make of them.</p> <p>There are many reasons groups immigrate.</p> <p>Immigrants experience different journeys in order to reach the same destination.</p> <p>Many immigrants had misconceptions about the opportunities and difficulties of migrating to the U.S.</p>		<p>Why would you leave your home country?</p> <p>Who belongs here?</p> <p>If America is the land of opportunity, are we all given the same opportunities?</p> <p>What is an American?</p> <p>Is it worth coming to the U.S. as an immigrant?</p>	
What key knowledge will be acquired? <i>Students will know that...</i>		What key skills will be acquired? <i>Students will be able to...</i>	
<ul style="list-style-type: none"> <li>● Immigrants come from many places: Africa, Ireland, China, Latin-America.</li> <li>● Reasons people immigrate.</li> <li>● There are different travel experiences and methods (ship, land, trucks, boats). Each has its own obstacles.</li> </ul>		<ul style="list-style-type: none"> <li>● Read and analyze historical accounts (fiction and non-fiction)</li> <li>● Compare fiction and nonfiction accounts</li> <li>● Read maps</li> <li>● Read charts with data</li> </ul>	



## Using Understanding By Design for Project Management

<ul style="list-style-type: none"> <li>● There are different ports of entry (Ellis Island, slave ships, U.S/Mexico border, Florida) and immigration screening processes.</li> <li>● Opportunities upon arrival.</li> <li>● Obstacles in the U.S .</li> <li>● Art represents multiple perspectives.</li> <li>● Interpretation of art varies depending on individual life experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Making connections to their own family experiences</li> <li>● Interpret and create timelines with duration/eras marked</li> <li>● Consider and appreciate historical perspectives</li> <li>● Draw inferences from a historical photograph or painting (primary sources)</li> <li>● Recognize and avoid stereotypes of immigration</li> <li>● Compare and contrast different ideas and values</li> <li>● Identify basic art principles and elements including color, line, emphasis, movement, repetition, value</li> </ul>
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**Students pre-conceptions/ misunderstandings:**

- Students think a race/ethnicity is defined by one feature (ie skin, language).
- White people were here first.
- Anything European belongs. All else are immigrants.
- Immigration no longer an issue.
- The past is grouped into one era.
- Misconceptions about the past (money, living conditions, laws).

**STAGE 2 – ACCEPTABLE EVIDENCE**

**Performance Task:**

Students will assume the role of an artist who lived during an immigration movement. They will choose a perspective and create a drawing, painting, sculpture representing (“through their eyes”) one of the plights of immigration.

They should also write an information card/plaque. It should try to answer some of these questions:  
 What immigration movement did you select? Whose perspective is represented in the piece? When did it take place? What kind of atmosphere/mood does your project evoke? What is the setting? What are the people doing? How are they dressed? What are their feelings? Why did you choose to represent this immigrant’s experience?

They will be the artist presenting their work at the museum on Social Studies Night. They should be ready to answer questions about their work of art on immigration. They should support their ideas with facts. They

## Using Understanding By Design for Project Management

should also dress up to reflect that time era.

What other evidence needs to be collected?

- written response test at the end of each movement
- reflection/connections journal
- response to art questions based on different works of art
- KWL charts per era
- Venn Diagrams to compare/contrast
- informal observation techniques
- post its
- maps of immigration routes
- guided notes

### STAGE 3 – LEARNING PLAN

Student Reflection Opportunities:

- Reflection/connections journal
- Thumbs up and down
- Agree/disagree

Technology Incorporation:

- Videos
- Powerpoints with photographs
- Student research online
- Virtual field trips
-

## Using Understanding By Design for Project Management

<p><b>APRIL 21</b> Art Principles → Use photographs about immigration</p> <p>Use this handout as a guide for students: <a href="http://www.cr.nps.gov/museum/tmc/docs/How_to_Read_a_Photo.pdf">http://www.cr.nps.gov/museum/tmc/docs/How_to_Read_a_Photo.pdf</a></p> <p>Students can discuss the photographs with their table each day after filling out the handout.</p> <p>Start the introducing art elements powerpoint.</p>	<p><b>Emphasis:</b> Where is the emphasis in this photograph? Where does your eye go? Analyze pictures on slideshow.</p> <p><b>Color/Value:</b> What colors did the artist use? How do they make us feel? Cool colors vs. Warm colors vs. Black and white</p> <p>Students create an art portfolio that shows an example of emphasis.</p>	<p><b>Rhythm &amp; Movement:</b> What are the people doing? How do you imagine them moving? Why?</p> <p><b>Space &amp; Perspective:</b> Whose eyes are we looking through? The artist? An observer? How do we know?</p>	<p><b>Mood &amp; Emotion:</b> What moods are created? How do they make us feel? How did the artist do this&gt;</p> <p><b>Balance/Contrast:</b> What is on one side of the painting? What is on the other side? Why did the author do this?</p>	<p>SWBAT identify art principles and elements. SWBAT draw a family scene and point out art principles or elements in their own art. Model writing your own explanation of your family scene. Use sentence starters to talk about the different elements and principles.</p> <p>In my drawing, the emphasis is on ... I used the colors ___ and ___ to show.... I want the viewer to feel - --</p>
<p><b>APRIL 28</b></p> <p>Start with quote by Teddy Roosevelt. Do you agree? Why? Now think about your parents or families who have immigrated. Do you still agree?</p> <p>Introduce the quick survey about beliefs on immigration. Split up into 2 large groups. Discuss whether they agree or disagree with the statement and explain why.</p> <p>Go into depth over the next four weeks – 1607 – 1775 European Immigration Colonial America Pilgrims – great Britain</p>	<p>How they Europeans set up their lives in the New World</p> <p>Add route to the map and color in where they settled. Add dates to class timeline and students’ timelines.</p> <p>Finish picture book.</p> <p>Show the paintings of the pilgrims and discuss themes: native americans, religion, freedom.</p> <p>Write a journal entry from the point of a pilgrim immigrant.</p> <p>ideo on Immigration in 1700s and where they settled <a href="http://education-portal.com/academy/lesson/13-colonies-colonial-life-economics-politics.html#lesson">http://education-portal.com/academy/lesson/13-colonies-colonial-life-economics-politics.html#lesson</a></p>	<p>African Slaves Transatlantic slave trade Have kids write down as many people they know in one minute. After, tell them all those people would have been slaves if they had lived in ___(country?), Africa.</p> <p>Add route to the map and color in where they settled. Add dates to class timeline and students’ timelines.</p> <p>Traveling by ship. Show them videos on history channel of slave trade.</p> <p>The Middle Passage Videos <a href="http://history.howstuffworks.com/30011-assignment-discovery-the-middle-passage-video.htm">http://history.howstuffworks.com/30011-assignment-discovery-the-middle-passage-video.htm</a></p> <p>End with pictures of slave trade and crowded compartments. Have them reflect on what they see.</p>	<p>Arriving in the United States to Work</p> <p>Read article on life as a U.S. slave. Jigsaw this article by tables and share out. Students take guided notes.</p> <p>Show pictures of signs selling slaves.</p> <p>Write a journal entry from the point of a slave.</p> <p>A Forced Migration - article on Slave trade experience <a href="http://www.learnnc.org/lp/editions/nchist-colonial/2028">http://www.learnnc.org/lp/editions/nchist-colonial/2028</a></p> <p>v</p>	<p>Students will navigate the first tab of the online timeline and view pictures etc. Immigration: Interactive Timeline <a href="http://teacher.scholastic.com/activities/immigration/index.htm#event2">http://teacher.scholastic.com/activities/immigration/index.htm#event2</a></p> <p>SWBAT use a venn diagram to compare european vs. African slaves immigration SWBAT to write a written response.</p>

## Using Understanding By Design for Project Management

<p>Dutch, Ireland Spanish in California French in the South Germans</p> <p>Read the picture book: “If you travelled on the Mayflower.” Have them reflect on the experiences.</p> <p>Quotes on immigration <a href="http://www.goodreads.com/quotes/tag/immigration">http://www.goodreads.com/quotes/tag/immigration</a></p>				
<p><b>May 5</b> Irish and Catholic Immigration (1850)</p> <p>Introduce push and pull factors by reviewing African and European immigration.</p> <p>Have a gallery walk where students decide if the description is a push or pull factor for immigration.</p> <p>Start Powerpoint presentation. Talk about potato famine. Students take guided notes.</p> <p>Article to Read on Irish Immigration for Power Point <a href="http://www.readworks.org/readworks-pdf/245794">http://www.readworks.org/readworks-pdf/245794</a></p>	<p>Irish and Catholic Immigration (1850)</p> <p>Put up visuals with anti-Catholic and anti-Irish immigration propaganda. Have kids come in and walk around. Act as a curator and explain the images. Have a discussion about how they would feel if they saw these images as immigrants.</p> <p>Students will then create pro-immigration posters that counter stereotypes.</p> <p>Images (cartoons) to include in Power Point <a href="http://hss.lausd.net/sites/hss.lausd.net/files/Irish%20Immigration%20Lesson%20Plan_0.pdf">http://hss.lausd.net/sites/hss.lausd.net/files/Irish%20Immigration%20Lesson%20Plan_0.pdf</a> <a href="http://sheg.stanford.edu/irish-immigration">http://sheg.stanford.edu/irish-immigration</a></p>	<p>Interactive Famine Site Tour <a href="http://www.irishpotatofamine.org/flash.html">http://www.irishpotatofamine.org/flash.html</a></p> <p>Have students explore the website.</p> <p>Split students into groups. Have them construct an argument amongst their table for either leaving Ireland or staying in Ireland based on the difficulties they learned about in Ireland and in the U.S.</p>	<p>Ellis Island Immigration</p> <p>Have kids sit on a tiny piece of blacktop area for 15 minutes, crowded. Only let them use the restroom or play if they are clean head to toe. Discuss what this felt like. Compare it to coming to Ellis Island.</p> <p>Read Aloud story.</p>	<p>Show images and quotes from Ellis Island.</p> <p>Students go through the next part of the interactive timeline.</p> <p>Immigration: Interactive Timeline <a href="http://teacher.scholastic.com/activities/immigration/index.htm#event2">http://teacher.scholastic.com/activities/immigration/index.htm#event2</a></p>
<p>Difficulties as an Immigrant</p> <p>Talk about the struggles of an immigrant – jobs, housing, and discrimination – through PowerPoint.</p>	<p><b>May 12</b> Asian/Chinese (1882) Chinese Exclusion Act</p> <p>Label Map and Timeline</p> <p>Read “Ellis Island and Angel Island” articles from CCSS</p>	<p>Show images of Chinese Exclusion propaganda/cartoons.</p> <p>Students go through the next part of the interactive timeline. Take notes.</p>	<p>Have students play roles and set up an Angel Island station. Some are officers. Some are immigrants. They go</p>	<p>SWBAT respond to the question: Should the US restrict immigration in some way? If so, what criteria should determine who is allowed in or not?</p>

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<p>Virtual Field Trip: Tenements in New York in 1900s <a href="http://www.thirteen.org/tenement/logcabin.html">http://www.thirteen.org/tenement/logcabin.html</a></p>	<p>Support Coach</p> <p>Jigsaw reading in groups</p>	<p><b>Immigration: Interactive Timeline</b> <a href="http://teacher.scholastic.com/activities/immigration/index.htm#event2">http://teacher.scholastic.com/activities/immigration/index.htm#event2</a></p>	<p>through different stations. Write a journal reflection as if they were an immigrant writing home to tell about the experience.</p>	
<p><b>May 19</b> Latin American Bracero Program / Amnesty</p> <p>Latin American immigration pictures Gallery Walk</p> <p>Map the different countries we will study latin immigration and list the push/pull factors</p> <p>Add to timeline</p> <p>Stories of Arrival videos <a href="http://www.pbslearningmedia.org/resource/15b19a60-db6b-4564-8c9a-21e116c8936b/latino-americans-stories-of-arrival-lesson-plan/">http://www.pbslearningmedia.org/resource/15b19a60-db6b-4564-8c9a-21e116c8936b/latino-americans-stories-of-arrival-lesson-plan/</a></p>	<p>Latin Immigration PowerPoint</p> <p>Bracero Program &amp; Operation Wetback</p> <p>Includes art to analyze and connections to be made with other immigrants</p>	<p>Latin Immigration PowerPoint</p> <p>Border Crossing &amp; Recent Treatment</p> <p>Songs: <i>El Migrante</i> or <i>la jaula de oro, tres veces mojado, hielo</i></p> <p>Video: Fear and Learning at Hoover Elementary <a href="https://www.youtube.com/watch?v=jaXz4fHmFFM">https://www.youtube.com/watch?v=jaXz4fHmFFM</a></p>	<p>Do a time machine walk. Post up different laws around room. Students travel in pairs discussing whether it is a fair law or not. Have students reflect on the laws in their journal. Choose a law. Make a picture reflecting the pros or cons of that law.</p>	<p>Start Performance Task Part 1</p> <p>Set up expectations for round of immigrant interviews. Explain task to students. Model how to ask questions and take notes during an interview</p>
<p>Start Performance Task Part 2</p> <p>Introduce art expectations and rubric.</p> <p>Think aloud about perspective based on immigrant interview. Sketch with pencil on paper.</p>	<p>Performance Task Part 2</p> <p>Continue think aloud about art elements. Write draft paragraph explaining sketch.</p> <p>Students think aloud with partners about their immigrant's perspective and sketch with pencil. Then write about their elements in a paragraph.</p>	<p>Painting Techniques</p> <ul style="list-style-type: none"> <li>● How to clean brush</li> <li>● How to use water to dilute paint</li> <li>● How to let paint dry</li> <li>● Different brushes do different things</li> <li>● How to mix colors</li> <li>● How to layer colors</li> <li>● How to create movement or texture</li> </ul>	<p>Performance Task Part 3</p> <p>Review art expectations and rubric.</p> <p>Model how to sketch on canvas. Model thinking about the elements already written about in</p>	<p>Performance Task Part 3</p> <p>Students paint.</p>

## Using Understanding By Design for Project Management

		I do, We Do, You do each technique	paragraph and using those to guide the art.	
<b>June 2</b>	3	4		
Finish up Painting	Finish up Painting	Social Studies Night Practice & Set Up		

**Resources:**

<http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now> (scholastic lessons)

<http://www.thejewishmuseum.org/viewingartwithstudents> (art questions)

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/> (library of congress)

<http://www.besthistorysites.net/index.php/american-history/immigration>

<http://online.wsj.com/news/articles/SB10001424127887324492604579083080268106684>

<http://www.cpalms.org/Public/PreviewResource/Preview/47372>

[http://teachingresources.atlas.illinois.edu/chinese\\_exp/process08.html](http://teachingresources.atlas.illinois.edu/chinese_exp/process08.html)

[http://sheg.stanford.edu/upload/Lessons/Unit%206\\_Gilded%20Age/Chinese%20Immigration%20and%20Exclusion%20Lesson%20Plan.pdf](http://sheg.stanford.edu/upload/Lessons/Unit%206_Gilded%20Age/Chinese%20Immigration%20and%20Exclusion%20Lesson%20Plan.pdf)

<http://www.inmotionaame.org/migrations/landing.cfm?migration=1> (african american migration)

<http://www.history.com/topics/u-s-immigration-before-1965>

Activity that introduces idea of cultural diversity

<http://education.nationalgeographic.com/education/activity/cultural-diversity-united-states/?ara=1>

**Graphs & Data**

[http://teacher.scholastic.com/activities/immigration/immigration\\_data/region.htm](http://teacher.scholastic.com/activities/immigration/immigration_data/region.htm)

Fear and Learning at Hoover Elementary

<https://www.youtube.com/watch?v=jaXz4fHmFFM>

Made in LA

<https://www.youtube.com/watch?v=LqZER48kESM>

**Bracero program**

<https://www.youtube.com/watch?v=AL5d9CWV0Xg>

<https://www.youtube.com/watch?v=oxEZrpcJpSU>

**Border Stories**

<https://www.youtube.com/watch?v=1PaWiYOH800>

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<b>GRADE: 7<sup>th</sup> GRADE: WORLD HISTORY</b>	<b>DURATION: 28</b>
<b>DAYS</b>	
<b>BIG IDEA: HISTORY IS A PARADOX!</b>	
<b>STAGE 1 – DESIRED RESULTS</b>	
Establishing Goals (i.e. Standard):	
<b>Standard 2E: The students understand the significance of the Enlightenment in European and World History.</b>	
<b>a.</b> Assess the impact of Enlightenment ideas on the development of modern nationalism and democratic thought and institutions.	
<b>b.</b> Describe conditions of slave life on plantations in the Caribbean, Brazil, and British North America and analyze ways in which slaves perpetuated aspects of African culture and resisted plantation servitude.	
<b>c.</b> Explain principal ideas of the Enlightenment, including rationalism, secularism, progress, toleration, empiricism, natural rights, contractual government, and new theories of education.	
<b>Standard 4B: The students understand the origins and consequences of the Trans-Atlantic slave trade.</b>	
<b>a.</b> Analyze why sugar, tobacco, and other crops grown in the Americas became so important in the world economy.	
<b>b.</b> Explain how European government and firms organized and financed the Trans-Atlantic slave trade; and describe the conditions in which slaves made the “middle passage” from Africa to the Americas	
<b>c.</b> Describe conditions of slave life on plantations in the Caribbean, Brazil, and British North America and analyze ways in which slaves perpetuated aspects of African culture and resisted plantation servitude.	
<b>Unit Summary:</b>	
In this unit, student will examine how History can sometimes be a paradox. They will learn and reflect of both the Trans-Atlantic Slave Trade and the European Enlightenment of the 17 <sup>th</sup> century. Through looking at these two historical events, student will formulate their own ideas of why two extremely opposite events could possibly be developing at the same time. Students will engage in conversations using primary resources, secondary sources, videos, and historical time lines that will allow them to formulate ideas of why history can sometimes be a paradox. At the end of the unit, students will show their understanding through a written assignment and creating a Museum of Historical Paradox where parent and visitors have an opportunity to watch different skits that recreate the experience people in both sides of the globe were experiencing at the same	

Using Understanding By Design for Project Management

time.	
What are the enduring understandings? <i>Students will understand that...</i>	What essential questions will be considered?
<ul style="list-style-type: none"> <li>Understand the origins of racism and slavery</li> <li>Who benefited from slavery</li> <li>Legacy left from the establishment of world-wide slavery</li> <li>Ideas change societies</li> <li>History is a paradox</li> <li>Evolution of democracy</li> </ul>	<ol style="list-style-type: none"> <li>What is the historical significance of the European enlightenment and Atlantic-Slave Trade in World History?</li> <li>What is democracy?</li> <li>What is slavery?</li> <li>What does it mean to be “civilized?” Who defines “civilized?”</li> </ol>
What key knowledge will be acquired? <i>Students will know ...</i>	What key skills will be acquired? <i>Students will be able to...</i>
<ul style="list-style-type: none"> <li>How life was like for a slave during the Trans-Atlantic Slave Trade</li> <li>The European views on slaves</li> <li>What motivated the slave trade</li> </ul>	<ul style="list-style-type: none"> <li><u>Reflect</u> on the experiences of slaves in the trans-Atlantic slave trade.</li> <li><u>Connect</u> modern ideas in politics to enlightenment ideas</li> </ul>
Students pre-conceptions/ misunderstandings:	
<b>STAGE 2 – ACCEPTABLE EVIDENCE</b>	
Performance Task:	
<b>7<sup>th</sup> grade performance task: History is a Paradox!</b>	
<b>Summary:</b> You and a team of professionals are going to create the Museum of Historical Paradox. You will either be in charge of the part of the museum that portrays the European Enlightenment (1650-1800) or Slavery and Plantations (1501-1865). This museum will not only be decorated in a way that depicts your assigned topic, but it will also aim to make its visitors understand why history can be a paradox. You and your team will be in charge of using visuals, text, skits, oral explanations, and even short speeches that will help your guest understand all you have learned throughout the unit.	
<b>The two teams:</b> <u>Enlightenment (1650-1800)</u> and <u>Slavery and Plantations (1501-1865)</u>	
<b>Each team will consist of the following professionals:</b>	
<b>Visual Artist</b>	1. Plan visual arrangement of the museum (Poster Blueprint)



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	<ol style="list-style-type: none"> <li>2. Draw, color, decorate</li> <li>3. Writing to explain some of the visuals</li> <li>4. Help the other teams!</li> </ol>
<b>Performing Artists</b>	<ol style="list-style-type: none"> <li>1. Create and perform short skits</li> <li>2. Create and perform Speeches: Rousseau and Locke</li> <li>3. Dress up</li> <li>4. Get into character!</li> <li>5. Recruit other performers</li> </ol>
<b>Scribes</b>	<ol style="list-style-type: none"> <li>1. Timeline—Developed after analyzing historical time lines</li> <li>2. Writing important information on posters and wall</li> <li>3. Vocabulary wall</li> </ol>
<b>Narrator</b>	<ol style="list-style-type: none"> <li>1. Welcome guests</li> <li>2. Introduction to the museum</li> <li>3. Explain items in the museum</li> <li>4. Guide guest through the museum</li> </ol>
<b>Keep in mind:</b>	
<ol style="list-style-type: none"> <li>1. Some of the work has to be completed at home</li> <li>2. Your parents may help you at home if needed!</li> </ol>	
What other evidence needs to be collected?	

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### **Questions you can ask:**

#### **Essential Questions**

1. Why is this museum called the Museum of Historical paradox?
2. What was life like for slaves who were transported from Africa to America?
3. What were the European views of slaves?
4. What motivated the slave trade?
5. What was the importance of the European enlightenment in World History?
6. Who was one of the most important thinkers of the Enlightenment?
7. Can the enlightenment be a Revolutionary period in World History?

#### **Preguntas que puede hacer:**

#### **Preguntas esenciales**

1. Por que se llama este museo el Museo de la paradoja histórica?
2. Como era la vida de los esclavos que fueron intercambiados de África a las Americas?
3. Cual era la perspectiva que tenían los Europeos hacia los esclavos?
4. Que cosas causaron que ocurriera el intercambio de esclavos de África a las Americas?
5. Cual es la importancia del Alumbramiento para la historia del mundo?
6. Quien fue uno de los filósofos mas importantes del Alumbramiento?
7. Se puede decir que el alumbramiento fue un movimiento revolucionario?



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<b>Historical Role Play : UBD Enlightenment and Trans-Atlantic Slave Trade</b>				
Teacher Name: Jose Gonzalez & Jaime Guerrero				
Student Name: _____				
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Historical Accuracy</b>	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
<b>Role</b>	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
<b>Knowledge Gained</b>	Can clearly explain several ways in which his character \"saw\" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character \"saw\" things differently than other characters.	Can clearly explain one way in which his character \"saw\" things differently than other characters.	Cannot explain one way in which his character \"saw\" things differently than other characters.
<b>Required Elements</b>	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
<b>Writing</b>	Information clearly relates to the Enlightenment and Trans-Atlantic Slave Trade and extends student understanding and analysis of the essential question. It includes several	Information clearly relates to the Enlightenment and the Trans-Atlantic Slave Trade. It provides 1-2 supporting details and/or examples.	Information clearly relates to the Enlightenment and the Trans-Atlantic Slave Trade. However, no details and/or examples are given.	Information has little or nothing to do with the Enlightenment or Trans-Atlantic Slave Trade.

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	supporting details and/or examples.			
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.



# 2019-20 School Calendar

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

OCTOBER						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER						
S	M	T	W	T	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER						
S	M	T	W	T	F	S
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22	23	24	25	26	27	28
29	30	31				

JANUARY						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
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23	24	25	26	27	28	29

MARCH						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
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29	30	31				

APRIL						
S	M	T	W	T	F	S
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19	20	21	22	23	24	25
26	27	28	29	30		

MAY						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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

- First and Last Day of School (minimum day)
- Minimum days / Conferences
- Schools Closed / Holiday

**Instructional Time Verification Calculations**  
**Voices College-Bound Language Academies Schools**  
**2019-2020**

	TK to Kinder	1 to 3	4 to 5	6 to 7
<b>Regular Days: Total Daily Minutes</b>				
Daily Start	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End	4:00 PM	4:00 PM	4:00 PM	4:00 PM
Subtotal Minutes	480	480	480	480
<b>Non-Instructional Minutes</b>				
Recess		30	30	25
Lunch	30	30	30	35
Enrichment	60	60	60	55
Subtotal Non-Instructional Minutes	90	120	120	115
Subtotal Minutes Per Regular Day	390	360	360	365
Regular Days Per Year	147	147	147	147
Subtotal Annual Minutes on Regular Days	57,330	52,920	52,920	53,655

	Kinder	1 to 3	4 to 5	6 to 7
<b>Minimum Days: Total Daily Minutes</b>				
Daily Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End Time	12:30 PM	12:30 PM	12:30 PM	12:30 PM
Subtotal Minutes	270	270	270	270
<b>Non-Instructional Minutes</b>				
Recess		15	15	10
Lunch	30	30	30	30
Subtotal Non-Instructional Minutes	30	45	45	40
Total Minutes Per Minimum Day	240	225	225	230
Minimum Days Per Year	28	28	28	28
Subtotal Annual Minutes on Minimum Days	6,720	6,300	6,300	6,440



	Kinder	1 to 3	4 to 5	6 to 7
<b>Total Annual Instructional Minutes</b>	64,050	59,220	59,220	60,095
<b>Required Minutes</b>	36,000	50,400	54,000	54,000
<b>Amount Above/(Below) Minimum</b>	28,050	8,820	5,220	6,095

**Voices College-Bound Language Academy (Morgan Hill and Mt. Pleasant)  
Bell Schedule SY18-19**


Regular Day Schedule	Minimum Day Schedule
<p style="text-align: center;"><b>Kinder Regular Day</b></p> <p>8:00-10:00 (120)            10:00-10:15 Recess (15)            10:15-11:00 (45)            11:00-11:30 Lunch &lt;30&gt;            11:30-12:30 Enrichment &lt;60&gt;            12:30-2:15 (105)            2:15-2:30 Snack Recess (15)            2:30-4:00 Dismissed (90)</p>	<p style="text-align: center;"><b>Kinder Minimum Day</b></p> <p>8:00-10:00 (120)            10:00-10:15 Recess (15)            10:15-11:00 (45)            11:00-11:30 Lunch &lt;30&gt;            11:30-12:30 (60)</p>
<p style="text-align: center;"><b>First Grade Regular Day</b></p> <p>8:00-9:45 (105)            9:45-10:00 Recess &lt;15&gt;            10:00-11:00 (60)            11:00-11:30 Lunch &lt;30&gt;            11:30-12:30 Enrichment &lt;60&gt;            12:30-1:45 (75)            1:45-2:00 Snack Recess &lt;15&gt;            2:00-4:00 Dismissed (120)</p>	<p style="text-align: center;"><b>First Grade Minimum Day</b></p> <p>8:00-9:45 (105)            9:45-10:00 Recess &lt;15&gt;            10:00-11:00 (60)            11:00-11:30 Lunch &lt;30&gt;            11:30-12:30 (60)</p>
<p style="text-align: center;"><b>Second Grade Regular Day</b></p> <p>8:00-10:00 (120)            10:00-10:15 Recess &lt;15&gt;            10:15-11:00 (45)            11:00-11:30 Lunch &lt;30&gt;            11:30-12:30 Enrichment &lt;60&gt;            12:30-2:00 (90)            2:00-2:15 Snack Recess &lt;15&gt;            2:15 -4:00 Dismissed (105)</p>	<p style="text-align: center;"><b>Second Grade Minimum Day</b></p> <p>8:00-10:00 (120)            10:00-10:15 Recess &lt;15&gt;            10:15-11:00 (45)            11:00-11:30 Lunch &lt;30&gt;            11:30-12:30 (60)</p>
<p style="text-align: center;"><b>Third Grade Regular Day</b></p> <p>8:00-9:25 (85)            9:25-9:40 Recess &lt;15&gt;            9:40-11:00 (80)            11:00-11:30 Lunch &lt;30&gt;            11:30-12:30 Enrichment &lt;60&gt;            12:30-1:45 (75)            1:45-2:00 Snack Recess &lt;15&gt;            2:00-4:00 Dismissed (120)</p>	<p style="text-align: center;"><b>Third Grade Minimum Day</b></p> <p>8:00-9:45 (105)            9:45-10:00 Recess &lt;15&gt;            10:00-11:00 (60)            11:00-11:30 Lunch &lt;30&gt;            11:30-12:30 (60)</p>



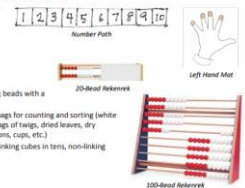
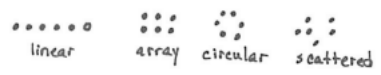
Unit	Unit Overview	Standards	Knowledge	Skills
<p><b>Unit 1:</b>  <b>Numbers to 10</b>  <i>(Week 3, 9 Weeks)</i></p>	<p><b>Connection to the year:</b> The first day of Kindergarten is long anticipated by parents and young students. Students expect school to be a dynamic and safe place to learn, an objective that is realized immediately by their involvement in purposeful and meaningful action.</p> <p><b>This unit:</b> In Topics A and B, classification activities allow students to analyze and observe their world and articulate their observations. Reasoning and dialogue begin immediately. "These balloons are exactly the same." "These are the same but a different size." As Topic B closes, students recognize cardinalities as yet one more lens for classification (K.MD.3). "I put a pencil, a book, and an eraser, three things, in the backpack for school." "I put five toys in the closet to keep at home." From the moment students enter school, they practice the counting sequence so that when counting a set of objects, their attention can be on matching one count to one object, rather than on retrieving the number words (K.CC.4a).</p> <p>In Topics C, D, E, and F, students order, count (K.CC.1), and write (K.CC.3) up to ten objects to answer how many questions from linear, to array, to circular, and finally to scattered configurations wherein they must devise a path through the</p>	<p><b>Math Power Standards Kindergarten</b></p> <p><b>Counting and Cardinality</b>  <b>Know number names and the count sequence.</b></p> <p><b>P</b> KCC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>Count to tell the number of objects.</b></p> <p><b>P</b> KCC.4. Understand the relationship between numbers and quantities; connect counting to cardinality</p> <p><b>P</b> KCC.4a When counting objects, say the number names in the standard order, pairing each</p>	<p>Students will know ...</p> <ul style="list-style-type: none"> <li>Numbers represent a quantity</li> <li>Spoken number names correspond to a written numeral</li> <li>Numbers are always counted in the same order because each subsequent number represents a quantity that is one more than the previous</li> <li>The number 0 represents no objects</li> <li>The number of objects in a group stays the same, no matter how the objects are arranged</li> <li>The last number said is the total number of objects</li> <li>Calendars tell the day, month, and year</li> <li>Clocks tell the time</li> <li>The seven days of the week are Monday, Tuesday, ...</li> <li>The twelve months of the year are January, February, ...</li> <li>The format for telling the date (martes, el 7 de septiembre, 2015)</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Números: uno, dos, tres, ...</li> <li>Contar, dibujar, actuar, enseñar con objetos</li> <li>Marco de diez = ten-frame</li> <li><b>¿Cuántos hay? = How many? (Student should just tell the answer: "5")</b></li> <li><b>Cuenta cuantos hay = Count how many. (Student should count all: "1, 2, 3, 4, 5")</b></li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>Count orally from 1-10</li> <li>Write the numbers 1-10</li> <li><b>Hold up one finger at a time as they count, starting with the pinky on the left hand and going from left to right</b></li> <li>Point to one object for each number they say (one-to-one correspondence)</li> <li>Arrange the numbers from 1-10 in order</li> <li>Count objects (up to 10) and know that the last number said is the total number of objects</li> <li>Count objects (up to 10) in any arrangement – line, rectangle, circle, random</li> <li>Count objects (up to 10) and write a number above each object</li> <li>Count objects (up to 10) and write the total number</li> <li>Hear a number, then show that many objects and write the numeral</li> <li>See a number, then say it aloud and show that many objects</li> <li><b>Subitize numbers up to 5, i.e.</b> See 3 blocks and say "three" without having to count</li> <li>Check their work by counting again, writing numbers, rearranging objects, etc.</li> <li>Tell the days of the week</li> <li>Tell the months of the year</li> <li>Tell today's date</li> </ul>


Unit	Unit Overview	Standards	Knowledge	Skills
	<p>objects as they count. Students use their understanding of numbers and matching numbers with objects to answer how many questions about a variety of objects, pictures, and drawings (K.CC.5).</p> <p>They learn that the last number name said tells the number of objects counted (K.CC.4b). Daily, they engage in mathematical dialogue. They might compare their seven objects to a friend's. For example, "My cotton balls are bigger than your cubes, but when we count them, we both have seven!"</p> <p>Very basic expressions and equations are introduced early in order to ensure students' familiarity with numbers throughout the entire year so that they exit fluent in sums and differences to 5 (K.OA.5). Decomposition is modeled with small numbers with materials and drawings and as addition equations. Students see that both the expression <math>2 + 1</math> (Topic C) and the equation <math>3 = 2 + 1</math> (Topic D) describe a stick of three cubes decomposed into two parts (K.OA.3). Emphasis is not placed on the expressions and equations or using them in isolation from the concrete and pictorial—they are simply included to show another representation of decompositions alongside counters and drawings.</p> <p>In Topics G and H, students use their understanding of relationships between numbers to recognize that each successive number name refers to a quantity that is one</p>	<p>object with one and only one number name and each number name with one and only one object.</p> <p><b>P</b> KCC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p><b>P</b> KCC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>P</b> KCC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration;</p>	<ul style="list-style-type: none"> <li>• Calendario, reloj</li> <li>• Día, semana, mes</li> <li>• Matemático = mathematician</li> </ul> <p> <a href="#">Math Unit 1 Vocabulary Cards</a></p>	 <p><a href="#">Fingers.PNG</a></p>

Unit	Unit Overview	Standards	Knowledge	Skills
	<p>greater and that the number before is one less (K.CC.4c). This important insight leads students to use the Level 2 strategy of counting on rather than counting all later in the year and on into Grade 1.</p> <p><b>Structure of the unit:</b> Daily fluency activities with concentration and emphasis on counting (K.CC.4ab, K.CC.5) are integrated throughout the concept development: “I counted six beans in a row. I counted six beans in a circle and then squished them together and counted again. There were still six!” “I can make my six beans into rows, and there are no extras.” Students complete units of five using the fingers of their left hand and 5-groups. The numbers 6, 7, 8, and 9 are introduced relative to the number 5: “Five fingers and _____ more.” Students also explore numbers 5 to 9 in relation to 10, or two complete fives: “Nine is missing one to be ten or two fives.” (K.OA.4)</p> <p>As students begin to master writing numbers to 10, they practice with paper and pencil. This is a critical daily fluency that may work well to close lessons, since management of young students is generally harder toward the end of math time. The paper and pencil work is calming, though energized.</p> <p>In addition to laying the foundation for numbers and counting, teachers must also lay the foundation in this unit for important mindsets, behaviors, and procedures. Even more important than specific skills, it is CRITICAL that the teacher set the</p>	<p>given a number from 1–20, count out that many objects.</p> <p><b>Operations in Algebraic Thinking</b></p> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <p><b>P</b> K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>Measurement and Data</b></p> <p><b>Classify objects and count the number of objects in each category.</b></p> <p><b>P</b> K.MD. 3. Classify objects into given</p>		

Unit	Unit Overview	Standards	Knowledge	Skills
	<p>tone for math time: <i>Numbers are everywhere. Math is fun because it's real! In order to grow our brains and have fun, we all need to show Scholarship, In lak'ech, and Sí se puede. Mistakes are good because it means you learned something new! We celebrate mistakes and successes for all our friends. We have a lot to do in kindergarten, so we never waste even one minute. Math happens everywhere, all the time, and not only in math class, so good mathematicians make connections and use what they learn throughout the whole day.</i></p> <p><b>Next year</b>, in first grade, students are expected to have mastered basic number sense to the extent that they can jump right in with addition and subtraction up to 20. Related first grade standards include:</p> <ul style="list-style-type: none"> <li>• 1.NBT.A.1 - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</li> <li>• 1.OA.C.5 - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</li> <li>• 1.OA.C.6 - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4</math></li> </ul>	<p>categories; count the numbers of objects in each category and sort the categories by count.</p>	<p> <a href="#">Kinder Standards Resources</a></p>	

Unit	Unit Overview	Standards	Knowledge	Skills
	<p>= <math>13 - 3 - 1 = 10 - 1 = 9</math>);  using the relationship  between addition and  subtraction (e.g., knowing  that <math>8 + 4 = 12</math>, one knows  <math>12 - 8 = 4</math>); and creating  equivalent but easier or  known sums (e.g., adding <math>6</math>  <math>+ 7</math> by creating the known  equivalent <math>6 + 6 + 1 = 12 +</math>  <math>1 = 13</math>)</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• This unit only uses numbers 1-10, despite the fact that K.CC.3 and K.CC.5 go up to 20. Later units will introduce numbers 11-20.</li> <li>• Students will need lots of individual practice with counting objects. You can get a head start on materials preparation by creating two class sets of counting bags. One sets should have 10 cubes per bag, and another set should have 10 cotton balls (or other small, cheap objects) per bag. Remember to use those eager parent volunteers! ;)</li> <li>• Just like students need a print-rich environment for learning to read, they should have a numbers-rich environment, too. Display numbers 1-10, in ten frame format, in a font large enough to see from everywhere in the room, and with an accompanying drawing to represent the quantity (see attached Resources). Consider also</li> </ul>			

Unit	Unit Overview	Standards	Knowledge	Skills
	<p>displaying a number line and/or numbering cubbies, carpet squares, tables, etc.</p> <ul style="list-style-type: none"> <li>• See attachment for a recommended math block schedule</li> </ul> <p><a href="#">Recommended math block schedule</a></p> <p><b>Suggested Tools and Representations</b></p> <ul style="list-style-type: none"> <li>• Rulers for use as a straightedge</li> <li>• Five dot mat</li> <li>• Five-frame and ten-frame cards</li> <li>• Number path</li> <li>• Left hand mat</li> <li>• Two hands mat</li> <li>• S-group cards</li> <li>• Rekenrek (Slavonic abacus having beads with a color change at the five)</li> <li>• Concrete materials in individual bags for counting and sorting (white beans painted red on one side, bags of tangerine, dried leaves, dry pasta, pennies, plastic forks, spoons, cups, etc.)</li> <li>• Commercial concrete materials (linking cubes in tens, non-linking cubes, square-inch tiles, etc.)</li> </ul>  <p><a href="#">Materials.PNG</a></p>  <p><a href="#">K.CC.5 - Different arrangements</a></p>			
<p><b>Unit 2: Two-Dimensional and Three-Dimensional Shape</b> (Week 12, 2 Weeks)</p>	<p><b>In kindergarten</b>, the idea of parts and whole is an ongoing theme and a lens for exploring how seemingly separate numbers or shapes are actually connected. Just like with numbers, shapes should be explored in terms of real-world examples. As noted in previous units, the teacher's main focus throughout the entire year should be on developing mindsets and habits for strong mathematicians: <i>Numbers are everywhere. Math is fun because it's real! In order to grow our brains and have fun, we all need to show Scholarship, In lak'ech, and Sí se puede. Mistakes are good because it means you learned something new! We celebrate</i></p>	<p><b>Math Power Standards Kindergarten</b></p> <p><b>Geometry</b></p> <p><b>Analyze, compare, create, and compose shapes.</b></p> <p><b>P</b> K.G. 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to</p>	<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Shapes can be found all around us in the world</li> <li>• Shapes are closed figures</li> <li>• The number of sides each shape has</li> <li>• The number of angles / corners each shape has</li> <li>• 2D shapes are flat</li> <li>• 3D shapes are not flat; they can roll</li> <li>• The faces of 3D shapes are 2D shapes</li> <li>• A shape is defined by its number of sides and corners, not by its orientation, color, size, etc.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Figura, forma - <i>use both</i></li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Point to the sides of a shape</li> <li>• Point to the angles / corners of shape</li> <li>• Count number of sides, corners and having sides with equal lengths</li> <li>• Compare the lengths of the sides</li> <li>• Identify if a shape's sides are equal</li> <li>• Name the 2D and 3D shapes</li> <li>• Draw 2D shapes</li> <li>• Model 3D shapes with clay</li> <li>• Find examples of 2D and 3D shapes in the world</li> <li>• Describe similarities between 2D and 3D shapes</li> </ul>




Unit	Unit Overview	Standards	Knowledge	Skills
	<p><i>mistakes and successes for all our friends. We have a lot to do in kindergarten, so we never waste even one minute. Math happens everywhere, all the time, and not only in math class, so good mathematicians make connections and use what they learn throughout the whole day.</i></p> <p><b>In this unit</b>, students seek out flat and solid shapes in their world (K.G.1). Empowered by this lens, they begin to make connections between the wheel of a bicycle, the moon, and the top of an ice cream cone. Just as the number 4 allowed them to quantify 4 mountains and 4 mice as equal numbers, learning to identify flats and solids allows them to see the relationship of the simple to the complex, a mountain's top to a plastic triangle and cone sitting on their desk.</p> <p>To start, students find and describe flat shapes in their environment using informal language, without naming them at first (K.G.4). They classify the shapes, juxtaposing them with various examples and non-examples. This process further refines their ability to talk about the shapes, for example, as closed or having straight sides. <b>The naming of the flat shape as a triangle is part of that process, not the focus of it</b> (K.G.2, K.G.1). The same process is then repeated with other shapes. Then students manipulate all the flat shapes using position words as the teacher gives directives such as, "Move the closed shape with three straight sides</p>	<p>describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p><b>CA: CCSS: Mathematics (2013)</b></p> <p><b>CA: Kindergarten</b></p> <p><b>Geometry</b></p> <p><b>K.G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p> <ol style="list-style-type: none"> <li>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</li> <li>2. Correctly name shapes regardless of their</li> </ol>	<p><i>interchangeably</i></p> <ul style="list-style-type: none"> <li>• 2 dimensional: Círculo, Triángulo, Cuadrado, Rectángulo, Trapezoide, Hexágono</li> <li>• 3 dimensional: Esfera, Cono, Cilindro, Cubo</li> <li>• Plano (flat)</li> <li>• Sólido</li> <li>• Lado</li> <li>• Ángulo</li> <li>• Esquina</li> <li>• "Los lados son iguales" / "Los lados son del mismo tamaño" = "The sides are the same length"</li> <li>• Juntar</li> <li>• Girar</li> <li>•</li> </ul> <p> <a href="#">Unit 3: Vocab</a></p>	<ul style="list-style-type: none"> <li>• Describe differences between 2D and 3D shapes</li> <li>• Put two shapes together to create a new shape</li> <li>• Arrange and manipulate shapes to complete a shapes (tangram) puzzle</li> </ul>

Unit	Unit Overview	Standards	Knowledge	Skills
	<p>behind the shape with six straight sides.” These positioning words are subsequently woven into the instructional program, at times in math fluency activities, but also throughout the entire school day. The lessons of Topic B replicate those of Topic A but with solid shapes. In addition, students recognize the presence of the flats within the solids. The unit ends in Topic C with discrimination between flats and solids.</p> <p>The fluency activities in this unit ask students to use a variety of triangles and rectangles to practice the decompositions of 3 and 4. Flats and solids will continue to be included in fluency activities in this module and throughout the year so that students have repeated experiences with shapes, their attributes, and their names. <b>Daily number fluency practice in this new module is critical.</b> There are two main goals of consistent fluency practice: (1) to solidify the numbers of Module 1 and (2) to anticipate the numbers of Modules 3, 4, and 5. Therefore, students continue to work extensively with numbers to 10 and fluency with addition and subtraction to 5.</p> <p><b>Later in the year,</b> Unit 6 presents students with another geometry unit. By that time, having become much more familiar with flats and solids, the students compose new flat shapes (“Can you make a rectangle from these two triangles?”) and build solid shapes from components (“Let’s use these straws to be the</p>	<p>orientations or overall size.</p> <p>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p><b>K.G Analyze, compare, create, and compose shapes.</b></p> <p>4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>		



Unit	Unit Overview	Standards	Knowledge	Skills
	<p>edges and these balls of clay to be the corners of a cube!”). This module will allow them to bring together all that they have learned throughout the year as they manipulate shapes and their components (K.G.4, K.G.5).</p> <p><b>In first grade</b>, students must master the following, related standards:</p> <ul style="list-style-type: none"> <li>• 1.G.A.1 - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> <li>• 1.G.A.2 - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Make sure your classroom has 2D and 3D manipulatives, and if either is missing, ask your business manager to order more.</li> <li>• Plan ahead for all the materials that students will need in this unit! For</li> </ul>			

Unit	Unit Overview	Standards	Knowledge	Skills
	<p>example: individual bags with cut-outs of shapes. <b>Use those parent volunteers!</b> ;)</p> <ul style="list-style-type: none"> <li>Check the school schedule closely: this unit happens around Thanksgiving, ROCI, conferences, and gingerbread house days.</li> </ul>			
<p><b>Unit 3: Comparison of Attributes and Numbers to 10</b> (Week 14, 7 Weeks)</p>	<p>Having observed, analyzed, and classified objects by shape into predetermined categories in Unit 2, students now compare and analyze length, weight, capacity, and finally, numbers in Unit 3. Students use language such as longer than, shorter than, as long as; heavier than, lighter than, as heavy as; and more than, less than, the same as. "8 is more than 5." "5 is less than 8." "5 is the same as 5." "2 and 3 is also as 5."</p> <p>Topics A and B focus on comparison of length, Topic C on comparison of weight, and Topic D on comparison of volume (<b>K.MD.2</b>). Each of these topics opens with an identification of the attribute being compared within the natural context of the lesson (<b>K.MD.1</b>). For example, in Topic A, before exploring length, students realize they could have chosen to compare by a different attribute: weight, length, volume, or numbers (<b>K.MD.1</b>). After the Mid-Module Assessment, Topic E begins with an analysis</p>	<p><b>Math Power Standards Kindergarten</b></p> <p><b>Counting and Cardinality</b> <b>Count to tell the number of objects.</b></p> <p><b>P</b> KCC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>Compare Numbers</b></p> <p><b>P</b> KCC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and</p>	<p>Students will know ...</p> <ul style="list-style-type: none"> <li>The parts make up the whole</li> <li>Why a number is bigger or smaller than another</li> <li>Groups can be divided into smaller groups; numbers can be divided into smaller numbers</li> <li>Groups and numbers can be decomposed in different ways</li> <li>Two numbers are the same if there are <i>enough</i> of each to match with the other. A number is <i>smaller</i> if there aren't enough to match with the other number.</li> <li>Each successive number name refers to a quantity that is one larger (K.CC.4)</li> <li>The last number name said tells the number of objects counted (K.CC.4)</li> <li>The number of objects is the same regardless of their arrangement or the order in which they were counted (K.CC.4)</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Suficiente</li> <li>Más (de)</li> <li>Menos (de)</li> <li>Igual (a)</li> <li>Parte</li> <li>Total</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>Write numerals 0 to 10 (K.CC.3)</li> <li>Write the number that represents a given number of objects from 0- 10 (K.CC.3)</li> <li>Count up to 20 objects that have been arranged in a line, rectangular array, circle, or scattered (K.CC.5)</li> <li>Count forward from any number</li> <li>Count verbally to 100 by ones starting at 1 (K.CC.1)</li> <li>Count verbally to 100 by 10's starting at 10 (K.CC.1)</li> <li>Tell which of two (spoken) numbers is bigger or smaller - "mas de," "menos de," "igual a"</li> <li>Tell which of two (written) numbers is bigger or smaller - "mas de," "menos de," "igual a"</li> <li>Line up two groups of objects to tell which group has more</li> <li>Take away objects from two groups to tell which group has more</li> <li>Represent quantities using numbers and represent numbers using quantities (K.CC.4)</li> <li>Match each object with one and</li> </ul>

Unit	Unit Overview	Standards	Knowledge	Skills
	<p>using the question, “Are there enough?” This leads naturally from exploring when and if there is enough space to seeing whether there are enough chairs for a small set of students: “There are fewer chairs than students!” This bridges into Topics F and G, which present a sequence building toward the comparison of numerals <b>(K.CC.7)</b>. Topic F begins with counting and matching sets to compare <b>(K.CC.6)</b>. The module culminates in a three-day exploration, one day devoted to each attribute: length, weight, and volume <b>(K.MD.2)</b>. The module closes with a culminating task devoted to distinguishing between the measurable attributes of a set of objects: a water bottle, cup, dropper, and juice box <b>(K.MD.1)</b>.</p> <p>The module supports students’ understanding of amounts and their developing number sense. For example, counting how many small cups of rice are contained within a larger quantity provides a foundational concept of place value: Within a larger amount are smaller equal units, which together make up the whole. “4 cups of rice is the same as 1 mug of rice.” Compare that statement to “10 ones is the same as 1 ten” <b>(1.NBT.2a)</b>. As students become confident directly comparing the length of a pencil and a crayon with statements such as “The pencil is longer than the crayon” <b>(K.MD.2)</b>, they will be ready in later grades to indirectly compare using length units with statements such as “The pencil is longer than the crayon</p>	<p>counting strategies.</p> <p> <b>KCC.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b>CA: CCSS: Mathematics (2013)</b> <b>CA: Kindergarten</b> <b>Measurement &amp; Data</b> <b>K.MD Describe and compare measurable attributes.</b></p> <p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.</p> <p> <a href="#">Kinder Standards</a></p>	<ul style="list-style-type: none"> <li>• Comparar</li> <li>• Descomponer</li> <li>• Explicar</li> <li>• Compañeros escondidos (hidden partners)</li> <li>• Enlace numerico (number bond)</li> <li>• Oracion numerica (number sentence, equation)</li> <li>• ___ y ___ hacen ___.</li> </ul> <p> <a href="#">Unit 2: Vocab</a></p>	<p>only one number name and each number with one and only one object. (K.CC.4)</p> <ul style="list-style-type: none"> <li>• Decompose numbers less than or equal to 10 into pairs in more than one way.</li> <li>• Record decomposition of a number within 10 by a drawing.</li> <li>• Record decomposition of a number within 10 by a written equation. (If the symbols are already set up in the equation)</li> <li>• Solve a simple story problem involving decomposition</li> </ul>

Unit	Unit Overview	Standards	Knowledge	Skills
	<p>because 7 cubes is more than 4cubes" (1.MD.2).</p> <p>Additional foundational work for later grades is as follows:</p> <ul style="list-style-type: none"> <li>• Foundational work with equivalence. The length of a stick with 5 linking cubes is the same as the length of my cell phone. A pencil weighs the same as a stick with 5 linking cubes. Each module component on measurement closes with a focus on the same as.</li> <li>• Foundational work for the precise use and understanding of rulers and number lines. The module opens with lessons pointing out the importance of aligning endpoints to measure length.</li> <li>• Foundational understanding of area. At the opening of the second half of the module, students informally explore area as they see whether a yellow circle fits inside a red square. They then see how many small blue squares will fit inside the red square and, finally, that many beans will cover the same area (pictured to the right).</li> <li>• Foundational understanding of comparison. As students count to compare the length of linking cube sticks, they are laying the foundation for answering how many more...than/less...thanquest</li> </ul>	<p><a href="#">Resources</a></p>		

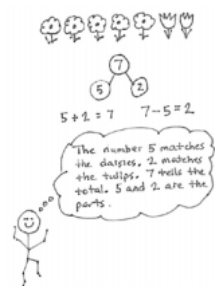
Unit	Unit Overview	Standards	Knowledge	Skills
	<p>ions in Grade 1 (1.MD.2).</p> <p>Notes on Pacing for Differentiation</p> <ul style="list-style-type: none"> <li>• Sprints are introduced in the second half of this module through a gradual progression of preparation exercises. When consolidating or omitting lessons, take care to maintain the intended sequence of the Sprints as listed.</li> <li>• Consider omitting Lesson 7. In order to do so, offer the same as one more option to describe the comparison in Lessons 4–6. Be sure to include objects for comparison that yield descriptions of shorter than, longer than, and the same length as.</li> <li>• If students progress quickly in comparing weight by estimating, they may be ready to use the balance scales sooner, allowing for the consolidation of Lessons 8 and 9. To bridge their understanding, have students model the movement of the balance scale with their arms and hands.</li> <li>• Students might better grasp the concepts of volume and capacity if they observe first and explore afterwards. Consider consolidating Lessons 13–15 into a series of demonstrations with</li> </ul>			

Unit	Unit Overview	Standards	Knowledge	Skills
	<p>students engaged chorally, as recorders, and as acute observers (e.g., “Count the scoops as I fill the container”; “Record the number of scoops it took to fill the container”; and “Share with your partner about what happened to the water”). Students might then gain hands-on experience and explore the concept later (e.g., in centers, science). If pacing is a challenge and students study volume as part of science, consider omitting Lessons 14 and 15.</p> <p><b>In first grade</b>, students must master these standards, which build upon the following kinder standards. This unit supports students’ understanding of amounts and their developing number sense. For example, counting how many small cups of rice are contained within a larger quantity provides a foundational concept of place value: Within a larger amount are smaller equal units, which together make up the whole. “4 cups of rice is the same as 1 mug of rice.” Compare that statement to “10 ones is the same as 1 ten” (1.NBT.2a). Also, as students count to compare the length of linking cube sticks, they are laying the foundation for answering <i>how many more...than/less...than</i> questions in Grade 1 (1.MD.2).</p> <ul style="list-style-type: none"> <li>• 1.OA.C.5 - Relate counting to addition and subtraction (e.g., by counting on 2 to</li> </ul>			

Unit	Unit Overview	Standards	Knowledge	Skills
	<p>add 2).</p> <ul style="list-style-type: none"> <li>• 1.OA.C.6 - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</li> <li>• 1.NBT.B.2.a - 10 can be thought of as a bundle of ten ones — called a “ten.” b.</li> <li>• 1.NBT.B.3 - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</li> <li>• 1.MD.C.4 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</li> </ul>			
	<p><b>Additional Notes for Voices Teachers:</b></p>			

- This unit focuses only on numbers 0-10.
- This unit introduces students to equations as one way to represent decomposition, but it is not a major focus of this mainly conceptual unit. From Eureka: "Emphasis is not placed on the expressions and equations or using them in isolation from the concrete and pictorial—they are simply included to show another representation of decompositions alongside counters and drawings."
- For monthly IPP, look at end-of-unit assessment, mid-unit assessment, AND weekly exit tickets for a fuller picture

 [Recommended math block schedule](#)



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## Unit 4: Number


This unit marks the next exciting step in math for kindergartners—




## Math Power Standards

- The parts make up the total. The total is always the sum of the

- Compose numbers 11-20 as  $10 + \underline{\quad} = \underline{\quad}$



Unit	Unit Overview	Standards	Knowledge	Skills
<p><b>Pairs, Add and Subtract to 10</b> (Week 21, 10 Weeks)</p>	<p>addition and subtraction! Students begin to harness their practiced counting abilities, knowledge of the value of numbers, and work with embedded numbers to reason about and solve addition and subtraction expressions and equations (K.OA.1, K.OA.2).</p> <p><b>In this unit,</b> in Topic A, decompositions and compositions of numbers to 5 are revisited to reinforce how a whole can be broken into two parts and how two parts can be joined to make a whole. Decomposition and composition are taught simultaneously using the number bond model so students begin to understand the relationship between parts and wholes before adding and subtracting, formally addressed in Topics C and D. Topic B continues with decomposing and composing 6, 7, and 8 using the number bond model. Topic C introduces addition to totals of 6, 7, and 8 within concrete and pictorial settings, first generating number sentences without unknowns (e.g., <math>5 + 2 = 7</math>) to develop an understanding of the addition symbol and the referent of each number within the equation. Next, students graduate to working within the addition word problem types taught in kindergarten: add to with result unknown (<math>A + B = \underline{\quad}</math>), put together with total unknown (<math>A + B = \underline{\quad}</math>), and both addends unknown (<math>C = \underline{\quad} + \underline{\quad}</math>) (K.OA.2). Topic D introduces subtraction with 6, 7, and 8 with no unknown. The lessons in Topic D build from the concrete level of students acting</p>	<p><b>Kindergarten</b></p> <p><b>Operations in Algebraic Thinking</b></p> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <p><b>P</b> K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>P</b> K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>P</b> K.OA.3 Decompose numbers less than or equal to 10 into pairs in</p>	<p>parts.</p> <ul style="list-style-type: none"> <li>Names of the numbers 11 to 20</li> <li>Addition is putting two groups together. Finding 1 more is addition.</li> <li>When we add to a group, the number is more than the number we began with.</li> <li><i>Greater than</i> means bigger / more, <i>less than</i> means smaller / fewer, <i>equal to</i> means the same.</li> <li>Know the symbols (+, =) and the words plus and equal for adding (K.OA.1)</li> <li>Know that a (verbal) number (11-19) represents a quantity (K.NBT.1)</li> <li>Understand that numbers 11-19 are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones (K.NBT.1)</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Addition / sumar</li> <li>Plus / más, minus / menos</li> <li>Equal / igual</li> <li>Parts / partes, total / total</li> <li>Number bond / Enlace de números</li> <li>Number sentence / Oración numérica</li> </ul> <p> <a href="#">Kinder Math Unit 4 Vocab</a></p>	<ul style="list-style-type: none"> <li>Compose numbers 1-10</li> <li>Add fluently within 5</li> <li>Use multiple strategies to find an answer</li> <li>Put numbers in a number bond and an equation</li> <li>Look at a picture, number bond or equation and tell a real-life story</li> <li>Solve addition number sentences within 10 (K.OA.3)</li> <li>Decompose numbers less than or equal to 10 into pairs in more than one way. Decompose numbers between 11 and 20 as 10 and some ones. (K.OA.3)</li> <li>Use objects or drawings then record each composition by a drawing or writing an equation</li> <li>Add phrase “with speed and accuracy” to “Add fluently within 5”</li> </ul>

Unit	Unit Overview	Standards	Knowledge	Skills
	<p>out, crossing out objects in a set, and breaking and hiding parts, to more formal representations of decomposition recorded as or matched to equations (<math>C - B = \underline{\quad}</math>).</p> <p>Topics E, F, and G parallel the first half of the module with the numbers 9 and 10. Topic E explores composition, decomposition, and number pairs using the number bond model (K.OA.3). It is essential that students build deep understanding and skill with identifying the number pairs of 6 through 10 because this is foundational to Grade 1's fluency with sums and differences within 10, as well as Grade 2's fluency with sums and differences to 20. Topics F and G deal with addition and subtraction, respectively. Students are refocused on representing larger numbers by drawing the <math>5 + n</math> pattern to bridge efficiently from seeing the embedded five to representing that as addition. After addition and subtraction have been introduced, Topic H explores the behavior of zero: the additive identity. Students learn that adding or subtracting zero does not change the original quantity. Finally, students begin to formally study and explore partners to 10 (K.OA.4), though this essential work has been supported throughout Unit 4 during Fluency Practice.</p> <p><b>In first grade</b>, students will build on their understanding of how the parts relate to the total as they expand their repertoire of representations with tape diagrams. Students will</p>	<p>more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p> K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation</p> <p> K.OA.5 5. Fluently add and subtract within 5.</p> <p> <a href="#">Kinder Standards Resources</a></p>		



Unit	Unit Overview	Standards	Knowledge	Skills
	<p>also build on their knowledge of addition and place value by adding 2-digit numbers and grouping ones and tens. Related Operations and Algebraic Thinking standards in first grade include:</p>			
	<ul style="list-style-type: none"> <li>• 1.OA.A.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> <li>• 1.OA.C.6 - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</li> <li>• 1.OA.B.3 - Apply properties of operations as strategies to add and subtract.3 Examples: If <math>8 + 3 = 11</math> is</li> </ul>			

known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)

Notes to teachers:

- According to the Common Core Standards website, "Kindergarten students should see addition and subtraction equations, and student **writing of equations in kindergarten is encouraged, but it is not required.**" Students should be familiar with equations, including with the  $=$  sign at the beginning or end, but they don't need to be able to write an equation from scratch (see attachment: "Equations: K vs. 1st")
- This unit assumes that students are well-versed in **the concept of parts and total**: The parts make up the total, and the total can be broken into parts. If students still struggle with this concept, or they are unclear about what number bonds represent, then build in more time (fluency activities, Do Nows, centers, etc.) to explore parts and total.




Unit	Unit Overview	Standards	Knowledge	Skills
<p><b>Midiendo, clasificando, y comparando</b> (Week 31, 5 Weeks)</p>	<p><b>In kindergarten</b>, students must learn to observe details in the world around them and to describe those details. They should be able to observe both concrete, measurable attributes of objects as well as conceptual, abstract attributes. They must develop the precise language to describe the world around them, including both concrete and abstract nouns, as well as concrete and abstract adjectives. Students use language such as <i>longer than, shorter than, as long as; heavier than, lighter than, as heavy as; and more than, less than, the same as</i>.</p> <p><b>Previously</b>, students should already have learned to count to 20 and to recognize and write numbers to 20. They should know the names of 2D and 3D shapes, as well as ways to talk about qualities of shapes: sides, corners, faces, etc. Students also should have practiced telling which group has more, less, or if they're equal; students should be able to draw upon a range of strategies, from drawing lines to counting each group and looking at a number line to see which number is bigger.</p> <p><b>In first grade</b>, students will work with related Measurement and Data standards, such as</p> <ul style="list-style-type: none"> <li>1.MD.A.1 - Order three objects by length; compare the lengths of two objects indirectly by using a third object.</li> </ul>	<p><b>Math Power Standards Kindergarten</b></p> <p><b>Counting and Cardinality</b></p> <p><b>Count to tell the number of objects.</b></p> <p><b>P</b> KCC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>Compare Numbers</b></p> <p><b>P</b> KCC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting</p>	<ul style="list-style-type: none"> <li>Objects can be measured in different ways</li> <li>Two objects can be compared using a particular attribute</li> <li>Length is how long (side to side) an object is</li> <li>Height is how tall (bottom to top) an object is</li> <li>Width is how wide (front to back) an object is</li> <li>Weight is how heavy an object is</li> <li>Volume is how much an object contains</li> <li>We use different measurements for each attribute</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>Shape / forma</li> <li>Size / tamaño</li> <li>Color / color</li> <li>Similar / similar, different / diferente</li> <li>Length / longitud, largo / long, corto / short</li> <li>Height / altura, alto / tall, bajo / short</li> <li>Width / ancho</li> <li>Weight / peso, heavy / pesado, light / ligero</li> <li>Volume / volumen</li> <li>More / mas</li> <li>Less / menos</li> <li>Equal / igual</li> <li>Classify / clasificar</li> <li>Sort / ordenar, arreglar</li> <li>Category, group / categoria, grupo</li> </ul>	<ul style="list-style-type: none"> <li>Count a set of objects</li> <li>Identify the attributes of an object</li> <li>Identify an attribute that is common to several objects</li> <li>Compare how objects are the same and different</li> <li>Use attributes to sort a set of objects</li> <li>Group data into categories based on similar attributes</li> <li>Sort a set of objects or data in different ways</li> <li>Explain why objects are sorted in a certain way</li> </ul>

Unit	Unit Overview	Standards	Knowledge	Skills
	<ul style="list-style-type: none"> <li>• 1.MD.A.2 - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</li> <li>• 1.MD.C.4 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</li> </ul> <p><b>In this unit</b>, students learn ways to describe the attributes of objects in the world around them. It's important that they can find similarities and differences between objects and articulate them. They will sort, classify, and compare objects, both by measurable attributes and conceptually. They will learn to measure objects and compare quantities and lengths.  <a href="#">Unit 5 Unpacking Guided - January 15, 2016</a></p>	<p>strategies.</p> <p><b>Measurement and Data</b></p> <p><b>Classify objects and count the number of objects in each category.</b></p> <p> K.MD. 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p><b>CA: CCSS: Mathematics</b></p> <p><b>CA: Kindergarten</b></p> <p><b>Measurement &amp; Data</b></p> <p><b>K.MD Describe and compare measurable attributes.</b></p> <ol style="list-style-type: none"> <li>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</li> <li>2. Directly compare two objects with a measurable</li> </ol>	<ul style="list-style-type: none"> <li>• Characteristics / Caracteristicas</li> </ul> <p>Prior knowledge:</p> <ul style="list-style-type: none"> <li>• #'s 1-20</li> <li>• Names of shapes</li> <li>• Grouping like objects (without adding explanation of WHY)</li> <li>• Names of colors</li> </ul> <p> <a href="#">Kinder Math Unit 5 Vocabulary</a></p>	

Unit	Unit Overview	Standards	Knowledge	Skills
<p><b>¿Cuántos tienes?: Sumar y restar</b> (Week 36, 2 Weeks)</p>	<p><b>In kindergarten</b>, students are learning how numbers interact with each other to represent what happens in the real world. In unit 4 (January), we introduced the idea of addition by finding one more and one less, then we expanded on addition by learning to represent it with manipulatives, fingers, mental images, drawings, number bonds, number sentences (equations), and story problems. Students have also used the concept of addition to represent numbers 11-20 and "10 and some more." In addition, students have practiced comparing number representations (both like and unlike - manipulatives, drawings, number sentences, etc.) to tell which is more or less.</p> <p><b>In this unit</b>, we will build on students' understandings of addition, number sentences, and story problems. Students will build a strong conceptual foundation for understanding subtraction, and they will represent subtraction - taking away - with manipulatives, fingers, mental images, drawings, number bonds, number sentences (equations), and story problems. In</p>	<p>attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.</p> <p><a href="#">Kinder Standards Resources</a></p> <p><b>Math Power Standards Kindergarten</b></p> <p><b>Counting and Cardinality</b></p> <p><b>Know number names and the count sequence.</b></p> <p><b>P</b> KCC.1 Count to 100 by ones and by tens.</p> <p><b>P</b> KCC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>P</b> KCC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no</p>	<p><b>Students will know that...</b></p> <ul style="list-style-type: none"> <li>• Addition means to put together or add more. When I add, I put two numbers together to make a bigger quantity - this is called the <b>sum</b>.</li> <li>• Subtraction means to take apart or take from. When I subtract, I take some away from a bigger number and I have a smaller quantity left - this is called the <b>difference</b>.</li> <li>• Addition and subtraction can both be used to compare. If I know that someone has <b>more than</b> or <b>less than</b> someone else, I know I need to compare.</li> <li>• <b>It's important to show my work and check my answer</b> because everyone makes mistakes, but good mathematicians are able to catch their own mistakes.</li> <li>• Content- specific academic vocabulary: <ul style="list-style-type: none"> <li>○ Sumar / más / añadir / dar / +</li> <li>○ Restar / menos / quitar / -</li> <li>○ Parte / total / entera</li> <li>○ Mas / menos / igual / =</li> <li>○ Number sentence /</li> </ul> </li> </ul>	<p><b>Spiral review skills that students will access in order to practice new skills</b></p> <ul style="list-style-type: none"> <li>• We can count to 100 by ones and by tens</li> <li>• We can count and write on beginning from a number other than 1</li> <li>• We can decompose numbers 10 in many ways.</li> <li>• We can decompose numbers 11-20 as 10 and some more.</li> <li>• We can add fluently within 5.</li> </ul> <p><b>New skills students will practice:</b></p> <ul style="list-style-type: none"> <li>• We wait to take action on a story problem until after we've heard the whole story</li> <li>• We put a mental image in our brains about what is happening in the story</li> <li>• We see a written numeral, say its name, and explain its quantity</li> <li>• We see addition signs and subtraction signs and can explain how they are different.</li> <li>• We identify where the total is in a number sentence</li> <li>• We write a number sentence</li> </ul>

Unit	Unit Overview	Standards	Knowledge	Skills
	<p>anticipation of 1st grade, subtraction should be described with the same part-part-whole language as addition, since this supports students' understanding of addition and subtraction as inverse operations. Students will learn a variety of strategies that support problem solving and the ability to find the answer to any question, regardless of its format. Since the majority of kinder standards are conceptual, and since concrete and pictorial understanding must come before abstract, teacher should focus on a variety of representations of addition and subtraction (objects, 1-to-1 drawings, number bonds, etc.) without placing too much emphasis on equations. Although students do need an understanding of equations, it is much more important that students have the ability to represent addition and subtraction concretely and pictorially.</p> <p>While the standards do not specify which story problem types students must master, it is important to note that the Common Core Progressions indicate that kindergarteners should master: Add To - Result Unknown, Take From - Result Unknown, Put Together / Take Apart - Result Unknown, and Put Together / Take Apart - Both Addends Unknown. Students will practice other story problem types, but they need not master any beyond these four. <i>Students in kinder should have exposure to Compare story problems, but they DO NOT need to master them.</i></p>	<p>objects).</p> <p><b>Operations in Algebraic Thinking</b></p> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <p><b>P</b> K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>P</b> K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>P</b> K.OA.3 Decompose numbers less than or equal to 10 into pairs in</p>	<p>oración numérica, equation / ecuación, fact / [?], operation / operación</p> <ul style="list-style-type: none"> <li>• Other academic vocabulary: <ul style="list-style-type: none"> <li>○ Strategy / estrategia</li> <li>○ Perseverance / perseverancia</li> <li>○ Check my work / revisar mi trabajo</li> </ul> </li> <li>• Numbers, number sentences, and <b>stories</b> can be represented in many ways: <ul style="list-style-type: none"> <li>○ Objects</li> <li>○ Fingers</li> <li>○ Mental images</li> <li>○ Drawings</li> <li>○ Sounds</li> <li>○ Acted-out situations</li> <li>○ Verbal explanations</li> <li>○ Expressions</li> <li>○ Equations</li> </ul> </li> </ul>	<p>without unknowns (<math>2+5=7</math>)</p> <ul style="list-style-type: none"> <li>• We solve word problems with various unknowns within 10: add to with result unknown (<math>A + B = \underline{\quad}</math>), put together with total unknown (<math>A + B = \underline{\quad}</math>), and both addends unknown (<math>C = \underline{\quad} + \underline{\quad}</math>) (K.OA.2).</li> <li>• We show work for every equation solved and then check our work with a different strategy. Some strategies/representations we can use are: <ul style="list-style-type: none"> <li>○ Objects (including taking away for subtraction)</li> <li>○ Fingers</li> <li>○ Mental images</li> <li>○ Drawings (including crossing out for subtraction)</li> <li>○ Sounds</li> <li>○ Acted-out situations</li> <li>○ Verbal explanations</li> <li>○ Expressions</li> <li>○ Equations</li> </ul> </li> <li>• We explain our thinking and reasoning using academic language and a complete sentence</li> <li>• We can tell why our answer makes sense</li> <li>• We can add and subtract fluently within 5 without using strategies (automaticity)</li> </ul> <p><b>Focus standards for mathematical practice (SMP):</b></p> <ul style="list-style-type: none"> <li>• MP.1 - Make sense of problems and persevere in solving them. Students identify story problem</li> </ul>



Unit	Unit Overview	Standards	Knowledge	Skills
	<p>It is important to keep in mind that the main standards in this unit call for all 3 aspects of rigor (conceptual, procedural / fluency, and application) so lessons and assessments should address all of these.</p> <p><b>Each week</b>, students will progress from developing a conceptual understanding of subtraction and addition (including the two types of subtraction: find the difference and take-away), to moving fluently between equations and different representations, to choosing which strategy they want to use to solve a story problem, to justifying their answer to a story problem.</p> <p><b>In first grade</b>, students will work with the following, related standards:</p> <ul style="list-style-type: none"> <li>• 1.OA.A.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> <li>• 1.OA.B.4 - Understand subtraction as an unknown-addend problem. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</li> <li>• 1.OA.C.6 - Add and subtract within 20, demonstrating</li> </ul>	<p>more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p> K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation</p> <p> K.OA.5 5. Fluently add and subtract within 5.</p> <p> <a href="#">Kinder Standards Resources</a></p>		<p>as addition or subtraction situations and find the unknown. Students demonstrate with drawings and verbal explanations the referent of each number in a given problem type.</p> <ul style="list-style-type: none"> <li>• MP.4 - Model with mathematics. Students use number bonds and addition and subtraction equations to model composition and decomposition. Students tell story problems using drawings, numbers, and symbols.</li> </ul>

Unit	Unit Overview	Standards	Knowledge	Skills
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fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

**Notes:**

- For the end-of-unit poster project, each student will need a **large-size poster**. **At the beginning of the unit, remember to ask the office to order them!**
- Friday assessments are already created - be sure to find the link in the "Assessment" section
- Routine for spiral review are important in this unit, especially with Illuminate testing in May. Make sure to have routines for practicing counting by 10s, automaticity with addition and subtraction within 5, and story problems that use a variety of language.

**Unit**

**Unit Overview**

**Standards**

**Knowledge**

**Skills**

Unit	Unit Overview	Standards	Knowledge	Skills



Atlas Version 9.3.6

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# SIOP<sup>®</sup> Lesson Plan Template 3

PEARSON

<b>Topic:</b> Persuasion and Adequate Evidence in a text	<b>Class:</b> ELA	<b>Date:</b>
<b>Content Objectives:</b> Identify persuasion in a text and determine whether or not the author has adequate evidence.		<b>Language Objectives:</b> Improve the author's argument using PROVE IT SIGNAL WORDS.
<b>Key Vocabulary:</b>  Evidence (Review) Falicious reasoning (Review) Unsupported evidence (Review) Propaganda (Review) Persuasion (Review) Foreign language Cognitive Moderately	<b>Materials (including supplementary and adapted):</b> "Language Lends a Hand" Copies for all. It says, I say, and So Graphic Organizers	
<b>Higher Order Questions:</b> Why is it important to recognize persuasion? Because you can then be aware of the author's bias or opinion.		

# SIOP<sup>®</sup> Lesson Plan Template 3

PEARSON

Time:	Activities
	<p><b>Building Background</b> Have you ever tried to convince someone to do something? Tell an example when I tried to convince my sister to move to San Francisco. One student is the parent, one student is the child. Convince your parent why you should be able to go to Voices Summer Camp or Why you should be allowed to stay home. This is called PERSUASION. "Persuasion....YOU SHOULD DO IT....Persuasion."</p> <p><b>Links to Experience:</b> What did the NASA astronaut talk to us about languages? Talk with a partner about the benefits of us knowing two languages. Well this is an article about a person who is discussing the benefits of knowing two languages. They gives us different reasons why it is important to know these languages. Now it is our job to decide whether they have VALID EVIDENCE and to identify the PERSUASION. 1. Discuss with your partner to remind each other what is VALID EVIDENCE 2. Share out to the class.</p> <p><b>Links to Learning:</b> I Do: 1. By scanning the page, or looking over it quickly, I see some key information that already tells me this is the author's OPINION and I already know what the author's opinion will be. 2. Take a second in silence, by yourself to scan the page and see if you notice any parts that already tell us that this will be about the author's opinion, AND what his opinion will be. (1 minute) 3. Turn to a partner and discuss. Glasses are off! Yes , the word editorial and the title. 4. Hand out "It says, I say, So, And Stronger" - Explain quickly how it works. 5. Two question we want to answer: Are there examples of persuasion in the text? AND Is the author's evidence adequate? 6. I read the first paragraph. I notice that It says: "You may wants to go to college, travel,and get a good job". I say: "These are things most people want to do". So: "The author is trying to interest the reader by writing about things that interest us. The author is trying to convince, which means it is persuasion." Stronger: None because the evidence is to come. 7. We don't yet know about the author's evidence because this is only the introduction paragraph. We will see if he provides adequate evidence in the rest of the essay. 8. It says: "Many students plan to go to college. Most colleges require that students study a foreign language for at least two years in high school. I say: "I know college is very important and many people want to go to college." So: "The author is persuading us that learning a foreign language is important because it helps us get into college". Stronger: " For example, according to US News &amp; World Report, 84% of colleges require that students have at least two years of Foreign Language experience in High School. " 9. Now, let's look at this evidence together. Does the author do a good job providing evidence for this argument. Teacher reads the paragraph outloud while students underline or highlight evidence for the author's college argument that they find. They highlight each argument a different color. Before teacher reads it is important to</p>

# SIOP<sup>®</sup> Lesson Plan Template 3

PEARSON

remind them that we are looking for evidence of how learning another language HELPS STUDENTS GET INTO COLLEGE. We will notice that the author provides facts like studies and test scores. Facts means strong evidence, opinion means weak evidence! They help me fill in the graphic organizer for this one. We fill up the graphic organizer through It Says, I say, and So, but we only discuss the STRONGER part. As the language objective, they will write the STRONGER part using a PROVE IT SIGNAL WORDS.

If time remains, have students mill to music and share their stronger statements.

## NEXT DAY

10. On to the next paragraph, "Someday you may want to travel." What can we predict the author will try to persuade us on in this paragraph?

11. Read silently for 2 minutes. Take 4 minutes with a partner to discuss how you may fill in the graphic organizer. Any persuasion? How is the evidence? Do you feel the author used adequate evidence? Prove your point using sentence starters. Then, we fill it in together as a group.

SENTENCE STARTERS: "Yes, the author was trying to persuade the reader that...." and "The author's evidence was adequate because..."

12. After discussion with partner, complete the exit slip. Write 3-5 sentences defending whether or not the author was trying to persuade the reader and did he use adequate evidence.

## NEXT DAY:

1. Students finish reading the rest of the editorial and work in partners and independently to fill in graphic organizer and answer test format questions. Finally, the 4<sup>th</sup> paragraph and answer the exit slip independently.

## **Key Vocabulary:**

Foreign language, Cognitive, Persuasion, Opinion, Editorial

# SIOP<sup>®</sup> Lesson Plan Template 3

PEARSON

<b>Time:</b>	<p><b>Student Activities</b> (Check all that apply for activities throughout lesson):</p> <p><i>Scaffolding:</i>   <input type="checkbox"/> Modeling      <input type="checkbox"/> Guided      <input type="checkbox"/> Independent</p> <p><i>Grouping:</i>    <input type="checkbox"/> Whole Class   <input type="checkbox"/> Small Group   <input type="checkbox"/> Partners    <input type="checkbox"/> Independent</p> <p><i>Processes:</i>   <input type="checkbox"/> Reading      <input type="checkbox"/> Writing      <input type="checkbox"/> Listening    <input type="checkbox"/> Speaking</p> <p><i>Strategies:</i>   <input type="checkbox"/> Hands-on      <input type="checkbox"/> Meaningful   <input type="checkbox"/> Links to Objectives</p> <p><b>Review and Assessment</b> (Check all that apply):</p> <p>Individual <input type="checkbox"/>      Group <input type="checkbox"/>      Written <input type="checkbox"/>      Oral <input type="checkbox"/></p> <p><i>Review Key Vocabulary:</i></p> <p><i>Review Key Content Concepts:</i></p>
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**VOICES ASSESSMENT ANALYSIS SHEET AND INSTRUCTIONAL PLAN for Teacher:** \_\_\_\_\_  
**Grade/Class:** \_\_\_\_\_ **Subject** \_\_\_\_\_ **Date** \_\_\_\_\_ **% Met** \_\_\_\_\_ **% NOT Met** \_\_\_\_\_

<b>CUMULATIVE REVIEW OF PROFICIENT STANDARDS</b> –Write the standards you will address with each of the following			
<b>Spiral in Homework</b>	<b>Spiral in Warm Up</b>	<b>Mini-Lesson</b>	<b>Warm up with Mini- Lesson</b>
<b><u>SMALL GROUP INSTRUCTION:</u></b> What standards warrant more time for small-group instruction and review?		<b>INSTRUCTIONAL PLAN HOW OR WHEN WILL YOU STRUCTURE SMALL GROUP INSTRUCTION</b>	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			

STANDARDS ANALYSIS	ANALYSIS OF WHY STUDENTS DID NOT LEARN IT	INSTRUCTIONAL PLAN- WHAT TECHNIQUES WILL YOU USE TO ADDRESS THESE STANDARDS
<p><b>WHOLE CLASS INSTRUCTION:</b>            What standards warrant more time for whole-class instruction, re-teaching and review?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		
STUDENTS OF MAJOR CONCERN	WHAT THEY NEED MOST HELP WITH?	INSTRUCTIONAL PLAN—WHEN OR HOW WILL THEY GET TUTORED, SUPPORTED ADDRESSED
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		

**6 Week Instructional Plan for**

<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>
<b>Standards for Review</b>	<b>Standards for Review</b>	<b>Standards for Review</b>
<b>New Standards</b>	<b>New Standards</b>	<b>New Standards</b>
<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>
<b>Standards for Review</b>	<b>Standards for Review</b>	<b>Standards for Review</b>
<b>New Standards</b>	<b>New Standards</b>	<b>New Standards</b>

# Summer PD 2019 - Teachers

◀ July	August 2019						September ▶							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday								
				<b>1</b> NTT Mission and Vision Voices Values A Day at Voices	<b>2</b> PLC & Feedback Supporting ALL Students Classroom Safety & Set-up	<b>3</b>								
<b>4</b>	<b>5</b> Vision for Literacy Block Balanced Literacy Part I Intro to Scrimmage	<b>6</b> Intro to Guided Reading Guided Reading Part 2	<b>7</b> Voices Instructional Best Practices DI within Centers	<b>8</b> Effective Teacher and Student Habits: Strong Voice	<b>9</b> Effective Teacher and Student Habits: Precise Praise	<b>10</b>								
<b>11</b>	<b>12</b> Effective Teacher and Student Habits: 100%-Intro AggMo part 1	<b>13</b> Scrimmage Session (MP) Scrimmage Session (Flagship)	<b>14</b> Scrimmage Session (MP) Scrimmage Session (Flagship)	<b>15</b> Math Vision Math Stories	<b>16</b> Site based PD	<b>17</b>								
<b>18</b>	<b>19</b> ATT Welcome to Voices!  Breakout sessions	<b>20</b> Overview of Math IPP Unit & lesson IPP	<b>21</b> Co-Teaching Intro - all new teachers and Ed Spec. (optional for returning Ts) SysELD Day 1 (new Ts) & SIOP (returning Ts)	<b>22</b> School Site PD	<b>23</b> School Site PD	<b>24</b>								
<b>25</b>	<b>26</b> <i>RETREAT</i> Break-out sessions: ELA (2-4), ELA (5-8), GR (TK-1), Math (6-8)	<b>27</b> <i>RETREAT</i> Break-out sessions: ELA (2-4), ELA (5-8), GR (TK-1), Math (6-8)	<b>28</b> <i>RETREAT</i> Break-out sessions: ELA (2-4), ELA (5-8), GR (TK-1), Math (6-8)	<b>29</b> Opsapalooza	<b>30</b> School Site PD Ice Cream Social	Notes: <table border="1"> <tr><td colspan="2">PD Location</td></tr> <tr><td>MH</td><td>MP</td></tr> <tr><td colspan="2">Flagship</td></tr> <tr><td colspan="2">Site</td></tr> </table>	PD Location		MH	MP	Flagship		Site	
PD Location														
MH	MP													
Flagship														
Site														

PD Location
MH
MP
FM
Site

PD Location	
MH	MP
Flagship	
Site	



# Unit Planner: Adding & Subtracting to 10

## Math 1

Wednesday, February 13, 2019, 11:49AM

Elementary School > 2018-2019 > Grade 1 > Mathematics > Math 1  
> Week 3 - Week 8

Last Updated: [Thursday, September 20, 2018](#) by  
Nataly Reyes

### Adding & Subtracting to 10

Deeg, Nora; Ramirez, Patricia; Reyes, Nataly

- [Unit Planner](#)
- [Lesson Planner](#)

#### [Math Unit Style Guide](#)

#### **Stage 1: Desired Results**

##### Unit Overview

In this unit, students make significant progress towards fluency with addition and subtraction of numbers to 10 (1.OA.6). In Kindergarten, students achieved fluency with addition and subtraction facts to 5. This means they can decompose 5 into 4 and 1, 3 and 2, and 5 and 0. They can do this without counting all. They perceive the 3 and 2 embedded within the 5.

Students begin the unit by learning to compose and decompose numbers 1-10. Referred to as finding the hidden numbers. Students are presented with opportunities intended to advance them from counting all to strategies such as counting on and doubles plus one to add. As students work through solving addition and subtraction problems, students are expected to represent using a model such as a number bond (enlace numerico) and write a corresponding equation. Near the end of the unit students will make sense of the relationship between addition and subtraction by relating equations. For example: Karina resolvió este problema de resta:  $9 - 7 = 2$ . ¿Cuál problema de suma puede usar para revisar su respuesta? Porque? a)  $9 + 2 = 11$  b)  $2 + 7 = 9$  c)  $7 + 9 = 16$  d)  $9 - 2 = 7$

In the following unit, students will continue with this practice with numbers through 20.

##### Previous Related Standards:

- K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
- K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- K.OA.5 Fluently add and subtract within 5
- K.CC.1 Count to 100 by ones and by tens.
- K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1

##### Future Grade Related Standards:

- 2.OA.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.
- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given

number 100–900

- 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations
- 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

**Notes:**

- Although not linked under targeted standards, students should have daily practice with standard 1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- Based on table below, students in first grade will work with all subtypes of problems. Darker shaded problems indicate those covered in Kinder. Students will get exposure to more challenging problems in white, but are not expected to be mastered until 2nd grade.

Table 2: Addition and subtraction situations by grade level.

	Result Unknown	Change Unknown	Start Unknown
<b>Add To</b>	A burrums sat on the grass. If more burrums hopped there. How many burrums are on the grass now? $A + B = \square$	A burrums were sitting on the grass. Some more burrums hopped there. Then there were C burrums. How many burrums hopped over to the tree A burrums? $A + \square = C$	Some burrums were sitting on the grass. If more burrums hopped there. Then there were C burrums. How many burrums were on the grass before? $\square + B = C$
<b>Take From</b>	C apples were on the table. I ate B apples. How many apples are on the table now? $C - B = \square$	C apples were on the table. I ate some apples. Then there were A apples. How many apples did I eat? $C - \square = A$	Some apples were on the table. I ate J apples. Then there were I apples. How many apples were on the table before? $\square - B = A$
<b>Put Together / Take Apart</b>	A red apples and J green apples are on the table. How many apples are on the table? $A + B = \square$	Grandma has C flowers. How many can the put in her red vase and how many in her blue vase? $C = \square + \square$	C apples are on the table. A are red and the rest are green. How many apples are green? $A + \square = C$ $C - A = \square$
<b>Compare</b>	<b>Difference Unknown</b> "How many more?" version. Lucy has A apples. Julie has C apples. How many more apples does Julie have than Lucy? $A + \square = C$ $C - A = \square$	<b>Bigger Unknown</b> "More" version suggests operation. Julie has B more apples than Lucy. Lucy has A apples. How many apples does Julie have? "Fewer" version suggests wrong operation. Lucy has B fewer apples than Julie. Lucy has A apples. How many apples does Julie have? $A + B = \square$	<b>Smaller Unknown</b> "Fewer" version suggests operation. Lucy has B fewer apples than Julie. Julie has C apples. How many apples does Lucy have? "More" version suggests wrong operation. Julie has B more apples than Lucy. Julie has C apples. How many apples does Lucy have? $C - B = \square$ $\square + B = C$

Darker shading indicates the four kindergarten problem subtypes. Grade 1 and 2 students work with all subtypes and variants. Unshaded (white) problems are the four critical subtypes or variants that students should work with in Grade 1. Not used until Grade 2. Adapted from CCSS, 2. 88, which is based on Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity, National Research Council, 2010, pp. 32–33.

[1st Grade Word Problems.PNG](#)

**Standards**

**Math Power Standards**

**Grade 1**

**Operations in Algebraic Thinking**

**Represent and solve problems involving addition and subtraction.**

**P** 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**Understand and apply properties of operations and the relationship between addition and subtraction.**

**P** 1.OA.3 Apply properties of operations as strategies to add and subtract.2 Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known.(Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)

**P** 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

**Add and subtract within 20.**

**P** 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

**P** 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

**Work with addition and subtraction equations.**

**P** 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

**P** 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$

### Enduring Understandings

- Addition and subtraction are inverse operations
- Symbols are used to understand mathematical operations.
- Visualizing, reading closely, and identifying the unknown in the story problem helps mathematicians determine what operation/s to use to determine the unknown
- Story problems can be solved using different strategies

### Essential Questions

- How are addition and subtraction alike and different?
- What do symbols represent?
- How do I know what math operation to use?
- How can I check and show my work?

### Knowledge

- Recognize part-part-whole relationships of three whole numbers (Example:  $\_ + 5 = 8$ ,  $5 = \_ - 3$ ) In each instance the 3 and 5 represent the parts and the 8 would be representative of the whole.
- Addition and subtraction are interrelated and knowing one will help you understand the other.
- Understand the equal sign, subtraction and addition symbol.
- That putting together, adding to, finding the total, counting on are all different ways of adding and that these will result in a larger answer than the numbers you started with.
- That taking apart, subtracting from, finding the difference between and counting back are all different ways of subtracting and that these will result in a smaller answer than the numbers you started with.
- Distinguish between an addition and subtraction problem.
- Understand the context of the story problem

#### **Vocabulario:**

signo de igualdad  
 suma/resta  
 cuento (story problem)  
 contar adalante  
 oracion numerica (ecuación)  
 componer/descomponer

### Skills

#### Bloom's Taxonomy

- Add and subtract fluently within 10.
- Use a symbol (line, box) for an unknown number in an addition or subtraction problem within 10
- Explain the meaning of an equal sign (the quantity on each side of the equal symbol is the same)
- Compare the values on each side of an equal sign.
- Determine if the equation is true or false.
- Determine the missing value in an addition or subtraction equation by using a variety of strategies
- Apply strategies and solve word problems using addition and subtraction within 10
- Interpret situations to solve word problems with unknowns in all positions within 10 using addition and subtraction
- Determine appropriate representations (manipulatives, drawings, and algorithm) to solve word problems involving addition and subtraction.
- Explain the relationship of addition and subtraction
- Apply strategies using properties of operations to solve addition and subtraction problems.
- Solve subtraction problems to find the missing addend.
- Count on and count back (eg: counting on 2 to add 2, or back 15, 10, 5)
- Explain how counting on and counting back relate to addition and subtraction.
- Decompose and compose numbers into larger and smaller numbers of 10
- Use a ten frame correctly.

## Stage 2: Assessment Evidence

### Assessments

#### End of Unit Assessment

##### Summative: End of Unit Assessment

This assessment was modified from EngageNY module 1 assessment. Answer key included

[1st Grade Unit 1 End of Unit Assessment](#)  
[Spanish Lesson File Materials](#)

## Stage 3: Learning Plan

### Learning Activities

- Suggested calendar of daily objectives with aligned exit tickets and daily lesson plans linked below

#### **Key Lessons:**

#1 Lesson 7 (1.OA.1, 1.OA.5) Yo puedo resolver cuentos de matemáticas con una parte desconocida (Weekly IPP 8/23/17)

#2 Lesson 10 (1.OA.7) Yo puedo representar y escribir una oración numérica que resulta en lo mismo que otra (Weekly IPP 9/13/17)

#3 Lesson 12 (1.OA.3) Yo puedo reposicionar números para escribir una oración numérica que representa el mismo cuento (commutative property) (Weekly IPP 9/20/17)

#4 Lesson 16 (1.OA.4) Yo puedo resolver cuentos con una parte desconocida y escribir una oración de suma y resta (Weekly IPP 9/27/17)

[1st Math Unit #1: Adding & Subtracting to 10](#)

### Resources

### Reflections

For next year, For Unit 1 lesson lessons 8 and 9 make sure to have FOCUS be understand “part,part total” and the direct relationship between total, part, difference” instead of “you can solve a problem using addition and subtraction” this will lead to more of a conceptual teaching rather than procedural. Also it is important to make sure to have a consistent problem type during teach, practice, and exit ticket. Once they have the understanding, different problem types can be added. There are question type inconsistencies for the targeted 1.OA.4 standard. It is just a really important thing to keep in mind. ES, MG

There were three lessons in total that covered 1. OA. 7. There wasn't a clear push during the lessons 10-11 in Unit 1 that stressed the meaning of the equal sign. This understanding of the equal sign will help the students conceptually understand the meaning of true and false equations. KG GG





## Data Analysis Meeting

## Team Norms

Team members: \_\_\_\_\_ Date: \_\_\_\_\_

Outcomes: \_\_\_\_\_

### ***Data Analysis Meeting Outline***

#### **Before meeting:**

- Items graded and students grouped
- Arrive on time

#### **During meeting:**

- Assessment & Rigor Analysis *(10 minutes)*
- Root Cause & Misunderstanding Analysis *(15 minutes)*
- Action Step Analysis *(15 minutes)*
- Practice & Implementation *(10 minutes)*
- Prep for Next Data Meeting *(5 minutes)*
  - Determine the following for next week
    - Outcomes
    - Standard of Focus
    - Materials Needed
  - Print analysis and submit data

Reflections on Family Communication Log: *(every Monday, 10 min.)*

### **Assessment and Rigor Analysis** (Maximum Time: 10 minutes)

**Standard:**

In what ways is the assessment aligned to standard and the aspect of rigor of the standard?

How does the rigor of the assessment compare to the rigor of SBAC, Illuminate, and the standard?

**Aspect of Rigor:**

--	--	--

Proficient (80% or better)	Basic (60%-79%)	Below Basic (59% and below)

**Misunderstanding and Root Cause Analysis** (Maximum Time: 15 minutes)  
**What are the key misunderstandings students are showing?**

Misunderstanding ( <i>Exemplar</i> )	Root Cause ( <i>Exemplar</i> )
<p>Students are not fully understanding how to create and identify equivalent fractions. It appears they are not understanding the connection between the Greatest Common Factor and the simplest form of a fraction. (i.e. <math>\frac{1}{3}</math>)</p> <p><math>\times \frac{5}{5} = \frac{5}{15}</math> OR <math>\frac{5}{15} \div \frac{5}{5} = \frac{1}{3}</math></p>	<p>In my direct instruction, I never addressed equivalent fractions by identifying or finding the simplest fractions. We only identified equivalent fractions through visual representations and multiplication. I also never used the vocabulary "simplest form" when discussing fractions.</p>

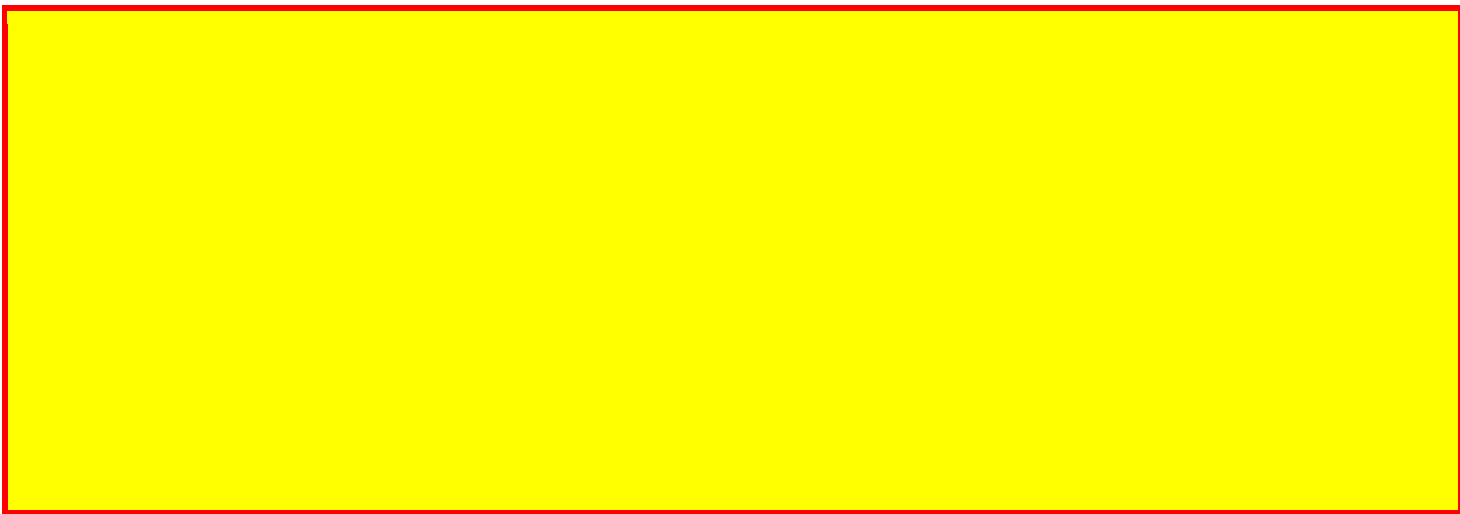
**How I will address it** (*Exemplar*)

Tomorrow students will work on this concept through a Do Now followed by a Mini-Lesson.

- **Do Now (3 mins)**  
Which fraction shows the simplest form of 0.08? (A. 8/100 B. 8/10 C. 80/100 D. 2/25)
- **Mini-Lesson (4 mins)** (1. Teacher think aloud and mistake analysis based on common student mistakes, 2. Pair-share summarizing teacher steps and the mistake they made on their test)
- **Practice (3 mins):** Students work in pairs to discuss how they will solve a similar problem and then they solve it individually and submit to teacher

Misunderstanding	Root Cause

**How I will address it**



Action Step Analysis (Maximum Time: 15 minutes)

<u>Who</u>	<u>Action to be Taken</u>	<u>Timeline</u>

Other

## Voices Grade Level Goals 2018-19

<b>3rd Grade</b>	<b>B1 (End of cycle 1)</b>	<b>B2 (End of Cycle 2)</b>	<b>B3 (End of cycle 3)</b>
<b>Reading</b>  <i>Measured by: EDL2/Fountas &amp; Pinnell/Achieve 3000</i>	Students will read English fiction/non-fiction at a level O independently.  Students will ready Spanish fiction/non-fiction at a level 30 independently.	Students will read English fiction/non-fiction at a level P independently.  Students will ready Spanish fiction/non-fiction at a level 34 independently.	Students will read English fiction/non-fiction at a level Q independently.  Students will ready Spanish fiction/non-fiction at a level 38 independently.
<b>Sight Words</b>  <b>(plus all K-2 gap)</b>  <i>Measured by: Voices Assessment</i>	All students will read and write 368E (318+50)/353-58SP (308+50) sight words in their native language.	All students will read and write 428E(318+110) /385Sp(308+77) sight words in their native language.	All students will read and write 493-498 E (318+180)/ 380- 385 Sp(308+77) in English and Spanish.
<b>Phonics</b>  <i>Measured by: Spelling Inventory</i>	All students will master the Within Word Stage Other Vowel Patterns  All students will master 50% the Acentos/Afijos stage.	All students will master the Syllable & Affixes stage  All students will master the Acentos/Afijos stage.	All students will master the Harder Diagraphs & Blends stage.  All students will fill in all gaps.
<b>Fluency</b>  <i>Measured by: Voices Fluency Passage</i>	All students will read at least 99-110 wpm on level Q passages in their native and second language.	All students will read at least 108-120 wpm on level Q passages in their native and second language.	All students will read at least 112-125 wpm on level Q passages in their native and second language.
<b>ELD</b>  <i>Measured by: Systematic ELD Curriculum</i>	Unit 2 - 60% of ELs score at least "approaching"	Unit 4 - 100% of ELs are approaching or higher with 60% in Met	Unit 5 - 100% of ELs score a "Met"
<b>Writing</b>  <i>Measured by: Voices Assessment</i>	All students will score a 1 on the rubric in their native language.	All students will score a 2 on the rubric in their native language and a 1 in their second language.	All students will score a 3 on the rubric in their native language and a 2 in their second language.
<b>Math</b>  <i>Measured by: Illuminate and MAP/NWEA</i>	All students will score at 80% correct or above on the interim math test.	All students will score at 80% correct or above on the interim math test.	All students will score a 210 on RIT scale on MAP/NWEA.
<b>Reading</b>  <i>Measured by: Illuminate &amp; MAP/NWEA</i>	All students will score at 80% correct or above on the interim ELA test.	All students will score at 80% correct or above on the interim ELA test.	All students will score a 207 on RIT scale on MAP/NWEA.
<b>Spanish Language</b>  <i>Measured by LAS Links</i>			Todos los aprendices de inglés alcanzarán Nivel Intermedio (3) y con calificaciones mínimas de Intermedio Básico (2) en Escuchando o Hablando y Intermedio Básico (2) en Lectura o Escritura.

## Voices Grade Level Goals 2018 - 2019

8th Grade	B1 (End of cycle 1)	B2 (End of Cycle 2)	B3 (End of cycle 3)
<b>Reading</b> Measured by: Fountas & Pinnell/ EDL2/ Achieve 3000	Fill in reading level Gaps (see 6 <sup>th</sup> grade B3 goals)	Fill in reading level Gaps (see 6 <sup>th</sup> grade B3 goals)	Fill in reading level Gaps (see 6 <sup>th</sup> grade B3 goals)
<b>Fluency</b> Measured by: Voices Fluency Passage	Fill gaps (see 6 <sup>th</sup> grade B3 goals)	Fill gaps (see 6 <sup>th</sup> grade B3 goals)	Fill gaps(see 6 <sup>th</sup> grade B3 goals)
<b>Writing</b> Measured by: Voices Assessment	All students will score a 1 on the rubric in their native and second language.	All students will score a 2 on the rubric in their native and second language.	All students will score a 3 on the rubric in their native and second language.
<b>Math</b> Measured by: Illuminate NWEA (MAP)	All students will score at 80% correct or above on the interim Math test.	All students will score at 80% correct or above on the interim Math test.	All students will score a 245 RIT on NWEA test.
<b>Reading</b> Measured by: Illumiante NWEA (MAP)	All students will score at 80% correct or above on the interim ELA test.	All students will score at 80% correct or above on the interim ELA test.	All students will score a 231 RIT on NWEA test.
<b>Vocabulary</b>	All students will score at 80% correct or above on the interim test.	All students will score at 80% correct or above on the interim vocabulary test.	All students will score at 80% cc or above on the interim test.
<b>Science</b> NWEA and Voices Interim Test	<i>Students will also score 80% or higher on the interim Science test</i>	<i>Students will also score 80% or higher on the interim Science test</i>	<i>All students will achieve a RIT score of 220 or higher.  Students will also score 80% or higher on the interim Science test</i>
<b>Spanish</b> Voices Interim Test	<i>Students will also score 80% or higher on the interim Science test</i>	<i>Students will also score 80% or higher on the interim Science test</i>	<i>Students will also score 80% or higher on the interim Science test</i>
<b>Social Studies</b> Voices Interim Test	<i>Students will also score 80% or higher on the interim Science test</i>	<i>Students will also score 80% or higher on the interim Science test</i>	<i>Students will also score 80% or higher on the interim Science test</i>
<b>Spanish Language</b> Measured by LAS Links			Todos los estudiantes en Nivel Competente (4) y con calificaciones de Nivel Competente (4) en Escuchando, Hablando, Lectura y Escritura.
<b>ELD</b> Measured by: Systematic ELD Curriculum	Unit 2 - 60% of ELs score at least "approaching"	Unit 4 - 100% of ELs are approaching or higher with 60% in Met	Unit 5 - 100% of ELs score a "Met"

## Voices Grade Level Goals 2018-19

Kindergarten	<b>B1</b> (End of cycle 1)	<b>B2</b> (End of Cycle 2)	<b>B3</b> (End of cycle 3)
<b>Phonemic Awareness</b> <i>Measured by: Voices Assessment</i>	All students will master section 1.1, 2.1, 2.2, 3.1, 5.1 in their native language.	All students will master section 1.2, 3.2, 3.3, 5.2 in their native language.	All students will master sections, 4.1, 4.2, 4.3, 5.3, 6.1, 6.2, 7.4, 7.5 in their native language.
<b>Letter and Sound ID</b> <i>Measured by: Voices Assessment</i>	All students will know half of letter names and sounds (O, A, I, E, U, M, P, S, L, T, D, R, C -13 total) in Spanish and English	All students will know all letter sounds and names (30 in Spanish, 26 in English)	All students will write all letters. (30 in Spanish, 26 in English)
<b>Reading</b> <i>Measured by: F&amp;P</i>	All students will read at F&P level A independently.	All students will read at F&P level C independently.  All students will read at F&P level A independently (L2).	All students will read at F&P level D independently (L1).  All students will read at F&P level B independently (L2).
<b>Sight Words</b> <i>Measured by: Voices English/Spanish Sight word assessment</i>	All students will master (read and write) 15-20 sight words in their dominant language.  All students will master 10 sight words in their second language.	All students will master (read and write) 35-40 sight words in their dominant language.  All students will master 30 sight words in their second language.	All students will master (read and write) 55-60 sight words in their dominant language.  All students will master 45 sight words in their second language.
<b>CAPS</b> <i>Measured by: Clay Assessment-Moon- English Descalzo- Spanish</i>	All students will master 50% of CAPS assessment in their native language.	All students will master 75% of CAPS assessment in their native language.	All students will master 100% of CAPS assessment in their native language (excluding #24 & 25).
<b>Phonics</b> <i>Measured by: Spelling Inventory</i>	All native English students will master the Beginning Consonant stage on English Spelling Inventory.  All native Spanish students will master the Late Emergent Stage (Consonante prominente. on Spanish Spelling Inventory	All native English students will master the Final Consonant stage on English Spelling Inventory  All native Spanish students will master the Late Emergent Stage (Vocal prominente) on Spanish Spelling Inventory	All native English students will master the Short Vowels Stage on English Spelling Inventory.  All native Spanish students will master Early Alphabetic stage (consonants/vocales. on Spanish Spelling Inventory.
<b>ELD</b> <i>Measured by: Systematic ELD Curriculum</i>	Unit 2 - 60% of ELs score at least "approaching"	Unit 4 - 100% of ELs are approaching or higher with 60% in Met	Unit 5 - 100% of ELs score a "Met"
<b>Writing</b> <i>Measured by: Voices Assessment</i>	All students will score a 1 on the rubric in their native language.	All students will score a 2 on the rubric in their native language.	All students will score a 3 on the rubric in their native language.
<b>Math</b> <i>Measured by: Acuity</i>	All students will score at 80% correct or above on the interim math test.	All students will score at 80% correct or above on the interim math test.	All students will score at 80% correct or above on the interim math test.

## Voices Academy Classroom Best Practices

### Student Engagement

- ✓ Students on-task
- ✓ Students actively participating (listening, reading, writing, discussing, thinking, applying, practicing)
- ✓ Students asking and answering a range of questions (factual to higher order thinking)
- ✓ Joy Factor evident

### Standards-Based

- ✓ Evidence of standards-based lessons in room (written and orally stated)
- ✓ Standards-based student work posted
- ✓ Students know what they are learning
- ✓ Alignment between grade levels

### Individualized Instruction

- ✓ Workshop model
- ✓ Guided Reading
- ✓ Small group and 1 on 1 work
- ✓ Online personalized learning
- ✓ Station rotations (centers)

### Direct Instruction

- ✓ Mini lessons
- ✓ Teacher facilitation
- ✓ Think-aloud
- ✓ Guided practice
- ✓ Independent work
- ✓ Exit Ticket

### Classroom Environment

- ✓ Word Wall
- ✓ Student Data Wall
- ✓ Cooperative seating (desk clusters, carpets)
- ✓ Guided reading area
- ✓ Teacher/student co-created lesson resources posted (rather than commercial materials)

- ✓ Evidence of the “joy factor”
- ✓ College Wall
- ✓ Student and Teacher Relationships: Respectful and Nurturing

### Second Language Learner Support

- ✓ Language and vocabulary objectives posted
- ✓ Cooperative learning groupings
- ✓ Activate and build prior knowledge
- ✓ Sentence frames & oral language practice
- ✓ Hands-on, real materials, manipulatives (learning tools), pictures, illustrations
- ✓ SIOP and Systematic ELD strategies

### Balanced Literacy includes:

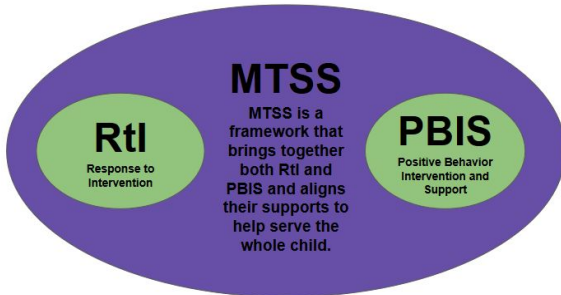
- ✓ Guided Reading
- ✓ Reader’s and Writer’s Workshop
- ✓ Independent reading and writing
- ✓ Fluency practice
- ✓ Comprehension focus
- ✓ Word Study

### Balanced Math includes:

- ✓ Conceptual focus
- ✓ Guided and independent practice
- ✓ Automaticity practice
- ✓ Spiral Review
- ✓ Application practice



## Multi-Tiered Systems of Support (MTSS)

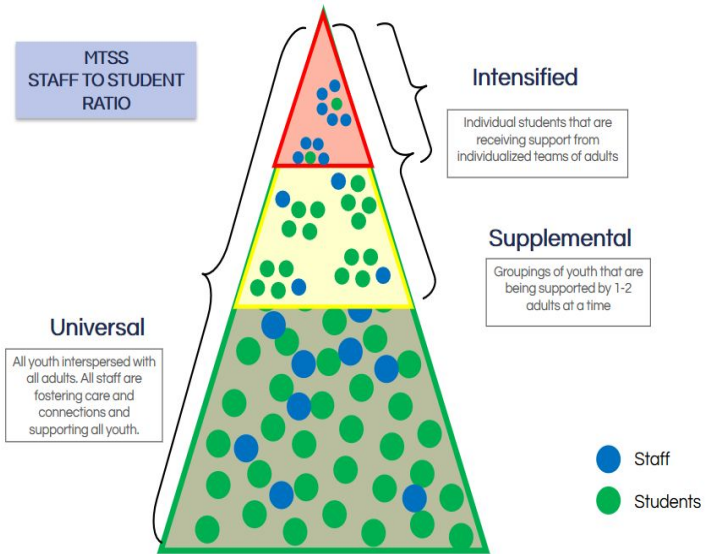


MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

From California Department of Education definition of MTSS

(<https://www.cde.ca.gov/ci/cr/ri/mtsscompri2.asp>)

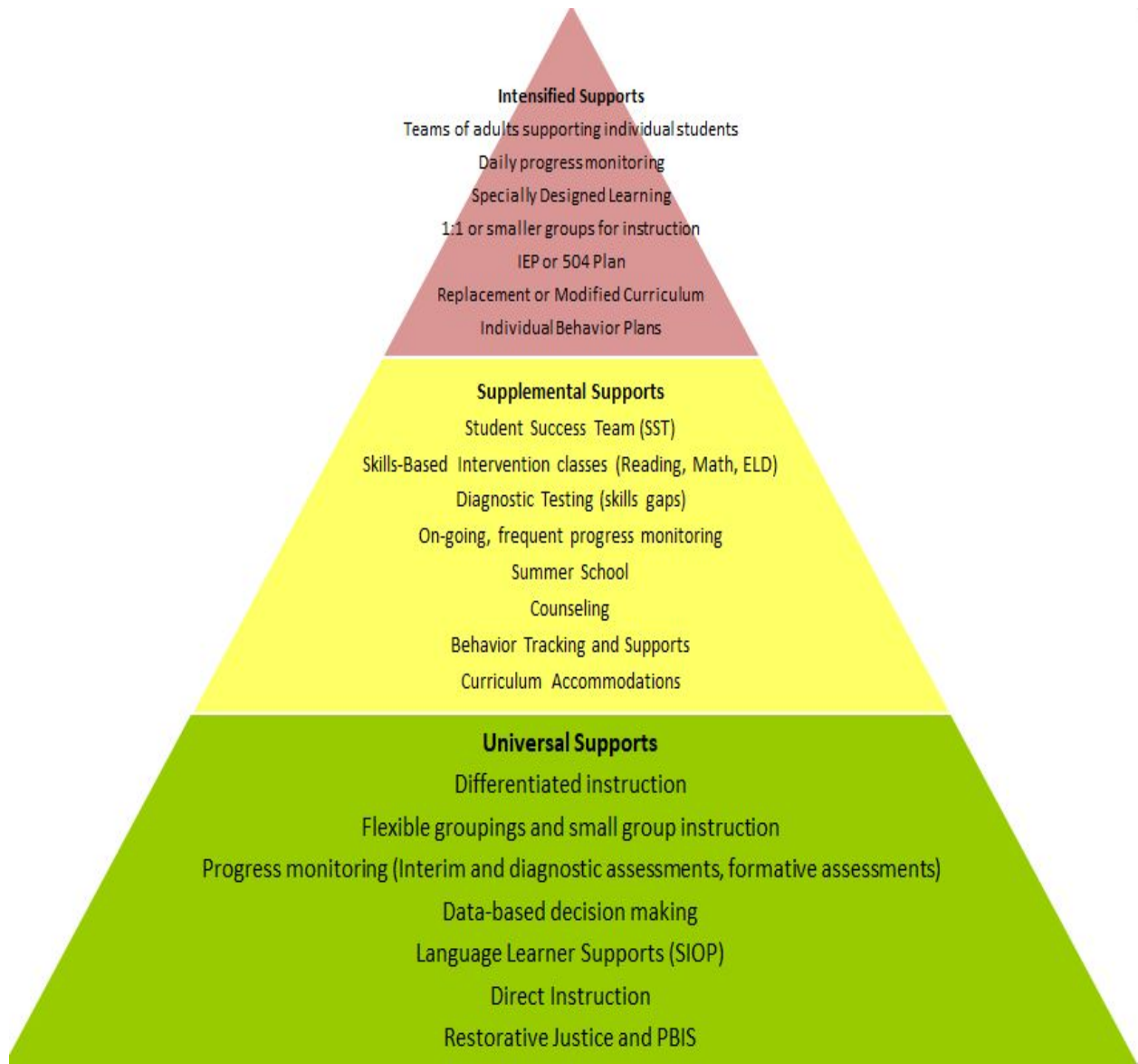
Students receive coordinated, systematic supports in a variety of areas. Supports are intensified and aligned as needed to meet individual student needs through the school day. Student progress is consistently monitored with a wide range of data to determine student needs and align supports. Supports are provided at differing levels based on need in each area and may be more intensive in only single area or across a range of areas.







Examples of Supports Provided by Tier



Voices College-Bound Language Academy  
Student Success Team (SST) Process Checklist

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_

Date	Initial	Step
		Classroom teacher gathers data, conducts assessment & observations and shares concerns with parents ( <b>Communications Log</b> )
		Classroom teacher attempts & documents classroom modifications on ( <b>Academic Intervention Service Plan</b> )
		Classroom teacher makes a referral for school level intervention ( <b>School Intervention Referral Form</b> )
		Classroom teacher makes a referral for Student Success Team <b>SST Teacher Referral Form/ Intervention Checklist and dated work samples</b>
		Classroom teacher makes a referral for SST and submits all previously completed documents to Intervention Teacher for review.
		Fully completed <b>purple folder</b>
		<b>Referral Data Collection for SST</b>
		<b>Language Checklist</b>
		<b>Initial Health Information</b>
		<b>Diagnostic &amp; Prescriptive SST Referral Checklist-Teacher Assessment and/or Problematic Target Behaviors Form</b>
		Principal/designee conducts observation ( <b>Classroom Observation Form</b> )
		Intervention Teacher documents SST on the student's cumulative folder
		Intervention Teacher schedules Initial SST meeting and invites parents and any other essential members
		Intervention Teacher sends home <b>Student Background Data Form</b> and <b>Developmental History-Short Form</b> to be completed by parents
		Intervention Teacher gathers health, CST, CELDT and attendance data
		Intervention Teacher arranges for parent reminder call 1-2 days before meeting
		SST file is closed if student is placed in SPED. The inactive purple (SST file is placed in student's confidential SPED file) Date: _____ SST file is closed if student makes adequate improvement/attains goals. Date: _____ (SST file is placed in Inactive SST file)

**Voices Charter Student Success Team Follow-Up**

Teacher: _____	Grade: _____	Date: _____
Student: _____	Age: _____ Date of Birth: _____	Primary language: _____

<b>Actions</b>	<b>Completed?/ Success level</b>	<b>Next Steps (Who and When)</b>
		<b>Goals (ELA, Math, ELD, Behavior, etc.)</b>
		<b>Follow-Up SST Date</b>

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Teacher Name/ Signature

\_\_\_\_\_  
Administrator's Name/ Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Name/ Signature

\_\_\_\_\_  
Support Staff Name/ Signature

**Sonoma County SELPA**  
Special Education  
Procedural Handbook

September 2017

## **Proposed Chapters for Sonoma County SELPA Procedural Handbook**

1. Purpose and Scope
  2. Overview of Special Education
  3. Roles And Responsibilities In Special Education
  4. Early Start Programs
  5. Identification, Referral, and Assessment
  6. Parental Rights and Notice of Procedural Safeguards
  7. Special Education Eligibility Criteria
  8. Components of the Individualized Education Program (IEP)
  9. Secondary Transition
  10. Suspension and Expulsion
  11. Alternative Dispute Resolution (ADR) and Due Process
  12. Non-Public School Placement and Residential Treatment Center Placement
  13. Surrogate Parent Procedures
  14. Resources
- Appendix A: Notice of Procedural Safeguards

## PURPOSE AND SCOPE

The purpose of this Special Education Procedural Handbook is to serve as a guideline for required, as well as best practices within the realm of special education. With the exception of language mandated by federal and state laws and regulations, the contents of this handbook are procedural suggestions intended to assist districts in meeting the requirements of the law. It provides district personnel clear and systematic procedures regarding student rights and responsibilities, in accordance with federal and state laws and regulations. It draws from the IDEA, Title V, the Education Code, and articulates with the Sonoma County Local Plan for Special Education.

Students who are eligible for special education and related services are afforded a free and appropriate public education, designed to meet their needs in the least restrictive environment. Procedural safeguards are available for every student. Each district is responsible for ensuring that the above mission is accomplished in a timely, thoughtful and thorough manner.

## OVERVIEW OF SPECIAL EDUCATION

Special Education is defined by law as “specially designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability.”

In order to determine a student's eligibility for special education, a multi-disciplinary assessment is conducted. This assessment team determines if a student satisfies both parts of a two-part test. First, the student must meet the definition of one or more of the categories of disabilities specified under the IDEA. Second, the student must be shown to be in need of special education and related services as a result of his or her disability or disabilities. In general, a student is identified to be in need of special education and related services if he or she is unable to function satisfactorily in the general education classroom, even with accommodations and modifications to the curriculum. Students whose educational needs are due primarily to limited English proficiency, a lack of instruction in reading or mathematics, temporary physical disabilities, social maladjustment, environmental, cultural, or economic factors, do not qualify as students with disabilities.

Upon determination of eligibility, the Individualized Education Program (IEP) team develops the IEP, which is a document that describes the student's current level of educational performance, a statement of annual goals aligned to the general education standards, a statement of the special education and related services the student will receive, and the extent to which he or she will participate in general education. The IEP is reviewed and modified at least annually.

With certain exceptions, at least every three years a reevaluation of the student is conducted to determine if he or she continues to be eligible for special education and related services. If determined by the IEP team and other qualified professionals that additional data are not needed to make the determination and the parent agrees, a reevaluation is not necessary. A student may be dismissed from special education and related services if the IEP team, based on an assessment, determines that the student no longer meets the eligibility criteria for special education.

Students with disabilities and their parents are afforded certain procedural safeguards designed to provide them with meaningful involvement in the educational program. Parents may file a complaint if they believe that the school district has not complied with the laws and regulations governing special education. They may also request a due process hearing in the event they disagree with the district's decisions regarding their child's educational program.



## ROLES AND RESPONSIBILITIES FOR SPECIAL EDUCATION TEACHERS

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### Special Education Teachers

The special education teacher who serves the student is the case manager for students assigned to the school site(s). The activities of a case manager are varied depending on the site, the program, and grade level(s) of students involved. The following list describes the roles and responsibilities of special education teachers:

1. Informs parents of the need to file a written request for assessment when a verbal request is made. Provides assistance in completing this written notice if necessary.
2. Completes the following form:
  - SEIS Form 21 Referral for Special Education and Related Services
3. Assists in the development of the Assessment Plan (SEIS Form 23A or 23 B). An Assessment Plan must be completed whenever an assessment for the development or revision of the IEP is to be conducted and must be signed by the parent/guardian prior to the testing. For initial referrals, the Assessment Plan must be given to the parent within 15 days of the referral for assessment, not counting days between the student's regular school sessions or terms or days of school vacation in excess of 5 school days from the date of the referral, unless the parent agrees, in writing to an extension. An Assessment Plan must be developed within 10 days after the beginning of the regular school year for any referral made 10 days or less prior to the end of the previous school year.
4. Ensures that the Notice of Procedural Safeguards is given to the parent along with the assessment plan.
5. Assists in the identification of student's individual needs through assessment. Provides results of academic achievement assessments to the school psychologist at least 10 days in advance of the IEP meetings, so that these results can be incorporated into the written psychological report prior to the IEP team meeting.
6. Arranges and coordinates IEP team meetings.
  - Completes the SEIS Form 25A (IEP Notice of Meeting) and sends it to the parent and all team members early enough to ensure an opportunity to attend.
  - Ensures that the following timelines are met:
    - Initial IEP meetings must be held within 60 days of the receipt of the signed assessment plan.

- Annual IEP reviews must be held before or on the date of the previous annual IEP review or initial/triennial.
  - Triennial reevaluations must be conducted within three years of the previous triennial or within three years of the initial assessment.
  - For administrative placements, complete SEIS Form 31 (Interim Special Education Services) form and send it to an appropriate administrator within 24 hours of placement. The administrative placement IEP team meeting must take place within 30 days of the placement.
7. Meets with site administrator/designee and other staff as needed, to calendar IEP meetings according to due dates.
  8. Participates in the development of IEPs.
  9. Provides direct instruction to students with IEPs, as designated in the IEP.
  10. Supervises the instructional assistant and contributes input to his/her evaluation, if appropriate.
  11. Provides in-service training for site school staff and community in order to promote a better understanding of students with disabilities as needed.
  12. Coordinates and consults with administrators, special education specialists, general education classroom teachers, psychologists, program specialists, other support staff, outside agencies, and parents regarding instructional planning for special education students.
  13. Notifies special education department and site administrator of accurate monthly caseload numbers.
  14. Provides resources, such as instructional materials and staff time to the regular classroom teacher as appropriate.
  15. Evaluates student progress, maintains necessary records indicating student performance and attendance, and recommends revisions of the IEP when appropriate. This includes grades, progress reports, and benchmark documentation of goals and objectives cited in students' IEPs.
  16. Assists parents in understanding their rights and the special education process and procedures.
  17. Attends district and site level meetings.

18. Provides the necessary information to the site/district testing coordinator for all state/district assessments.

## ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION RELATED SERVICES SPECIALISTS

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### Related Services Specialists

The Related Services specialist is the case manager for students assigned to his/her caseload. The activities of a case manager are varied depending on the site, the program, and grade level(s) of students involved. The following list describes the roles and responsibilities of Related Services specialists:

1. Conducts screenings, when indicated and with consent as required.
2. Informs parents of the need to file a written request for assessment when a verbal request is made. Provides assistance in completing this written notice if necessary.
3. For Related Services only students, completes the following forms as appropriate:  
SEIS Form 21 (Referral for Special Education and Related Services)  
SEIS Form 22 (Notice of Receipt of Referral for Special Education Assessment)  
SEIS Form 42A or 42B (Consent to Release or Exchange of Information)
4. For Related Services only students, develops the Assessment Plan (SEIS Form 23A or 23B). For all other students with IEPs, assists in the development of the Assessment Plan. An Assessment Plan must be completed whenever an assessment for the development or revision of the IEP is to be conducted and must be signed by the parent/guardian prior to the testing. For initial referrals, the Assessment Plan must be given to the parent within 15 days of the referral for assessment, not counting days between the student's regular school sessions or terms or days of school vacation in excess of 5 school days from the date of the referral, unless the parent agrees, in writing to an extension. An Assessment Plan must be developed within 10 days after the beginning of the regular school year for any referral made 10 days or less prior to the end of the previous school year.

Ensures that the Notice of Procedural Safeguards is given to the parent along with the assessment plan.

5. Conducts appropriate assessments in the areas of suspected disability.
6. For Related Services only students, arranges and coordinates IEP team meetings. Completes the SEIS Form 25A or 25B (Individualized Education Program Notice of Meeting and Intention to Participate) and sends it to the parent early enough to ensure opportunity to attend.

- Ensures that the following timelines are met:
    - Initial IEP meetings must be held within 60 days of the receipt of the signed Assessment Plan.
    - Annual IEP reviews must be held before or on the date of the previous annual IEP review or initial/triennial.
    - Triennial reevaluations must be conducted within three years of the previous triennial or within three years of the initial assessment.
    - For administrative placements, complete SEIS Form 31 (Interim Special Education Services) form and send it to an appropriate administrator within 24 hours of placement. The administrative placement IEP team meeting must take place within 30 days of the placement.
7. Provides a written report of all assessment conducted.
  8. Provides assessment information at IEP meetings, and makes program and/or service recommendations when appropriate.
  9. Participates in the development of the IEP.
  10. Provides direct services as indicated in the IEP.
  11. Serves as consultant to administrators, psychologists, other special education support staff, regular classroom teachers, and parents.
  12. Meets with site administrator/designee and other staff as needed, to calendar IEP meetings in accordance with due dates.
  13. Provides in-service training for site school staff and community in order to promote a better understanding of students with disabilities as needed.
  14. Notifies special education department and site administrator of accurate monthly caseload numbers.
  15. Provides resources, such as instructional materials and staff time to the regular classroom teacher as appropriate.
  16. Evaluates student progress, maintains necessary records indicating student performance and attendance, and recommends revisions of the IEP when appropriate. This includes grades, progress reports, and benchmark documentation of goals and objectives cited in students' IEPs.

17. Assists parents in understanding their rights and the special education process and procedures.
18. Attends district and site level meetings.
19. Provides the necessary information to the site/district testing coordinator for all State/district assessments.
20. Submits a monthly list of student adds/drops to the MIS operator.

## EARLY START INFANT PROGRAM

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### CONTENT OF THE INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

The IFSP shall include the following:

(1) With the agreement of the parent, a statement of the family's resources, priorities, and concerns related to enhancing the development of the infant or toddler;

(2) A statement, based on evaluation and assessment information, of the infant's or toddler's present levels of:

(A) Physical development including fine and gross motor development, vision, hearing, and health status;

(B) Cognitive development;

(C) Communication development;

(D) Social or emotional development; and,

(E) Adaptive development;

(3) The statement of present levels of development required in subsection (b)(2) of this section shall be based on evidence that can be measured or observed by a qualified professional;

(4) A statement of the developmental outcomes expected for the infant or toddler and the criteria, procedures, and time lines used to determine the degree to which progress toward achieving outcomes is being made. Such outcomes shall be based on the identified needs of the infant or toddler and family pursuant to assessment;

(5) A statement about the outcomes for the family when services for the family are related to meeting the special developmental needs of the infant or toddler;

(6) Statements of the specific early intervention services necessary to meet the unique needs of the infant or toddler and the family to achieve the outcomes including:

(A) The frequency, intensity, and method of delivering the services;

(B) The location where the services will be delivered;

1. The statements of location shall specify the natural environments such as home,

child care, school program, or private program where early intervention services shall be provided; and

2. The statement shall include a justification of the extent, if any, to which the services will not be provided in a natural environment.

3. The provision of early intervention services may be provided outside of a natural environment, as determined by the parent and the IFSP team, only when early intervention cannot be achieved in a natural environment.

(C) The projected date for initiation of each service;

(D) The anticipated duration of the services;

(E) The scheduled days when services/programs will not be available when the service provider operates a program which has a fixed schedule which includes breaks in service for periods such as holidays or vacations; and

(F) The name of the regional center, LEA or service provider providing each early intervention service;

(7) The funding source for other or non-required services provided by any entity other than regional centers or LEAs including the procedures that will be followed to obtain such funding;

(8) The name of the service coordinator; and,

(9) A statement of the transition steps, which are initiated when the toddler is two years nine months, or at the discretion of all parties, up to six months before the toddler turns three years old, that are necessary to ensure the transition of the toddler to:

(A) Preschool services under Part B of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1400-1420, if the toddler with a disability is eligible; or

(B) Other public and private services that may be needed by the toddler pursuant to Section 52112 of these regulations .

(c) Regional centers and LEAs shall not place an infant or toddler on a waiting list for early intervention services required by the IFSP.

(d) Regional centers and LEAs shall arrange, provide or purchase early intervention services required by the IFSP as soon as possible.



## PROCEDURES FOR THE IFSP

(a) An initial IFSP shall be developed by the regional center and/or LEA for each eligible infant or toddler, who has been evaluated and assessed, within 45 days of the receipt , by either the regional center or LEA, of the oral or written referral except as provided for in Section 52107 of these regulations .

(b) A periodic review of the IFSP for an infant or toddler and the infant's or toddler's family shall be conducted every six months, or more frequently if service needs change, or if the parent requests such a review.

(c) Documentation of each periodic review of the IFSP by the service coordinator shall include:

(1) The degree to which progress toward achieving the outcomes is being made; and

(2) All modifications or revisions of the outcomes or services as necessary.

(d) The periodic review of the IFSP may be carried out by a meeting or by another means that is acceptable to the parent and other participants.

(e) An annual meeting to review the IFSP shall be conducted to document the infant's or toddler's progress and revise its provisions and shall include team members as specified in Section 52104 of these regulations .

(f) Information obtained from ongoing assessment shall be used in reviewing and revising outcomes and determining the appropriate services that will be provided or continued.

(g) All IFSP meetings shall be conducted:

(1) In settings and at times or by means that are reasonably convenient to the parent; and

(2) In the language of parent's choice unless it is clearly not feasible to do so.

(h) Meeting arrangements shall be made with, and written notice provided to, the parent and other members of the multidisciplinary team in a timely manner to ensure attendance at the IFSP meeting pursuant to the general notice requirements contained in Section 52161 of these regulations .

(i) The contents of the initial and annual IFSP and changes to the IFSP resulting from the periodic review shall be fully explained and a legible copy of the document given to the parent. Written consent from the parent shall be obtained prior to the provision of early

intervention services described in the IFSP as required in Section 52162 (a) of these regulations.

(j) If the parent does not provide consent with respect to a particular early intervention service listed in the IFSP or withdraws consent after first providing it, that service shall not be provided. The early intervention services to which parental consent is obtained shall be provided.

## IDENTIFICATION, REFERRAL AND ASSESSMENT

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### PURPOSE AND SCOPE

All individuals with suspected disabilities from birth through age 21 will be identified and referred for assessment. Each individual will receive an appropriate and individualized evaluation to identify potential disability, determine eligibility and identify educational needs.

The assessment information will provide for an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) to ensure the individual receives a free and appropriate public education (FAPE).

### CHILD FIND

Each local educational agency shall actively and systematically seek out all individuals with exceptional needs, ages 0 through 21, including (1) children in private, including religious schools, (2) highly mobile individuals with exceptional needs such as children who are migrant or homeless, (3) children who are advancing from grade to grade even though they are suspected of being an individual with exceptional needs and in need of special education and related services, and (4) children not enrolled in public school programs, who reside in a district or are under the jurisdiction of a SELPA or a county office. All districts have adopted policies for notifying parents of their rights and for initiating a referral for assessment to identify individuals with exceptional needs. Identification procedures shall include utilization of referrals from teachers, parents, agencies, appropriate professional persons, and from other members of the public.

The child find process shall ensure the equitable participation of parentally placed private school children with disabilities, including an accurate count of such children and comparable timelines to that for public school children.

School site procedures and identification procedures are coordinated to provide referral of pupils with needs that cannot be met with modification of the regular instructional program.

A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.

All referrals for special education shall be documented. When a verbal referral is made, staff of the school district, county office or SELPA shall offer assistance to the individual making the request, and shall assist the individual if he/she requests such assistance. It is recommended that SEIS Form -21 (Special Education Referral) be used to document the referral.

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Child Find activities may include but not be limited to:

1. A comprehensive screening program, including health, vision, hearing, speech and language;
2. Distribution of written information, including brochures and pamphlets describing the referral procedure;
3. Public awareness campaign, including public service announcements;
4. Annual notices to local newspapers;
5. Consultation with representatives of private schools, including religious schools, on how to carry out activities to identify children with suspected disabilities;
6. Coordination with preschools, Head Start and other childcare facilities;
7. Communication with hospitals, pediatricians, obstetricians and health professionals;
8. Coordination with parent resource centers and support groups;
9. Presentations to local professional groups and organizations established to inform and/or to serve culturally diverse populations;
10. Coordination with activities of the SELPA Community Advisory Committee (CAC); and,
11. Coordination with school site procedures, including referrals from the school site student intervention teams (e.g. Student Study Teams, etc.).  
(EC 56300, 56301; 20 USC 1412(a)(3); 34 CFR 300.111(a).)

## SOURCES OF REFERRALS

The referral of a pupil to for a special education assessment may be initiated or submitted by, or as a result of:

1. School screening programs, such as vision, hearing, and speech and language screenings.
2. Student Study Teams (SST).
3. Direct referrals from agencies or individuals having knowledge of an individual with exceptional needs.
4. Direct referral from parents.

Parents shall be given a copy of their rights and procedural safeguards upon initial referral for assessment.

## ACKNOWLEDGEMENT OF REFERRAL

When a complete and appropriate referral is received by a member of the assessment team for the assessment of a student for special education purposes, an appropriate team member will notify parents/guardians that a referral was made.

1. If the parent participated in a Student Study Team meeting when the decision was made to refer the student for an assessment, the notification requirement will have been met.
2. The formal written notification of parent is necessary when referrals have been initiated without parental involvement.
3. Notification shall be in writing. A designated member of the assessment team shall immediately send or deliver a completed Receipt of Referral form SEIS Form -22) to the parent.
4. Personal contact in the parent's primary language to provide an explanation of the referral/assessment process and the forms is strongly recommended.

#### BEST PRACTICES FOR SCHOOL SITE REFERRALS

The following is a sequence of activities that reflects best practices in addressing a possible referral for a special education assessment:

1. An individual at the school site has a concern about a student's academic progress. That individual begins to access resources available at the school and/or consults with persons knowledgeable about the individual student or available resources.
2. The student's parent/guardian is contacted for support, information, and sharing of ideas.
3. Attempts are made to modify the student's educational program in order to address the original concerns. If the concerns remain after such attempts have been made, a referral is initiated to the Student Study Team.
4. A Student Study Team meeting is scheduled, involving the parent, the pupil, and any necessary community resources. Documentation of regular education interventions is maintained.
5. Should the interventions be determined inadequate in meeting the student's needs, the Student Study Team, with participation by the parent, submits a referral for a special education assessment is warranted. The parent gives informed consent and the assessment process is initiated.

## PRE-REFERRAL ACTIVITIES

### 1.3.A. Pre-Referral Activities

A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (EC 56303)

### 1.3.B. Student Study Team and Multi-Tiered Systems of Supports (MTSS)

The Student Study Team (SST) is a regular education function. It is a process of reviewing individual student issues pertaining to educational performance and planning instructional interventions to be implemented in the regular classroom.

Special Education specialists, such as school psychologists, speech/language pathologists, and related services personnel may be involved in the SST process. However, the SST is not a special education function and the general education team should be the primary holders of the Student Success Team.

The Student Study Team (SST), or the referring instructional personnel, shall document that accommodations/modifications of the regular program have been attempted and that the results of those modifications have not been effective in meeting the student's need for an appropriate education. In most cases, two SST meetings should be convened to assess baseline performance and develop and monitor interventions. Each cycle of intervention generally may be of six to eight weeks duration with progress monitoring.

Prior to a referral for special education evaluation, an SST meeting should be convened to identify the child's areas of behavioral and/or academic difficulty. An SST meeting should be convened to (1) identify the child's area of behavioral, emotional or academic difficulty; (2) establish a baseline level of performance and (3) develop interventions, which generally will be conducted for 6 to 8 weeks.

The following is a sequence of activities that reflects best practices in addressing a student's needs prior to a referral for a special education assessment:

1. An individual at the school site has a concern about a student's academic progress. That individual begins to access resources available at the school and/or consult with persons knowledgeable about the individual student or available resources

2. The student's parent/guardian is contacted for support, information, consultation and sharing of ideas
3. Attempts are made to accommodate the environment and curriculum, and to modify the student's education program in order to address the original concerns. If concerns remain after such attempts have been made, a referral is initiated to the Student Success Team (SST).
4. A Student Study Team meeting is held, involving the parent/guardian, the pupil, the general education teacher and any necessary school or community resources. Documentation of targeted academic and/or behavioral interventions maintained. Generally, intervention should be implemented for not less than 6-8 weeks.
5. Should interventions not produce desired outcomes, a follow-up SST should be held to modify current interventions.
6. After two SSTs and two intervention rounds resulting in progress that does not meet desired outcomes, a referral to special education may be considered.

NOTE: Timelines related to special education assessment apply even if a student is engaged in the SST or MTSS process. Applicable timelines commence any time an evaluation request is received by the LEA. Parents and the LEA may mutually agree to extend the timeline for special education assessment, if it is determined that the IEP team requires additional time to evaluate the student. However, such agreement must be in writing signed by the parent and the LEA. (34 CFR 300.309(c); 71 Fed. Reg. 46657-46659)

## Referral Procedure

### **1.4.B. Referral Procedure**

1. Referrals for assessments to determine eligibility for special education and related services will be made to the school site principal or designee at the child's school of residence.
2. Referrals may be processed through the school site Student Study Team or other student intervention team to review the referral and document interventions attempted prior to referral.
3. All requests for assessments will be submitted in writing. If a parent makes the request verbally, the principal or designee will assist the parent in making the request in writing.
4. If the referral is not coming from the parent, the school site administrator or designee will review the referral. If the information is incomplete the referral source will be contacted to request additional information. If the information is complete, the school site administrator or designee will initiate the assessment process, including notification of parent.

5. The LEA must respond to all requests for assessment with a Prior Written Notice that indicates the proposed action within 15 days of the LEA's receipt of the referral for assessment.
6. In most instances, an Assessment Plan will be developed and provided to the parents along with the Prior Written Notice.
7. No assessment will be conducted without written parent consent.

## **1.5 PARENTAL CONSENT**

The LEA shall conduct an initial evaluation in every area of suspected disability before the initial provision of special education and related services to a child with a disability.

### **1.5.A. Request for Initial Evaluation**

A parent, LEA, agency, appropriate professional person, and/or other member of the public may initiate a request for an initial evaluation to determine if a child is a child with a disability.

1. The initial evaluation shall assess the child in all areas of suspected disability to determine whether the child is a child with a disability. The assessment and IEP team meeting must be held within 60 calendar days of receiving parental consent for the evaluation.
2. Exception: The relevant timeframe shall not apply to a LEA if:
  - a. A child enrolls in a school served by the LEA after the relevant timeframe has begun and prior to a determination by the child's previous LEA as to whether the child is a child with a disability but only if the subsequent LEA is making sufficient progress to ensure prompt completion of the evaluation, and the parent and the subsequent LEA agree to a specific time when the evaluation will be completed; or
  - b. The parent of a child repeatedly fails or refuses to produce the child for the evaluation.

### **1.5.B. Parental Consent for Initial Evaluation**

1. The LEA proposing to conduct an initial evaluation to determine if the child qualifies as a child with a disability shall obtain informed consent from the parent of a child before conducting the evaluation. Parental consent for evaluation shall not be construed as consent for placement or for provision of special education and related services.



2. Consent for Services: The LEA is responsible for making a free appropriate public education (FAPE) available to a child with a disability and shall seek to obtain informed consent from the parent of a child before providing special education and related services to the child.
3. Absence of Consent for Initial Evaluation: If the parent of a child does not provide consent for an initial evaluation or the parent fails to respond to a request to provide the consent; the LEA may pursue the initial evaluation through due process.
4. Absence of Consent for Initial Services: If the parent of a child does not provide consent to the initial provision of services, the LEA shall **not** provide special education and related to the child and the child will remain a general education student.
5. Effect on LEA Obligation: If the parent of a child refuses to consent to the receipt of special education and related services, or the parent fails to respond to a request to provide such consent:
  - a. The LEA shall not be considered to be in violation of the requirement to make a free appropriate public education available to the child or for the failure to provide such child with the special education and related services for which the LEA requests such consent; and
  - b. The LEA shall not be required to develop an IEP for the special education and related services for which the LEA requests such consent.
6. If the child is a ward of the State and not residing with the child's parent, the LEA shall make reasonable efforts to obtain such consent from the parent of the child for the initial evaluation to determine whether the child is a child with a disability. (EC 56346)

## **1.6 ASSESSMENT PROCESS**

### **1.6.A. Initial Assessments**

Prior to any action taken with respect to the initial placement of a student with disabilities, an individual assessment of the student's educational needs must be conducted by qualified staff in accordance with requirements specified by the Education Code. No assessment will be conducted without a signed completed Assessment Plan unless the district has prevailed in a due process hearing regarding assessment.

A comprehensive and individual assessment shall be conducted for each child being considered for special education and related services to determine if the child meets eligibility criteria as a child with a disability and to determine the educational needs of the child.

Once a student has been referred for initial assessment, the student will be assessed in all areas of suspected disability. An individualized education program (IEP) meeting shall occur, within 60 calendar days of receiving written parental consent for the assessment, which begins the day the signed assessment plan is received and date stamped by a staff member.

An IEP meeting required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each LEA's school calendar for each pupil for whom a referral was made 30 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day timeline shall recommence on the date that student school days reconvene. A meeting to develop an IEP for a student shall be conducted within **30 days** of a determination that the student needs special education and related services. (EC 56344; 34 CFR 300.323(c).)

Case managers are responsible for educating staff regarding the time sensitivity of assessment timelines to all site staff. The case manager is responsible for distributing copies of the signed Assessment Plan to all persons named as assessors on the plan. (This should be done within 24 hours to allow all assessors ample time to evaluate the student).

The *60 day time period* does not apply if either of the following occurs:

1. The student enrolls in a school served by the LEA after the relevant time period has commenced but prior to determination by his or her previous LEA of whether the student has a disability. This exemption applies only if the subsequent LEA is making sufficient progress to ensure a prompt completion of the assessment, and the parent and subsequent LEA agree to a specific date by which the assessment shall be completed.

NOTE: New guidance from CDE indicates that LEAs should, to the extent practicable, continue and complete the 60 day time period for any student that is considered "highly mobile". This means students who are migrant, foster youth, wards of the State, homeless or otherwise impacted by high levels of instability and mobility.

2. The parent of a child repeatedly fails or refuses to produce the child for assessment. All attempts made by the LEA to assess the student should be documented in writing.

#### **1.6.B. Assessment Plan**

After a review of the referral, pupil records and/or other immediately available material, the assessment team will meet to develop a proposed assessment plan.

A *proposed assessment plan* shall be developed within 15 calendar days of referral for assessment, not counting calendar days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days from the receipt of the referral, unless the parent or guardian agrees, in writing, to an extension. The appropriate IEP assessment team member(s) shall prepare and mail or personally deliver to the parent/guardian the following:

1. The completed Assessment Plan;
2. Prior Written Notice of Proposed Action; and page #
3. A copy of the Notice of Procedural Safeguards and Parent's Rights. page #

When the referral has been made 10 days or less prior to the end of the regular school year, the assessment plan shall be developed within 10 days after the commencement of the subsequent regular school year. In the case of student's school vacations, the 15-day time shall recommence on the date that the regular school days reconvene. (EC 56321)

1. The *proposed Assessment Plan* given to the parents or guardians shall meet all the following requirements:

- A. Be in language easily understood by the general public
- B. Be provided in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless to do so is not clearly feasible.
- C. Explain the types of assessments to be conducted.
- D. State that no individualized education program will result from the assessment without the consent of the parent.

The LEA shall not be required to obtain informed consent from the parent of a child for an initial assessment to determine whether the child is an individual with exceptional needs under any of the following circumstances:

- Despite reasonable efforts to do so, the LEA cannot discover the whereabouts of the parent of the child.
- The rights of the parent have been terminated in accordance with state law. Whereby a surrogate parent should be assigned to represent the student.
- The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for initial assessment has been given by an individual appointed by the judge to represent the child.

Parental consent is not required before *reviewing existing data* as part of an assessment or reassessment, or before administering a test or other assessment that is administered to all children unless before administration or reassessment, or before administration of that test or assessment, consent is required of the parents of all children.

The *screening* of a pupil by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an assessment for eligibility for special education and related services. (EC 56321(e); 34 CFR 300.302.)

As part of the assessment plan, the parents will be provided with a prior written notice that upon completion of the administration of tests and other assessment material, an Individualized Education Program (IEP) team meeting will be convened. The IEP team will discuss the assessment results, review any additional information, discuss the educational recommendations, and the reasons for these recommendations. Parents will receive a copy of the assessment report.

The parents will be informed that they have a right to obtain, at public expense, an independent educational assessment of the pupil from qualified specialists, if the parent disagrees with an assessment completed by the LEA.

No assessment will be conducted unless the written consent of the parent is obtained prior to the assessment. The parent shall have at least 15 days from the receipt of the proposed assessment plan to arrive at a decision. Assessment may begin immediately upon receipt of the signed consent. The assessments will be completed and an IEP meeting scheduled within 60 calendar days from the date of the receipt of the parent's consent for assessment.

Parent consent for assessment shall not be construed as consent for placement or for receipt of special education and related services. Personal contact with the parents to explain the process and forms is strongly recommended.

If a parent refuses to sign permission for an assessment, the school district may file for mediation/due process hearing. If the district prevails in a due process hearing, the assessment may be conducted without parent consent. (EC 56321)

### **1.6.C. Assessment Requirements**

Tests and other assessment materials must meet all of the following requirements:

1. Are provided and administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally, and functionally, unless is not feasible to provide or administer.
2. Are used for purposes for which the assessments or measures are valid and reliable.
3. Are administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of the assessments, except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist.
4. Tests and other assessment materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
5. Tests are selected and administered to best ensure that when a test is administered to a pupil with impaired sensory, manual, or speaking skills produces test results that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual or speaking skills unless those skills are the factors that the test purports to measure.
6. No single measure or assessment is used as a sole criterion for determining whether a pupil is an individual with exceptional needs or determining an appropriate educational program for the pupil.
7. The pupil is assessed in all areas of the suspected disability including, if appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, social and emotional status. A developmental history shall be obtained when appropriate. For pupils with residual vision, a low vision assessment shall be provided.
8. The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the

unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment.

9. As part of an initial evaluation the IEP team will review existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and observations by teachers and related services providers. (EC 56320, 56324)

#### **1.6.D. Assessment of African American Children under Larry P Decision**

The Larry P v. Riles (1979) court case is the basis for law that disallows the administration of standardized intelligence quotient (IQ) tests to African American students. To ensure compliance with the Larry P, mandate, the CDE has established compliance review procedures to evaluate how well school districts are meeting this mandate with their African American students. The following areas are monitored to ensure compliance with this mandate:

1. Does the plan include a description of alternative means that will be used to assess language impairment or specific learning disabilities when standard tests are considered invalid?
2. Is there evidence that the assessment will be comprehensive? Do tests and other assessment materials meet the following requirements:
  - a. Are materials selected and administered that are not racially or culturally discriminatory?
  - b. Do assessment procedures ensure that IQ tests are not administered to African American students?
  - c. Do assessments result in a written report which includes the findings of each assessment and contain required information?
3. To what extent is the assessment varied from standard conditions?
4. What effects do environmental, cultural, or economic conditions have on the child's performance?

#### **1.6.E. Assessment Report**

The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each **assessment**. The report shall include, but not be limited to, all the following:

1. Whether the child may need special education and related services.
2. The basis for making the determination.
3. The relevant behavior noted during the observation of the child in an appropriate setting.
4. The relationship of that behavior to the child's academic and social functioning.
5. The educationally relevant health and development, and medical findings, if any.
6. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.
7. The need for specialized services, materials, and equipment for pupils with low incidence disabilities.

If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the assessment report. (EC 56327)

## **1.7 REASSESSMENTS**

A reassessment of a pupil shall occur not more frequently than once a year, unless the parent and the LEA agree otherwise in writing, and shall occur at least once every three years, unless the parent and the LEA agree in writing, that a reassessment is unnecessary. (EC 56381)

Reassessment may also be conducted whenever conditions warrant a reassessment including the following:

1. If a parent or teacher requests a reevaluation;
2. When a preschool child with a disability transitions to kindergarten or first grade; or
3. Before determining a child is no longer eligible for special education.

### **1.7.A. Three Year Reassessments**

The three-year reassessments will consider the following in determining the need for additional information:

1. A review of existing data including evaluations and information proved by the parents of the pupil.
2. Current classroom-based assessments and data provided by teachers and related services providers.
3. Observations by teachers and related service providers.

On the basis of that review, and input from the pupil's parents, the team will identify what additional data, if any, are needed to determine, including

1. Whether the pupil continues to have a disability;
2. The present levels of performance and educational needs of the pupil;
3. Whether the pupil continues to need special education and related services; and
4. Whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the IEP of the child and to participate as appropriate in the general curriculum.

If the team determines that additional tests or other evaluation material is needed to provide the necessary data identified above, the district will administer tests and other assessment materials as may be needed. An assessment plan will be developed and presented to the parent for consent. When a parent does not respond to a request for consent to conduct the triennial assessment, it is possible to proceed with the assessment after the following documented steps are completed:

Make three attempts to obtain parent consent to proposed Assessment Plan.

- The first attempt is through whatever communication method you usually use (keep a dated copy of the assessment plan).
- The second and third attempts are both done using the Parental Notice of Triennial Assessment Plan letter template. (Keep a copy of each dated assessment plan)
- Allow at least five school days between each attempt.  
(EC 56506(e))

**Initial assessment plans always require affirmative parent/guardian consent.**

If the IEP team, including the parent, determines no additional data is needed, the LEA will notify the parents of that determination and the reason for it and the right of the parents to request an assessment. The LEA is not required to conduct the assessment unless requested to do so by the pupil's parents. (EC 56381(d); 34 CFR 300.305)

### **1.7.B. Federally Mandated Behavioral Assessments**

Following are descriptions of behavioral assessments that are required for specific students under federal regulations or that may be recommended by an IEP team for students with significant behavioral needs. A functional behavioral assessment



(FBA) is required by federal law and is part of the disciplinary process and may also be utilized by an IEP team for students with severe behavior not yet responsive to previous plans to address behavior that impedes learning.

### **Functional Behavioral Assessment (FBA)**

A functional behavior assessment may utilize review of records, interviews, behavior assessment scales, and may include observation of pupil behavior and/or environmental conditions. A functional behavior assessment shall be conducted under the following circumstances.

1. The pupil's behavior has resulted in disciplinary suspension beyond 10 cumulative days in a school year.
2. An interim alternative educational setting or involuntary change in placement is being considered in a disciplinary context.
3. A manifestation determination in response to a violation of a rule or code of conduct is occurring.

Following the functional behavior assessment the IEP team will develop a behavior intervention or behavior support plan. This behavior intervention plan shall be part of the pupil's IEP and shall specify environmental instructional changes and other techniques and strategies including positive behavioral interventions, strategies and supports.

If a behavior intervention plan is not effective, the IEP team may request a more evidenced based and intensive review of behavior or continue modifications to the behavior intervention plan until success is attained. (34 CFR 300.530)

A functional and behavioral assessment may be conducted when an IEP team determines that the instructional/behavioral approaches specified in the student's IEP have been ineffective and the student is exhibiting severe behaviors. A parent may request that a functional and behavioral assessment be performed.

The assessment should be conducted by, or be under the supervision of a person who has appropriate training in behavioral assessments with an emphasis in positive behavioral interventions.

Functional and behavioral assessment personnel shall gather information from multiple sources, which may include: direct observation, interviews with significant others, and review of available data such as assessment reports prepared by other professionals and other individual records. Prior to conducting the assessment, parent notice shall be given and parental consent obtained.

To maintain evidence based alignment, a functional and behavioral assessment procedure may include the following:

1. Systematic observation of the occurrence of the targeted behavior for an accurate definition and description of the frequency, duration, and intensity;
2. Systematic observation of the immediate antecedent event associated with each instance of the display of the targeted inappropriate behavior;
3. Systematic observation and analysis of the consequences following the display of the behavior to determine the function the behavior serves for the individual;
4. An analysis of the settings in which the behavior occurs most frequently;
5. Review of records for health and medical factors which may influence behaviors; and,
6. Review of the history of the behavior to include the effectiveness of previously used behavioral interventions.

Following the assessment, a report of the assessment results shall be prepared and a copy shall be provided to the parent. The report shall include all of the following:

1. A description of the nature and severity of the targeted behavior(s) in objective and measurable terms;
2. A description of the targeted behavior(s) that includes baseline data and an analysis of the antecedents and consequences that maintain the targeted behavior, and a functional analysis of the behavior across all appropriate settings in which it occurs; and
3. Recommendations for consideration by the IEP team which may include a proposed

Behavioral Intervention Plan.

## PROCEDURES FOR A DIRECT PARENT REFERRAL

The following is a sequence of activities addressing a direct referral from a parent:

1. A school site member is approached by a parent/guardian who requests that his/her child be assessed for special education. If the staff member has adequate knowledge of the school's procedures and the parent's concerns, the staff member

Revised 9/17

establishes the basis for the request and informs the parent of the option to participate in a Student Study Team.

2. If the parent elects not to participate in the Student Study Team, the staff member assists the parent in putting the request for assessment in writing, and the request is submitted to an appropriate member of the assessment team. If the staff member does not have adequate knowledge of school identification procedures, he/she may refer the parent to other personnel, such as a site administrator, school psychologist, or Student Study Team chairperson.
3. The parent gives informed consent and the assessment process is initiated. However, if the school district believes that an assessment for special education is not appropriate, it may refuse to conduct the assessment. In such cases, the district must complete the SEIS Form- 28 form (Prior Written Notice) explaining why they are refusing to conduct an assessment.

Note: The assessment of a student may be conducted without a Student Study Team or similar intervention team meeting if the parent so requests or if the school does not utilize a formal process. However, the school must have in place some mechanism for documenting that the resources of the regular education program have been considered and, where appropriate, utilized.

#### PROCEDURES FOR NON-ENGLISH SPEAKING PARENTS

Parents whose primary language is not English will be informed of the need to file a written request when a verbal request is made. They will be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible. The district will make every effort to provide a translator who speaks the parents' native language to ensure the parents' full participation in the referral process.

#### REFERRAL TO INFANT PROGRAM/ EARLY START

The Sonoma County SELPA coordinates programs for infants with low incidence disabilities (deaf and hard of hearing, visually impaired and orthopedically impaired). Referrals to the program should be directed to the Sonoma County SELPA Early Start Coordinator, 5340 Skylane Blvd., Santa Rosa, CA 95403-1082, (707) 524-2763.

Except for exceptional circumstances which make it impossible to complete the initial evaluation, the initial evaluation and assessment for eligibility for each infant or toddler shall be completed within 45 days of the date that the regional center or LEA received the referral.

#### REFERRAL TO PRESCHOOL PROGRAM

All referrals for preschool age children shall follow the above procedures and shall be made to the district's special education program coordinator.

In the event that the district determines that it does not have an appropriate program for special education preschool children, a referral may be made to the Sonoma County Office of Education.

The following procedures shall apply:

The administrator, or designee of the district of residence shall:

1. Ensure that all of the following data is accurate and present for review:

- Student Name
- Birth Date
- Parent Names
- Address
- Phone Number(s)

All medical and/or health and developmental assessment information must be current. Academic assessments will have been conducted within the previous 12 months and a psychological evaluation within two years. If a student is due for a three-year evaluation within five months of the impending transfer, the district of residence must have completed all psychological and academic assessments prior to the student's entry into the district of service's program, unless otherwise agreed in writing by the districts.

2. Notify the administrator or designee of the potential district of service of the request to consider a student for placement, and provide an opportunity for a staff member from the potential district of service to observe the pupil in question.
3. Provide copies of all assessment reports and IEPs to appropriate staff of the district of service at least three days in advance of the scheduled joint IEP team meeting.
4. Coordinate the opportunity for parents to visit potential program placements. This opportunity and option should only be discussed with the parent/guardian after the potential district of service has consented to such potential option.
5. At the appropriate time, coordinate the scheduling and notification of parents and staff members of both districts of the joint IEP team meeting.
6. Coordinate with the district of service, the arrangements for the transportation of the student to the new school. In all cases, the district of residence is financially responsible for all transportation costs.

7. Conduct the joint IEP team meeting and assume all of the duties described for IEP team meetings.
8. Forward all relevant student records to the district of service as soon as possible after the joint IEP team meeting.
9. Attend annual IEP meetings when significant issues regarding service needs and/or change of placement are being considered. Also attend when specifically requested by either the parent or the district of service. Parents will be notified in writing that upon placement in another district, the district of service will generally be the designated representative of the district of residence and therefore a representative of the district of residence will not typically attend IEP meetings except as noted above. However, parents will be notified that they may request attendance of the district of residence at IEP meetings.

## 2. PRIOR WRITTEN NOTICE

Written notice must be given to parents of a child with a disability within a reasonable time before the district:

Proposes to initiate or change the identification, evaluation or education placement of the child or the provision of FAPE to the child; or

Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

The notice must include:

A description of the action proposed or refused by the district;

An explanation of why the district proposes or refuses to take the action;

A description of any other options that the district considered and the reasons why those options were rejected;

A description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action;

A description of any other factors that are relevant to the district's proposal or refusal;

A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and

Examples of common instances where a PWN is required:

ending services  
assessment plan  
graduation from high school  
declining to assess  
proposing services

The notice must be:

Written in language understandable to the general public; and

Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure:

That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;

That the parent understands the content of the notice; and

That there is written evidence that these requirements have been met.

Written notice shall be given to the parent or a pupil who has attained the age of majority prior to graduation from high school with a regular diploma.

# PARENTAL RIGHTS AND PROCEDURAL SAFEGUARDS

## 4.1 PURPOSE AND SCOPE

Students with disabilities and their parents are afforded rights and procedural safeguards to ensure that all individuals with disabilities are provided a free appropriate public education (FAPE).

Parents can obtain assistance in understanding their rights and procedural safeguards from the Special Education Director of their child's district of attendance, the Senior SELPA Administrator, or the California Department of Education (CDE).

## 4.2 PARENTAL RIGHTS AND PROCEDURAL SAFEGUARDS

### 4.2.A. The Notice of Procedural Safeguards

Parents shall be given a copy of their rights and procedural safeguards at least one time a school year, except that a copy also shall be given to the parents:

1. The first time a student is referred for a special education assessment.
2. Each time an assessment plan is provided to parents.
3. Upon receipt of the first state complaint in a school year.
4. Upon receipt of the first due process hearing request in a school year.
5. When a decision is made to make a removal that constitutes a change of placement.
6. When parents request a copy.

(20 USC 1415(d); 34 CFR 300.504; EC 56301(d)(2); EC 56321; and EC 56341.1(g).)

4.2.B. The "Parental Rights and Procedural Safeguards for Special Education" document is at the end of this chapter (Appendix A).

## 4.3 TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

When a student with a disability reaches age 18 (unless determined to be incompetent by appropriate authorities), the school district must provide any required notice of procedural safeguards to both the individual with disabilities and the parents. All other rights accorded to the parent transfer to the child at the age of majority. (EC 56041.5)

The school district must notify the individual and the parents of this transfer at least one year prior to the student's 18<sup>th</sup> birthday. (EC 56043((g)(3); EC 56345(g))

If a student with a disability has reached age 18 and has not been determined to be incompetent,

but is determined not to have the ability to provide informed consent, the LEA shall follow the state procedures for appointing an appropriate individual to represent the educational interests of the child. (34 CFR 300.520)

Regardless of age, all rights of youth incarcerated in adult or juvenile federal, state, or local correctional institutions transfer to the child. (34 CFR 300.520)

#### **4.4 PARENT REVOCATION OF CONSENT**

Effective December 31, 2008, parents may revoke consent for the provision of special education and related services and LEAs may not challenge the decision through mediation or due process procedures. Clarified as part of these regulatory changes:

- (1) If parents revoke consent for special education, the LEA is not required to amend the child's educational records to delete all references to the child's prior receipt of special education services (34 C.F.R. 300.9(c)(3)); and
- (2) If parents revoke consent for special education, the LEA will not be considered to be in violation of its obligation to provide FAPE to the child during the period of time when the parents refuse to consent to services (34 C.F.R. 300.300(b)(4)(iii)), and is not required to convene an IEP team meeting or develop an IEP for the child for further provision of services (34 C.F.R. 300.300(b)(4)(iv)).

U.S. Department of Education officials emphasize that when parents revoke consent for special education and related services, they must do so in writing, and although school officials cannot delay in ceasing to provide special education and related services to the child, they must provide the parent with prior written notice (and a copy of procedural safeguards) prior to stopping services.



## **SPECIAL EDUCATION ELIGIBILITY CRITERIA**

### **6.1 PURPOSE AND SCOPE**

The purpose of this chapter is to define the specific processes and procedures involved in determining a student's need to receive special education and related services. It is not meant to determine instructional setting or placement. The IEP team makes the determination of placement and setting.

The determination of eligibility must be based on the findings of a multi-disciplinary assessment where no single test or single observer is the sole determining factor. The IEP Team must assure that the student's academic needs cannot be met through accommodations or modifications of the regular education program and that the disability, even with accommodations and/or modifications, adversely affects the individual's educational performance. The IEP team must also assure that all areas of suspected disability have been assessed. There needs to be documentation that race, cultural differences, economic disadvantage, language background, limited school experience and poor attendance are not primary contributing factors to the results of the assessment. The IEP team will determine eligibility, present levels of performance, areas of need and goals that address each area of need. Goals and (objectives if required) will be supported by appropriate services in the least restrictive environment as determined by the IEP Team for the child to receive educational benefit.

### **6.2 PRIOR TO REFERRAL FOR SPECIAL EDUCATION**

The Student Study Team (SST), or the referring instructional personnel, shall document that accommodations/modifications of the regular education program have been attempted and that the results of those modifications have not been effective in meeting the student's need for an appropriate education. Students shall be referred for special education and related services only after the resources of the regular education program have been considered and, where appropriate, utilized. The Student Study Team (SST) is a regular education function. It is a process of reviewing individual student issues pertaining to educational performance and planning instructional interventions to be implemented in the regular education classroom.

Although specialists, such as school psychologists, speech/language pathologists, and resource specialists may be involved in the SST process, the SST is not a special education function and is not subject to the associated restrictions and timelines. It is recommended that LEAs allow at least two, 8 week cycles to give the SST opportunity to identify with specificity the student's need, implement targeted interventions, measure their

effectiveness and revise as needed. A special education referral may be appropriate after interventions have been implemented, reviewed and revised.

NOTE: Timelines related to special education assessment apply even if a student is engaged in the SST or RtI process. Applicable timelines commence any time an evaluation request is received by the LEA. Parents and the LEA may mutually agree to extend the timeline for special education assessment, if it is determined that the IEP team requires additional time to evaluate the student. However, such agreement must be in writing signed by the parent and the LEA. (34 CFR 300.309(c); 71 Fed.Reg. 46657-46659 (August 14, 2006.)

### **6.3 REFERRAL**

When a verbal referral for assessment is made, district staff shall offer to assist the individual to make a request in writing, and shall assist the individual if the individual requests such assistance.

Assessments shall be administered by qualified personnel who are competent in both the oral or sign language skills and written skills of the individual's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the pupil. If it clearly is not feasible to do so, an interpreter must be used, and the assessment report shall:

1. Document this condition and note that the validity may have been affected and;
2. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition.

The assessment of a student, including a student with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment. (EC 56136)

### **6.5 ELIGIBILITY CRITERIA**

A student qualifies as an individual with exceptional needs, if the results of the assessment demonstrate that the student meets eligibility criteria as an individual with a disability and degree of the student's impairment requires special education and related services. The decision as to whether or not the student qualifies for special education and related services shall be made by the IEP team, including assessment personnel. The IEP team shall take into account all the relevant information that is available on the student. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team

as to the student's eligibility for special education. (EC 56220 (a) 56026, 56320, 5CCR 3030 (a-j) 56361 56341 (d))

Eligibility Criteria are separated into thirteen federal classifications. Students need only to meet eligibility under one of these federal classifications. (34 C.F.R., Part 300.7.)

#### **6.5.A. Three Primary Factors Must Be Considered**

Three primary factors must be met when making this determination:

1. Does the student meet the eligibility criteria as an individual with a disability?
2. Does the severity of the disability have an adverse effect on the student's educational performance?
3. Does the student require special education and services to achieve a free appropriate public education?

#### **6.5.B. Special Rule for Eligibility Determination**

In making a determination of eligibility, a child shall not be determined to be a child with a disability if the determinant factor for such determination is:

1. Lack of appropriate instruction in reading, including the essential components of reading instruction.
2. Lack of instruction in math; or
3. Limited English proficiency (EC 56333-56339; 5 CCR 3030; 34CFR 300.27, 300.534)

#### **6.5.C. Evaluations before Change in Eligibility**

The district shall evaluate a student with a disability before determining that the student is no longer a child with a disability and before exiting him/her from special education services.

Exception: The evaluation shall not be required before the termination of a student's eligibility due to graduation from high school with a regular diploma, or due to exceeding the age eligibility for a free appropriate public education. However a Prior Written Notice is required in these situations.

### **6.6 SEVERE DISABILITIES AND NON-SEVERE DISABILITIES**

Students meeting eligibility under some of the above federal classifications are considered to be severely disabled as follows:

*"Severely disabled" means individuals with exceptional needs who require intensive instruction and training in programs serving pupils with the following profound disabilities: autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, severe mental retardation, and those individuals who would have been eligible for enrollment in a development center for handicapped pupils under Chapter 6 (commencing with Section 56800) of this part, as it read on January 1, 1980. (E.C., Sec. 56030.5)*

## **6.7 ELIGIBILITY CATEGORIES**

### **6.7.A. AUTISM (AUT):**

- 1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied.

### **IMPLEMENTATION PROCEDURES**

A multi-disciplinary team shall assess a student. Relevant information includes all of the following:

- A written report from a school psychologist or other person with experience and training in working with autistic individuals.
- A written report from a speech/language pathologist addressing verbal and non-verbal communication skills.
- Assessment/observation which indicates that the behavioral manifestations are so severe that the student requires intensive special education and/or related services.

### **6.7.B DEAF-BLINDNESS (DB): A severely disabling condition.**

Definition:

C.C.R., Title 5, Sec. 3030

Combination of which causes severe communication, developmental, and educational problems.

C.F.R. 300.7 (c)(2)

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

### **IMPLEMENTATION PROCEDURES**

A multi-disciplinary team shall assess a student. Relevant information includes all of the following:

- The effect of the disability on communication, social, emotional, physical, educational, and other areas of development.
- Current audiological measures of auditory functioning which documents a hearing loss, with and without amplification, as determined by a qualified audiologist.
- Performance which reveals significant dysfunction directly related to the physical impairment.
- A written report of an eye examination by either a physician or an optometrist which states that the student's central visual acuity is 20/200 or less Assessment of receptive and expressive communication skills and current education in the better eye after best correction with conventional spectacle lenses, or visual acuity is better than 20/200 if there is a field defect in which the widest diameter of the visual field is no greater than 20 degrees.

#### **6.7.C. DEAFNESS (D):**

##### Definition:

C.C.R., Title 5, Sec. 3030

A pupil has a hearing impairment whether, permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.

C.F.R. 300.7(c)(3)

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or

without amplification, that adversely affects a child's education performance.

Deafness: This hearing impairment is so severe that an individual is impaired in processing linguistic information through hearing with or without amplification. This condition adversely affects expressive or receptive communication or both, developmental growth, and/or educational performance.

### **IMPLEMENTATION PROCEDURES**

A multi-disciplinary team shall assess a student. Relevant information to be considered includes:

- Current audiological measures of auditory functioning with and without amplification as determined by a qualified audiologist.
- Current assessment of receptive and expressive communication skills and current educational performance reveals significant impairment.

#### **6.7.D. HEARING IMPAIRMENT (HI):**

##### Definition:

C.C.R., Title 5, Sec. 3030

A pupil has a hearing impairment, whether permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.

C.F.R. 300.7 (c)(5)

Hearing impairment means an impairment in hearing whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Hard of hearing: This hearing impairment, whether permanent or fluctuating, adversely affects an individual's expressive and/or receptive communication, developmental growth, and/or educational performance and makes difficult,

but does not preclude, the processing of linguistic information through hearing, with or without amplification.

### **IMPLEMENTATION PROCEDURES**

A multi-disciplinary team shall assess a student. Relevant information to be considered includes:

- Current audiological measures of auditory functioning with and without amplification as determined by a qualified audiologist.
- Current assessment of receptive and expressive communication skills and current educational performance reveals significant impairment.

#### **6.7.E. INTELLECTUAL DISABILITY (ID):**

##### Definition:

C.C.R., Title 5, Sec. 3030

A pupil has significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect a pupil's educational performance.

C.F.R. 300.7(c)(6)

**Intellectual Disability** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

### **IMPLEMENTATION PROCEDURES**

A student shall be assessed by a multi-disciplinary team. Relevant information to be considered shall include all of the following:

- The determination of a significant discrepancy (minimum of two standard deviations) between chronological age and ability level, as determined by a credentialed school psychologist.
- An adaptive behavior measure administered by a school psychologist.
- A report by a school psychologist of an observation of the student in the home and/or school situations to confirm that the student's adaptive

behavior is significantly below the expectancy level for chronological age. The report shall describe the observed behavior, the environment in which the behavior occurred, culturally appropriate peer and adult interactions, and any other factors relevant to adaptive behavior.

- A developmental history and current medical history including vision and hearing testing.
- The cumulative results, from the multi-disciplinary team, of the examinations and observations investigating such factors as health and developmental history, language development, school achievement, adaptive behavior, and psychological processing substantiate individual test scores indicating mild, moderate or profound delays in overall levels of functioning. These results must verify the need for an educational program which emphasizes, but is not limited to, the development of some or all of the following:
  - Self-help skills
  - Environmental awareness
  - Survival skills
  - Self sufficiency
  - Communication/language
  - Economic usefulness (work skills, vocational education)
  - Independent or semi-independent living skills

The IEP Team shall document that other factors such as racial, cultural, and language background are not major contributing factors to the results of the assessments.

**6.7.F. MULTIPLE DISABILITIES (MD):**

Definition:

34 C.F.R. 300.7 (c)

"Multiple disabilities" means concomitant impairments (such as mental retardation-blindness, intellectual disability orthopedic impairment, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

**IMPLEMENTATION PROCEDURES**



A pupil shall be defined as having multiple disabilities when the IEP team determines that the pupil has two or more concomitant disabilities and the combination of disabilities requires unique modifications and support. A written report by a school psychologist shall include an assessment on adaptive behaviors.

#### **6.7.G. ORTHOPEDIC IMPAIRMENT (OI):**

Definition:

C.C.R., Title 5, Sec 3030 (e)

A pupil has a severe orthopedic impairment which adversely affects the pupil's educational performance. Such orthopedic impairments include impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.

C.F.R. 300.7(c)(8)

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

#### **IMPLEMENTATION PROCEDURES**

A student shall be assessed by a multi-disciplinary team. Relevant information to be considered includes:

- Observation/assessment by a person with knowledge of orthopedic disabilities, who is trained to select, administer and interpret assessments that accurately measure the abilities of the student.
- A review of medical records which document a diagnosis of physical impairment which may adversely affect educational performance, such as any of the following:
  - Cerebral Palsy
  - Poliomyelitis
  - Infections, including but not limited to, bone and joint tuberculosis and osteomyelitis

- Congenital anomalies including, but not limited to, amputation, clubfoot, dislocations, or spinal bifida
- Birth injury, including but not limited to, Erb's palsy and fractures
- Trauma, including but not limited to, amputations, burns or fractures
- Tumors, including but not limited to, bone tumors or bone cysts
- Developmental diseases, including but not limited to, coxaplane or spinal osteochondritis
- Other conditions, including but not limited to, fragile bones, muscular atrophy, muscular dystrophy, Perthe's disease, or juvenile rheumatoid arthritis

#### **6.7.H OTHER HEALTH IMPAIRMENT (OHI):**

Definition:

C.C.R., Title 5, Sec 3030

A pupil has limited strength, vitality or alertness, due to chronic or acute health problems which adversely affects a pupil's educational performance. In accordance with Section 56026 (e) of the Education Code, such physical disabilities shall not be temporary in nature as defined by Section 3001 (v).

C.F.R. 300.8 (c)(9): Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that –

- (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
- (ii) adversely affects a child's educational performance.

## **IMPLEMENTATION PROCEDURES**

Student shall be assessed by a multi-disciplinary team. Relevant information includes the following:

- The school nurse shall provide the IEP team with specific medical information related to physical limitations and their projected duration.
- Qualified assessors shall include in reports the results of observations within the regular program.
- For students with OHI/diabetes, a written statement from the child's physician as well as a written statement from the child's parent are required before either a school nurse or other designated personnel may assist a child with the administration of medication. Therefore decisions about what health care services a student will receive, including treatment while at school, such as the timing and dosage of insulin to be administered usually are based on the treating physician's written orders.

### **6.7.I EMOTIONAL DISTURBANCE (ED):**

#### Definition:

C.C.R., Title 5, Sec. 3030

Because of a emotional disturbance, a pupil exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affect educational performance:

- (1) An inability to learn which cannot be explained by intellectual, sensory, or health factors.
- (2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (3) Inappropriate types of behavior or feelings undernormal circumstances exhibited in several situations.
- (4) A general pervasive mood of unhappiness or depression.
- (5) A tendency to develop physical symptoms or fears associated with personal or school problems.

C.F.R. 300.7(c)(4)

Emotional disturbance is defined as follows:

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's education performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes schizophrenia.

The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

### **IMPLEMENTATION PROCEDURES**

A multi-disciplinary team shall assess a student. Relevant information includes the following:

- A report written by a credentialed school psychologist documenting the presence of a serious emotional disturbance. The report shall include a summary of previous and current assessments of educational and emotional status, educational history, home and school observations, health and developmental history, and attempted interventions.
- Eligibility as emotional disturbance for purposes of educational placement and/or services shall not be determined solely on the basis of any non-educational evaluation (including evaluations by psychiatrists or clinical psychologists).
- The IEP Team must document the following in order to find that a student has a serious emotional disturbance:

- The disturbance is of such severity that the student's educational needs cannot be met in the regular classroom.
- The presenting educational difficulties are not the result of social maladjustment (E.C. Section 56026 (e)).
- The presenting educational difficulties are not the result of a behavior disorder.
- The behavior has been observed for a period of time longer than six months.
- The inability to learn cannot be explained by intellectual or sensory factors or by limited school experience or poor attendance.

Additional considerations:

- Eligibility is based on a multi-disciplinary assessment of the student's needs.
- The least restrictive environment shall be considered when determining placement.

**6.7. J SPECIFIC LEARNING DISABILITY (SLD):**

(A) Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(B) In determining whether a pupil has a specific learning disability, the public agency may consider whether a pupil has a severe discrepancy between intellectual ability and achievement in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. The decision as to whether or not a severe discrepancy exists shall take into account all relevant material which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for special education. In determining the existence of a severe discrepancy, the IEP team shall use the following procedures:

1. When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the intellectual ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests. A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.

2. When standardized tests are considered to be invalid for a specific pupil, the discrepancy shall be measured by alternative means as specified on the assessment plan.

3. If the standardized tests do not reveal a severe discrepancy as defined in subdivisions 1. or 2. above, the IEP team may find that a severe discrepancy does exist, provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more of the basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy. The report shall contain information considered by the team which shall include, but not be limited to:

- (i) Data obtained from standardized assessment instruments;
- (ii) Information provided by the parent;
- (iii) Information provided by the pupil's present teacher;
- (iv) Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores;
- (v) Consideration of the pupil's age, particularly for young children; and
- (vi) Any additional relevant information.

4. A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance.

(C) Whether or not a pupil exhibits a severe discrepancy as described in subdivision (b)(10)(B) above, a pupil may be determined to have a specific learning disability if:

1. The pupil does not achieve adequately for the pupil's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the pupil's age or State-approved grade-level standards:

- (i) Oral expression.
  - (ii) Listening comprehension.
  - (iii) Written expression.
  - (iv) Basic reading skill.
  - (v) Reading fluency skills.
  - (vi) Reading comprehension.
  - (vii) Mathematics calculation.
  - (viii) Mathematics problem solving, and
- 2.(i) The pupil does not make sufficient progress to meet age or State-approved grade- level standards in one or more of the areas identified in subdivision (b)(10)(C)(1) of this section when using a process based on the pupil's response to scientific, research- based intervention; or
- (ii) The pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 C.F.R. sections 300.304 and 300.305; and
3. The findings under subdivisions (b)(10)(C)(1) and (2) of this section are not primarily the result of:
- (i) A visual, hearing, or motor disability;
  - (ii) Intellectual disability;
  - (iii) Emotional disturbance;
  - (iv) Cultural factors;
  - (v) Environmental or economic disadvantage; or
  - (vi) Limited English proficiency.
4. To ensure that underachievement in a pupil suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group making the decision must consider:
- (i) Data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
  - (ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents.
5. In determining whether a pupil has a specific learning disability, the public agency must ensure that the pupil is observed in the pupil's learning environment in accordance with 34 C.F.R. section 300.310. In the case of a child of less than school age or out of school, a qualified professional must observe the child in an environment appropriate for a child of

that age. The eligibility determination must be documented in accordance with 34 C.F.R. section 300.311.

## **IMPLEMENTATION PROCEDURES**

### **Required Factors in Determining Eligibility**

The IEP Team must verify that the following two requirements have been met in order to state that a student is eligible for special education as a child with a specific learning disability:

- There is a severe discrepancy between ability and achievement, or
- The pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.
- There is documented evidence of a processing disorder in one or more of the following areas:
  - Attention
  - Visual processing
  - Auditory processing
  - Sensory-motor skills
  - Cognitive abilities including association, conceptualization, and expression

NOTE: In order for the student to be eligible for special education program and services the team must find that the student's needs cannot be met in the regular program (including categorical services) without special education support.

### **\*Determination of a Severe Discrepancy**

A multi-disciplinary team shall assess a student in one or more of the following areas of academic instruction:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skills
- Reading comprehension
- Mathematics calculation



- Mathematics reasoning
- Reading fluency

A report written by a credentialed school psychologist shall document that the pupil demonstrates a severe discrepancy between his ability and achievement.

The determination of a severe discrepancy necessitates the use of a standardized achievement test and a test of intellectual ability.-

\*NOTE: When standardized tests are considered to be invalid for a specific pupil the discrepancy shall be measured by alternative means as specified on the assessment plan. This determination may be based on such data as the results of informational or criterion-referenced assessments, analysis of pupil work samples, classroom performance and observations.

Additional Considerations:

The psychological processing disorder should be manifested on more than one instrument and be corroborated by an analysis of other test results and observations.

The relationship of the processing disorder to the pupil's academic deficits should be clearly established and become the basis for instructional planning and development of specific objectives for the student's IEP.

The IEP Team shall ensure that neither the documented psychological processing disorder nor the discrepancy is due to factors of environment, cultural differences or economic disadvantage. Also, neither the documented psychological processing disorder nor the discrepancy may be the result of visual, hearing or motor disabilities, mental retardation, limited school experience or poor attendance, limited English proficiency or lack of appropriate instruction in reading and math.

**6.7.K SPEECH OR LANGUAGE IMPAIRMENT: (SLI):**

Definition:

E.C.56333. A pupil shall be assessed as having a language or speech disorder which makes him or her eligible for special education and related services when he or she demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his

or her educational performance and cannot be corrected without special education and related services. In order to be eligible for special education and related services, difficulty in understanding or using spoken language shall be assessed by a language, speech and hearing specialist who determines that such difficulty results from any of the following disorders:

- (a) Articulation disorders, such that the pupil's production of speech significantly interferes with communication and attracts adverse attention.
- (b) Abnormal voice, characterized by persistent, defective voice quality, pitch, or loudness. An appropriate medical examination shall be conducted, where appropriate.
- (c) Fluency difficulties which result in an abnormal flow of verbal expression to such a degree that these difficulties adversely affect communication between the pupil and listener.
- (d) Inappropriate or inadequate acquisition, comprehension, or expression of spoken language such that the pupil's language performance level is found to be significantly below the language performance level of his or her peers.
- (e) Hearing loss which results in a language or speech disorder and significantly affects educational performance.

C.F.R. 300.7 (11)

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

C.C.R., Title 5, Sec. 3030

A pupil has a language or speech disorder as defined in Section 56333 of the Education Code, and it is determined that the pupil's disorder meets one or more of the following criteria:

C.C.R., Title 5, Sec. 3030 (c)

(1) Articulation Disorder.

- (A) The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental

scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance.

- (B) A pupil does not meet the criteria for articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

**(1) ARTICULATION**

**IMPLEMENTATION PROCEDURES**

A student having hearing within the normal speech range shall be assessed as having an articulation disorder when the student demonstrates a developmental delay in the production of one or more phonemes.

- A preschool child between the ages of three and five years must have one or more sound articulation errors delayed by a minimum of six months according to a developmental scale of articulation competency.
- Upon entering kindergarten and up to age eight, a student must have one or more sound articulation errors delayed by a minimum of one year according to a developmental scale of articulation competency. An exception to this year delay would be lateralization of sibilant sounds. Students who produce lateralized s, z, sh, ch, or j, should receive therapy as soon as the sound in error goes beyond the developmental scale.
- Students age eight and above must have one or more misarticulations and demonstrate one or more of the following:
  - Lack of stimulability in syllables/words.
  - Consistency of error in two or more speaking situations.
  - Reduced intelligibility in conversational speech.

**(2) ABNORMAL VOICE**

C.C.R., Title 5, Sec. 3030 (c)

(2) Abnormal Voice. A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.

**IMPLEMENTATION PROCEDURES**

- A student shall be assessed by a multi-disciplinary team as having abnormal voice when the disorder adversely affects educational performance. When indicated, vocal assessment shall include a medical laryngeal examination.
- The IEP team documents that the abnormal voice is noticeable to both familiar and unfamiliar listeners, interferes with communicating, is noticeable over a long period of time and is inappropriate for the student's age and/or sex.

### **(3) FLUENCY DISORDER**

C.C.R., Title 5, Sec. 3030 (c)

Fluency Disorders. A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.

### **IMPLEMENTATION PROCEDURES**

- A student shall be assessed by a multi-disciplinary team as having a fluency disorder when the student exhibits inappropriate rate or rhythm of speech or excessive repetition, revision, interjection, pauses, and other breaks in the flow of speech that do not enhance meaning.
- A certain degree of normal non-fluent behavior characterizes the speech of very young children. In this case, periodic monitoring and parent education may be more appropriate than direct intervention.

### **(4) LANGUAGE DISORDER**

C.C.R., Title 5, Sec. 3030 (c)

Language Disorder. The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria:

- (A) The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or
- (B) The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or

developmental level on one or more standardized tests in one of the areas listed in subsection (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of fifty utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

### **IMPLEMENTATION PROCEDURES**

A multi-disciplinary team shall assess a student. Relevant information shall include the following:

- Assessment in one or more of the following areas of language development:
  - Morphology
  - Syntax
  - Semantics
  - Pragmatics

Scores on standardized tests shall meet the requirements set forth in Title 5 quoted above.

Scores from analysis of a language sample must also meet the requirement set forth in Title 5 quoted above.

When standardized tests are considered to be invalid for a specific pupil, the language disorder shall be assessed by alternative means as specified on the assessment plan.

Language Disorder does not include:

- Students who have atypical patterns resulting from lack of familiarity with English, cultural differences, race, or environmental deprivation.

- Students whose language is commensurate with his/her general cognitive functioning.

#### **6.7.L TRAUMATIC BRAIN INJURY (TBI):**

##### Definition:

C.F.R. 300.7 (C)

"Traumatic brain injury" means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment, problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

##### **IMPLEMENTATION PROCEDURES**

A multi-disciplinary team shall assess a student. Relevant information includes the following:

- A review of medical records, which document a diagnosis of traumatic, brain injury.
- A written report by a school psychologist which shall include a summary of previous and current educational performance, cognitive functioning, home and school observations and attempted interventions.
- Assessment by persons knowledgeable in the following areas:
  - Post trauma academic functioning
  - Language and speech production
  - Perceptual and motor abilities
  - Judgment and psychosocial behavior
  - Health and physical functions
  - Adaptive behaviors
  - The IEP Team shall determine that the traumatic brain injury adversely affects educational performance.

- The least restrictive environment shall be considered when determining placement.

**6.7.M VISUAL IMPAIRMENT INCLUDING BLINDNESS (VI): A**  
severe or non-severe disabling condition.

Definition:

C.F.R. 300.7 (13)

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

**IMPLEMENTATION PROCEDURES**

A multi-disciplinary team shall assess a student. Relevant information to be considered includes a written report of an eye examination by either a physician or optometrist and a functional vision assessment by a person credentialed to serve the visually impaired. One of the following descriptions should apply:

- Partially Sighted: The student's visual acuity in the better eye, after the best correction, is between 20/70 and 20/200.
- Legally Blind: Central visual acuity of 20/200 or less in the better eye after best correction with conventional spectacle lenses, or visual acuity better than 20/200 if there is a field defect in which the widest diameter of the visual field is no greater than 20 degrees. In the United States this definition has been established primarily for economic and legal purposes.

Blind: The student's visual impairment is so severe that for education purposes, vision cannot be used as a major channel of learning and the visual impairment, even with correction, adversely affects the individual's education.

## INDIVIDUALIZED EDUCATION PROGRAM

### 7.1 PURPOSE AND SCOPE

The Individualized Education Program (IEP) is a written plan that is developed by an IEP team that results in an offer of a free appropriate public education (FAPE) that provides educational benefit for a student with a disability. The IEP document describes the student's present levels of academic achievement and functional performance, identifies area of need, sets annual goals and describes the special education program and related services needed to meet those goals.

The SELPA and the LEA will provide a continuum of program options to meet the needs of students with disabilities to ensure a free appropriate public education (FAPE).

The IEP team determines the program or combinations of programs that can meet the student's needs in the least restrictive environment (LRE), allowing for maximum interaction with typically developing peers and access to the general curriculum.

Once a student has been found eligible for special education and related services, placement is based upon the specific needs of the student in the least restrictive environment. Related services are provided only if necessary for the student to benefit from their special education program.

The IEP shall show a direct relationship between the present levels of performance, the goals (and objectives if appropriate) and the specific educational services to be provided. (C.C.R., Title 5, Sec. 3040 (c))

### 7.2 INDIVIDUALIZED EDUCATION PROGRAM REQUIREMENTS

#### 7.2. A Development of IEP

An IEP shall be developed within a total time not to exceed 60 calendar days, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days, from the date of receipt of the parent's written consent



for assessment, unless the parent agrees, in writing, to an extension. (EC 56344(a))

An LEA administrator or designee will initiate and conduct the meeting for the purpose of developing, reviewing, and revising the IEP of a child with a disability.

All efforts will be made to ensure that one or both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate. The parent will be notified of the meeting early enough to ensure that they will have an opportunity to attend. The meeting will be scheduled at a mutually agreed upon time and place.

When developing each student's IEP, the IEP team shall consider the strengths of the child and the concerns of the parents for enhancing the education of their child. The IEP team will consider the results of the initial or most recent evaluation of the child, and as appropriate, the results of the child's performance on any general State or district wide assessment program. (EC 56342)

#### **7.2.B Parent Consent to IEP**

Parents who attend the IEP team meeting are always asked to sign the IEP document for attendance and they also are asked to sign to give their approval and consent to the IEP.

If the parent agrees to only portions of the offer of FAPE, encourage the parent to sign the consent with exceptions.

Implement the services to which the parent consents. For any services proposed in the new IEP for which the parent does not consent, continue to implement the related components from the previous IEP. It is important to set up another IEP team meeting as soon as possible to continue to resolve issues related to the parts of the IEP to which the parent did not give consent.

### 7.2.C IEP CONTENT

The term “individualized education program” (IEP) means a written statement or plan for each child with a disability that is developed, reviewed, and revised and includes:

- (1) a statement of the child’s present levels of academic achievement and functional performance, including:
  - (a) how the disability affects the child’s involvement and progress in the general education curriculum;
  - (b) for preschool children, as appropriate, how the disability affects the child’s participation in age and developmentally appropriate activities; and
  - (c) for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.
- (2) a statement of measurable annual goals, including academic and functional goals designed to:
  - (a) meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and
  - (b) meet each of the child’s other educational needs that result from the child’s disability.
- (3) a description of how the child’s progress toward meeting the annual goals will be measured, and when periodic reports on progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with issuance of report cards) will be provided;
- (4) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child:

- (a) to advance appropriately toward attaining the annual goals;
  - (b) to be involved in and make progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and
  - (c) to be educated and participate with other children with disabilities and typically developing peers in the activities described above.
- (5) an explanation of the extent, if any, to which the child will not participate with typically developing peers in the regular class and/or extracurricular and nonacademic activities;
- (6) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments.
- A. if the IEP team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of student achievement, a statement of why:
- (a) the child cannot participate in the regular assessment; and
  - (b) the particular alternate assessment selected is appropriate for the child;
- (7) the projected date for the beginning of services and modifications, and the anticipated frequency, location and durations of those services and modifications.
- (8) Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter:
- (a) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
  - (b) the transition services (including course of study) needed to assist the child in reaching those goals; and

- (c) beginning not later than 1 year before the child reaches the age majority (age 18), a statement that the child has been informed of the child's rights that will transfer to the child when reached age 18.

When appropriate, the IEP will also include other necessary services, such as extended school year (ESY), transportation, type of physical education, prevocational, vocational and career education. (30 EC 56345)

All service providers, the school site and any outside agencies that will provide services will be given a copy of the IEP or be knowledgeable of its content.

### **7.3 IEP TEAM MEMBERS**

Each meeting to develop, review, or revise the individualized education program of a child with special needs shall be conducted by an IEP team.

The IEP team shall include all of the following:

- (1) One or both of the student's parents, a representative selected by a parent, or both
- (2) Not less than one general education teacher of the student, if the student is, or may be, participating in the general education environment. If more than one general education teacher is providing instructional services to the student, one general education teacher may be designated by the LEA to represent the others. The general education teacher of a student shall, to the extent appropriate, participate in the development, review, and revision of the student's individualized education program, including assisting in the determination of appropriate positive behavioral interventions and supports, and other strategies for the student, and the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student.

- (2) Not less than one special education teacher of the student, or if appropriate, not less than one special education provider of the student.
- (4) A representative of the LEA who meets all of the following:
  - (a) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs.
  - (b) is knowledgeable about the general curriculum.
  - (c) is knowledgeable about the availability of resources of the LEA.
- (5) An individual who can interpret the instructional implications of the assessment results. The individual may be a member of the team.
- (6) At the discretion of the parent, guardian, or the LEA, other individuals, who have knowledge or special expertise regarding the student, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.
- (7) Whenever appropriate, the student. The LEA shall invite the student to attend his or her IEP team meeting if a purpose of the meeting will be the consideration of the postsecondary goals and the needed transition services for the student. If the student does not attend the IEP meeting, the LEA shall take steps to ensure that the student's preferences and interests are considered. (30 EC 56341)

The general education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP. The teachers will assist in the determination of appropriate positive behavioral interventions and strategies for the child, and

supplementary aids and services, program modifications or supports for school personnel that will be provided for the child.

### 7.3. A IEP Team Member Excusal

#### IEP Team - Area of Curriculum Not Being Discussed

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent of student and the LEA agree that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. (EC 56341(f))

#### IEP Team - Area of Curriculum or Related Services Being Discussed

A member of the individualized education program team may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both of the following occur:

- (1) The parent and the LEA consent to the excusal after conferring with the member.
  - (2) The member **submits in writing to the parent and the IEP team**, input into the development of the IEP prior to the meeting. A parent's agreement shall be in writing. (30 EC 56341(g))
1. The parent and the LEA consent in writing to the excusal after conferring with IEP team member.
  2. The IEP team member submits to the parent and the IEP team, input into the development of the IEP prior to the meeting. A parent's agreement shall be in writing. ( 30 EC 56341)

**NOTE: Refer to the IEP Manual for the Excusal Form**

### 7.3. B Parents Cannot Attend IEP Meeting

If neither parent can attend, other methods will be used to ensure parent participation, including individual or conference telephone calls.

## **Parent Participation and Consent Procedures**

Document three separate attempts to contact parent/guardian. Contact methods include certified letter, in person, letter (mail or email) and phone.

1. One contact must be the *Notice of Meeting* form.
2. Document any other two contacts.

After three documented attempts to schedule the IEP team meeting, and if the parent/guardian makes no attempt to reschedule the IEP team meeting, the meeting can be held, with or without parent/guardian participation. It is always recommended that the IEP team members call the parent during the time of the proposed IEP meeting in an attempt to allow parental participation via phone.

When an IEP team meeting is held without parent/guardian participation, the case manager should send a letter with a copy of the new proposed IEP to the parent/guardian.

Parent Participation and Consent is always required for:

- Initial IEPs
- Exit IEPs
- Change in Placement IEPs

When no parent can be located or if the court has specifically limited the rights of the parent or guardian to make educational decisions for the child, a surrogate parent will be appointed.

## **7.4 LEAST RESTRICTIVE ENVIRONMENT**

### Definition:

1. To the maximum extent appropriate, individuals with exceptional needs, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.
2. Special classes, separate schooling, or other removal of individuals with exceptional needs from the general educational environment occurs only if the nature or severity of the disability is such that

education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (30 EC 56040.1)

Least restrictive environment (LRE) requirements include the following:

- (1) The student's placement will be as close as possible to his/her home.
- (2) Unless the IEP requires some other arrangement, the student will be educated in the school that he or she would attend if not identified with special needs.
- (3) In selecting the least restrictive environment, consideration will be given to any potential harmful effect on the student or on the quality of services that he/she needs.
- (4) A student with a disability will not be removed from education in age-appropriate general education classrooms solely because of needed modifications in the general curriculum.
- (5) In providing or arranging for the provision of nonacademic and extracurricular services and activities, the district will ensure that the student with the disability participates with typically developing peers in those services and activities to the maximum extent appropriate to the needs of that student.
- (6) Special classes may enroll a student only when the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services, including curriculum modifications and behavioral support, cannot be achieved satisfactorily. These requirements also apply to separate schooling or other removal of students from the general education environment. (EC 56364, 56364.2; 5 CCR 3042; CFR 300.550)

The IEP team shall document its rationale for placement in other than the student's school and classroom in which he/she would otherwise attend if he/she did not have a disability. The documentation shall indicate why the student's disability prevents his/her needs from being met in a less restrictive environment, even with the use of supplementary aids and services.

In determining the educational placement of a student with a disability, the LEA will ensure that the placement decision is made by an IEP team



including the parents, and other persons knowledgeable about the student.

All placement decisions will be based on the individual needs of the student pursuant to the IEP and not on the basis of the disability, configuration of service delivery, availability of staff, curriculum intent or administrative experience. All placements will be made in the least restrictive environment.

Specific educational placement means that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs, as specified in the individualized education program, in any one or a combination of public, private, home and hospital, or residential settings. (C.C.R., Title 5, Sec. 3042)

The continuum of options include, but are not necessarily limited to all of the following or any combination of the following:

- 1) General education classroom.
- 2) General education classroom with supplementary aids and services.
- 3) General education classroom with education specialist services provided primarily within the general education classroom
- 4) General education classroom with related services.
- 5) General education classroom with services from an education specialist in a separate classroom for a portion of the school day and other supports and/or related services.
- 6) Special classes and centers.
- 7) Nonpublic, nonsectarian school services.
- 8) State special schools.
- 9) Residential schools
- 10) Home/ Hospital

## **7.5 SPECIAL EDUCATION AND RELATED SERVICES AND DESCRIPTORS**

*Specialized Academic Instruction (SAI)* is defined as: “ Adapting, as appropriate to the needs of the child with a disability the content,

methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.” (34 CFR 300.26(b) (3))

The primary academic instructional service for most special education services will be listed as *Specialized Academic Instruction* on the Offer of FAPE- Services Page of the IEP. As *specialized academic instruction* is identified, one must also identify the amount of service and the location. Specialized Academic Instruction may be provided in multiple locations within a school site or within a school week. An IEP document can be as specific as appropriate to clarify the unique needs of the student. For example, you may indicate SAI in general education for 10 hours a week, and indicate SAI in a separate class for 5 hours per week.

Refer to Chapter 11 for complete information about nonpublic, nonsectarian schools and agencies.

## 7.7 REVIEW AND REVISION OF THE IEP

The IEP will be reviewed periodically, but not less than annually to determine whether the annual goals for the child are being achieved. The IEP will be revised as appropriate to address any lack of expected progress toward the annual goals and in the general curriculum, where appropriate.

In addition, the IEP team will meet whenever the parent or teacher requests a meeting to develop, review or revise the IEP.

An IEP meeting will be held within 30 days of receipt of a written request from a parent.

The following should be included in a review

1. The results of any reevaluation,
2. Information about the child provided to, and by, the parent as required in the evaluation process;
3. The child's anticipated needs; and
4. Other matters.
5. Any lack of expected progress toward the annual goals and in the general curriculum where appropriate.

The IEP team will review progress toward previous annual goals, benchmarks (short-term objectives) if appropriate and progress in the general curriculum when developing new goals, and benchmarks if appropriate.

The general education teacher of the child as a member of the IEP shall, to the extent appropriate, participate in reviews or revisions of the IEP.

#### **7.7.A Making Changes and Amendments to the IEP**

In making changes to a child's IEP after the annual IEP team meeting for a school year, the parent of the individual with exceptional needs and the LEA may agree, not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document, signed by the parent and by a representative of the LEA, to amend or modify the student's existing IEP.

Changes to the IEP may be made, either by the entire IEP team or by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent shall be provided with a revised copy of the IEP with the *amendments* incorporated.

### **7.7.B IEP Team Meetings Required**

An individualized education program team shall meet whenever any of the following occurs:

- (a) A student has received an initial formal assessment. The team may meet when a student receives any subsequent formal assessment.
- (b) The student demonstrates a lack of anticipated progress.
- (c) The parent or teacher requests a meeting to develop, review, or revise the individualized education program.
- (d) At least annually, to review the student's progress, the individualized education program, including whether the annual goals for the student are being achieved, and the appropriateness of placement, and to make any necessary revisions. The individualized education program team conducting the annual review shall consist of the required members. Other individuals may participate in the annual review if they possess expertise or knowledge essential for the review. (30 EC 56343)

### **7.7.C Consolidation of IEP Meetings**

To the extent possible, the LEA shall encourage consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.

## **7.8 IEP MEETING PROCESS**

### **7.8.A Present Levels of Academic and Functional Performance**

The IEP team must determine the student's present level of academic achievement and functional performance. This determination is made by looking at assessment results, input from the parents, teacher and other providers. The IEP team can then identify areas of need for the student.

### **7.8.B Individual Transition Plan and Transition Services**

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter, an IEP must include an

Individual Transition Plan (ITP). The IEP for students 16 years or younger, if appropriate must contain:

1. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
2. The transition services (including course of study) needed to assist the child in reaching these goals;

If a participating agency (other than the district) fails to provide the transition services described in the IEP, the IEP team will reconvene to identify alternative strategies to meet the transition objectives for the student; and

If an invited agency representative cannot attend the IEP meeting to develop transition services, the district will obtain agency participation in planning for these services.

Beginning not later than 1 year before the child reaches the age majority (age 18), a statement that the child has been informed of the child's rights that will transfer to the child when reached age 18.

**NOTE: Refer to Chapter 9 Secondary Transition for more details.**

### **7.8.C Consideration of Special Factors**

The IEP team will consider the following special factors:

#### Behavioral

In the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.

#### Students with Limited English Proficiency

In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP.

For individuals whose primary language is other than English, linguistically appropriate goals, objectives, programs and services.

#### Blind and Visually Impaired

In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines that the use of Braille is not appropriate for the child. The IEP team will make this decision after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) is conducted.

#### Deaf and Hearing Impaired

Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs. The IEP team will consider opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

#### Assistive Technology

Consider whether a child requires assistive technology devices and services.

If, in considering the above special factors, the IEP team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the child to receive a free appropriate public education, the IEP team must include a statement to that effect in the child's IEP.

### **7.8.D Developing Goals**

There must be a goal for every area of identified need. Objectives or benchmarks are required for students who participate in an alternate statewide assessment. Goals must contain the following components:

1. Baseline (related to goal)
2. Who (the child)
3. Does what (measurable behavior)
4. When (reporting date)
5. Given what (conditions)
6. How much (mastery criteria)
7. How measured (performance data or assessment)

IEP goals should be based on the academic content standards for the grade in which the student is enrolled.

#### **7.8.E Discussion of Options Considered**

Prior to determining the actual special education and related services, the IEP team must discuss and document all options that were considered.

#### **7.8.F Supplementary Aids and Services**

Supplementary aids and services means aids, services, and other supports that are provided in general education classes or other education-related settings and in extracurricular and nonacademic settings, to enable individuals with exceptional needs to be educated with nondisabled children to the maximum extent appropriate. (EC 56033.5)

Supplementary aids and services are often critical elements in supporting the education of students with disabilities in regular classes and their participation in a range of other school activities.

Supplementary aids and services can be accommodations and modifications to the curriculum under study or the manner in which that content is presented or a student's progress is measured. Supplementary aids and services can also include direct services and supports to the child, as well as support and training for staff who work with that child. Determining the appropriate supplementary aids and services must be done on an individual basis.

#### **7.8.G Determination of Special Education and Related Services**

The IEP team determines the special education and related services that are needed to implement the goals for the student to receive educational benefit in the least restrictive environment. The special education and related services, including ESY if needed, must be documented to include frequency, duration and location of the services offered to the student.

#### **7.8.H Extended School Year (ESY)**

The need for Extended School Year (“ESY”) programming must be considered and documented annually on the IEP for every student receiving special education services. The need for ESY services may be addressed at any IEP meeting. The IEP meeting addressing ESY should take place a reasonable time prior to the commencement of the ESY break.

Extended school year services are individualized extensions of special education and related services that are provided to a student with a disability beyond the regular school year, for example, during the school (year round) and summer vacation. When appropriate and necessary for the unique needs of the child, ESY is provided by the LEA at no cost to the parents to students who have demonstrated difficulties with regression and lack of recoupment related to the specific skills they’ve learned during the school year. ESY services vary in intensity, location, type of service and length of time, depending upon each student’s needs.

Not every student with a disability is entitled to receive ESY services. Rather, students who are determined by their IEP team to need ESY services are entitled to receive them as part of a free appropriate public education. Decisions about ESY eligibility are made individually through the IEP process usually at the student’s annual IEP meeting. ESY eligibility is not limited to students with particular types of disabilities.

Extended school year services shall be provided for each individual with exceptional needs who has unique needs and requires special education and related services in excess of the regular academic year. Such individuals shall have handicaps which are likely to



continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her handicapping condition. The lack of clear evidence of such factors may not be used to deny an individual an extended school year program if the individualized education program team determines the need for such a program and includes extended school year in the individualized education program.  
(5 CCR 3043)

**NOTE: Refer to Chapter 14 Resources for more information on determining the need for ESY.**

## **7.9 INDIVIDUALIZED EDUCATION PROGRAM: TRANSITIONS**

### **7.9. A Transition from Preschool to Elementary School**

Prior to transitioning a child with disabilities from a preschool program to kindergarten, or first grade as the case may be, an appropriate reassessment of the child shall be conducted to determine if the child is still in need of special education and services.

As part of the transition process, a means of monitoring the continued success of the child who is determined to be eligible for less intensive special education programs should be identified.

If appropriate and as part of the exit process from special education, the present performance levels and learning style shall be noted by the IEP team. This information shall be made available to the assigned general education teacher upon the child's enrollment in Kindergarten or first grade as the case may be.

### **7.9. B Transition from Special Class or Center, or from Non-Public, Nonsectarian School to the General Education Classroom in the Public School**

When students transfer into the general education classroom from special classes or centers, or from nonpublic, nonsectarian school to the general education in the public school the IEP will include the following:

1. A description of activities provided to integrate the child into the general education program indicating the nature of each activity and the time spent on the activity each day or week; and
2. A description of the activities provided to support the transition of students from the special education program into the general education program.

### **7.9.C Secondary Transition**

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter, the IEP must contain an Individual Transition Plan. The IEP for students 16 years or younger, if appropriate must contain:

1. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
2. The transition services (including course of study) needed to assist the child in reaching these goals.

**NOTE: Refer to Chapter 9 Secondary Transition for more information.**

## **7.10 EDUCATIONAL BENEFIT**

Board of Education v. Rowley 1982 was decisive in defining the term *educational benefit*. The Supreme Court concluded that the IDEA does not require that LEAs maximize the potential of students with disabilities. The intent of the IDEA was more to open the door of public education to students with disabilities rather than guarantee any particular level of educational achievement.

### **7.10.A Components of Educational Benefit Analysis**

Based on procedural requirements, including:

1. The assessment is complete and the child is assessed all areas of suspected disability
2. The IEP team identifies needs related to:
  - the child's disability
  - involvement and progress in the general curriculum
3. Goals are established in each need area
  - Objectives are developed for students taking CAPA
4. Services are planned to support:
  - Progress towards all goals
  - Progress in the general curriculum
  - Participation in the general education environment
  - Education with other students with disabilities and typically developing peers
5. The IEP team reviews the student's progress and adjusted the IEP if progress was not made or to address other needs.

#### **7.10.B Definition of FAPE**

Free Appropriate Public Education (FAPE) means special education and related services that:

1. Are provided a public expense;
2. Meet the standards of the State;
3. Include pre-school, elementary or secondary school and education through the 22<sup>nd</sup> birthday if appropriate; and
4. Are provided in conformity with the IEP.

**NOTE: See Chapter 14 Resources for Educational Benefit Checklist**

### **7.11 INTERIM PLACEMENTS**

#### **7.11.A Transfers from District to District within the State**

If the child has an IEP and transfers into a district from a district not operating programs under the same local plan in which he or she was last enrolled in a special education program within the same academic year, the LEA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parents, for a period not to exceed 30 days, by which time

the LEA shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

**7.11.B Transfers from District to District within the Same SELPA**

If the child has an IEP and transfers into a district from a district operating under the same special education local plan area of the district in which he or she was last enrolled in a special education program within the same academic year, the new district shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the LEA agree to develop, adopt and implement a new IEP that is consistent with federal and state law. It is recommended that at least an IEP Amendment be done to reflect the change in location and provider.

**7.11.C Transfers from District to District from Outside of State**

If the child has an IEP and transfers from an educational agency outside the state to a district within the state within the same academic year, the LEA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parents, until the LEA conducts an assessment.

In order to facilitate the transition of an individual with exceptional needs, the new school in which the pupil enrolls shall take reasonable steps to promptly obtain the pupil's records.

Upon receipt of a request from an educational agency where an individual with exceptional needs has enrolled, a former educational agency shall send the pupil's special education records, or a copy thereof, to the new educational agency with five working days. (EC 56325)

## SECONDARY TRANSITION

### 8.1 PURPOSE AND SCOPE

Transition services (designed with a results oriented process focused on improving academic functional achievement of the student) must be addressed in the IEP of the student not later than in the year in which he/she turns 16 years of age. The goal of **transition services** is planned movement from secondary education to adult life that provides opportunities that maximize economic and social independence in the least restrictive environment for individuals with exceptional needs. Planning for transition from school to postsecondary environments should begin in the school system well before the student leaves the system. (30 EC 56460)

Transition is all about planning for a student's future and how academic courses, functional curriculum and vocational activities help move a student towards the future goal. Discussion about transition or future planning should be addressed at the beginning of the IEP team meeting so that the IEP team is focused throughout the meeting on helping the student work towards his or her future goals. The goal of transition is to provide the student with all the skills, knowledge and support necessary to make their post school goals a reality.

### 8.2 DEFINITION OF TRANSITION SERVICES

The term "transition services," is a coordinated set of activities for students with special needs that does all of the following:

- (1) Is designed within an results-oriented process that is focused on improving the academic and functional achievement of the individual with exceptional needs to facilitate the movement of the pupil from school to post-school activities, including postsecondary education, vocational education, integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation.

- (2) Is based upon the individual needs of the pupil, taking into account the strengths, preferences, and interests of the pupil.
- (3) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (4) Transition services for students with special needs may be special education, if provided as specially designed instruction, or designated instruction and service, if required to assist a pupil to benefit from special education. Is based upon the individual needs of the pupil, taking into account the strengths, preferences, and interests of the pupil.
- (5) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. (56345.1. (a))

### **8.3 TIMELINE FOR DEVELOPING INDIVIDUAL TRANSITION PLAN**

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter:

- (a) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
- (b) the transition services (including course of study) needed to assist the child in reaching those goals; and
- (c) beginning not later than 1 year before the child reaches the age majority (age 18), a statement that the child has been informed of the child's rights that will transfer to the child when reached age 18.

### **8.4 AREAS TO BE ADDRESSED**

#### **8.4. A Instruction**

The IEP is an individualized instructional and support plan for students with disabilities. The transition planning, activities and services detailed in the IEP align instruction with student's post-secondary goals. The individual transition plan should include a specific course of student tailored to the unique needs of the student

to support the student progress towards both their annual goals and objectives and towards their measureable post-secondary goals and objectives. The course of study should be a specific identification of the courses that the student will take during the year covered by the annual IEP. The attachment of a transcript is not sufficient to meet the specificity requirements of a course of study.

#### **8.4. B Related Services**

The IEP must describe any related services the student may need, such as transportation to a work experience or career counseling to help the student prepare for his or her future goals.

#### **8.4. C Community Experiences**

Instructional activities may take place in the community such as community based instruction to help students generalize the skills learned in the classroom to the real world.

#### **8.4. D Employment**

All students should have employment related language in their IEP. For some students this may be a goal to go to college; for others it may mean job training or supported employment. Other students may go right to work after leaving school. LEAs are responsible for helping students identify their goals and develop plans that prepare students to achieve.

#### **8.4. E Daily Living Skills and Functional Evaluation**

Some students may need specific instruction and activities in order to learn to take care of themselves and live as independently as possible. Some students may need a functional evaluation to determine which skills they will need to develop so that they are able to enter employment or live independently.

### **8.5 OTHER AGENCY INVOLVEMENT**

A representative from any agency that is likely to be responsible for providing or paying for transition services may be invited to the IEP beginning when the student is 16, or younger if appropriate, with parental consent or consent of adult student.

If a participating agency (other than the district) fails to provide the transition services described in the IEP, the IEP team will reconvene to identify alternative strategies to meet the transition objectives for the student.

If an invited agency representative cannot attend the IEP meeting to develop transition services, the district will obtain agency participation in planning for these services by some other means.

## **8.6 IEP TEAM PARTICIPANTS FOR SECONDARY TRANSITION**

### **8.6.A Student**

Role: Participates, communicates preferences and interests, communicates strengths, and takes part in the IEP development.

(If the student is not in attendance, how were the student's interests and preferences determined?)

300.321(b)(1) Would provide that the pupil be invited to the IEP meeting if a purpose of the meeting is consideration of the pupil's postsecondary goals and the transition services needed to achieve those goals.

(2006 IDEA Regulations Comments indicated that if the student is a minor, the parents (unless ed. rights have been limited or extinguished) have the authority to determine whether the student should attend the IEP Team meeting (pg.46671) 300.321(b) (2) it is the public agency's obligation to take other steps to ensure that the student's preferences and interests are considered if the pupil is unable to attend the meeting.

### **8.6.B Parent/Family**

Role: Supports the student, reinforces the value of an individual program, provides information about student's strengths and areas where assistance is needed.

### **8.6.C Special Education Specialist**

Role: Provides information, completes age appropriate assessments with student, provides teaching strategies including accommodations and or modifications, suggests course of study related to student's post-school goals; identifies related services, provides input into transition service needs,



links student and parents with appropriate post-school services, coordinates all persons, agencies, services or programs involved in the transition planning process.

#### **8.6.D General Education Teacher**

Role: Assists in planning course of study, assists in identifying and providing modifications, adaptations, support and positive behavioral strategies or interventions.

(34 CFR 300.321 – Not less than one regular education teacher of such child (if the child is, or may be, participating in regular education))

#### **8.6.E LEA Representative**

Role: Support staff and allocate LEA resources

- Qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities
- Is knowledgeable about the general curriculum and the availability of resources of the LEA
- Has the authority to commit the LEA to implement the IEP
- LEA may designate another staff member of the IEP team if these criteria are met.

#### **8.6.F Other Specialists**

- Who can interpret the instructional implications of evaluation results
- Who may be one of the team members already listed.

#### **8.6.G Other Appropriate Agency Personnel**

Role: Provide information about services, eligibility criteria, explain difference between entitlement of school programs and eligibility of adult services, assist in identifying community or adult services.

### **8.7 POST-SECONDARY GOALS**

The IEP must document development of measurable postsecondary goals based on age-appropriate transition assessments. The IEP for students 16 years old, or younger, if appropriate, must contain: appropriate measurable

postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; the transition services (including courses of study) needed to assist the child in reaching those goals. [Section 614(d) (1) (A) (i) (VIII)]

## **8.8 SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

The Summary of Academic Achievement and Functional Performance is not



part of the IEP process. The summary is prepared by the LEA and provided to the student when he/she leaves school, either by graduating with a general diploma or reaching the age of 22. The summary will offer the student a document that summarizes his/her academic and functional performance with recommendations about what accommodations and supports the student may need to enter post-school activities, such as training, higher education, employment, and independent living. For a student whose eligibility terminates, an LEA shall provide the student with a summary of his/her academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the his/her post-secondary goals. (Section 614(c) (5) (B))

## **8.9 TRANSFER OF RIGHTS AT AGE OF MAJORITY**

The IDEA continues the requirement of notifying the student and family that educational rights convert to the student upon reaching the age of majority, which is 18 years old in California. Beginning not later than 1 year before the student reaches the age of majority under State law, a statement that the student has been informed of his/her rights if any, that will transfer to the child on reaching the age of majority. (Section 614(d) (1) (A) (i) (VIII))

## **8.10 POST-SECONDARY FOLLOW UP**

The State requires LEAs to seek information from students who have graduated from high school to collect data on post school outcomes.

## 8.11 STUDENTS BETWEEN 19 AND 22 YEARS

Between the ages of 19 and 22, inclusive; enrolled in or eligible for a program under this part or other special education program prior to his or her 19th birthday; and has not yet completed his or her prescribed course of study or who has not met proficiency standards.

1. Any person who becomes 22 years of age during the months of January to June, inclusive, while participating in a program under this part may continue his or her participation in the program for the remainder of the current fiscal year, including any extended school year program for individuals with exceptional needs.
2. Any person otherwise eligible to participate in a program under this part shall not be allowed to begin a new fiscal year in a program if he or she becomes 22 years of age in September or that new fiscal year (July or August). However, if a person is in a year-round school program and is completing his or her individualized education program in a term that extends into the new fiscal year, then the person may complete that term.
3. Any person who becomes 22 years of age during the months of October, November, or December while participating in a program under this act shall be terminated from the program on December 31 of the current fiscal year, unless the person would otherwise complete his or her individualized education program at the end of the current fiscal year or unless the person has not had an individual transition plan incorporated into his or her individualized education program and implemented from the age of 20 years, in which case the person shall be terminated from the program at the end of the fiscal year. (E.C., Sec. 56026: (c) (4))

# SUSPENSION AND EXPULSION/ DUE PROCESS

## 9.1 Discipline

A student with a disability can be expelled for violation of school conduct codes only when certain procedural safeguards are followed.

If an action is contemplated regarding behavior resulting in consideration for expulsion or involving a removal that constitutes a change of placement, the parents must be notified of that decision no later than the date on which the decision to take that action is made.

Immediately, if possible, but in no case later than 10 school days after the date on which the decision to take that action is made, the IEP team must meet to review the relationship between the child's disability and the behavior subject to the disciplinary action. (27 EC 48915.5)

## 9.2 Suspension

The principal or designee may suspend a student with a disability for up to **5 consecutive school days** for a single incident of misconduct and up to 10 cumulative **school days in a school year without conducting a manifestation determination. Students may be suspended for up to 20 days in a school year under certain conditions.**

The principal or designee shall monitor the number of days, including portions of days that students with valid IEPs have been suspended during the school year.

## 9.3 Services during Suspension

Students suspended for more than 10 school days in a school year shall continue to receive special education and related services as specified on the IEP, during the period of suspension after a manifestation determination is conducted..

## 9.4 Transportation during Suspension

If a student with disabilities is excluded from transportation, the student is entitled to be provided with an alternative form of transportation at no cost to

the student or parent/guardian, provided that transportation is specified on the IEP.

#### **9.5 Procedural Safeguards**

The following procedural safeguards shall apply when a student is suspended for more than 10 cumulative school days, when a student is placed in an interim alternative educational setting (IAES), or when a change of placement is contemplated. Not later than the date on which the decision to take action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice.

#### **9.6 Manifestation Determination**

A Manifestation Determination must be held for any student that the school administration seeks to refer to the student disciplinary panel, or any student who has been suspended for 10 cumulative days.

Within 10 school days of any decision to change the placement of a student with a disability, because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the IEP team (as determined by the parent and the LEA) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- (1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
- (2) if the conduct in question was the direct result of the LEA's failure to implement the IEP.

The LEA must consider all special circumstances related to the conduct in question when making its determination.

If the LEA, the parent, and relevant members of the IEP team determine that either numbers (1) , or (2) above are applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

### **9.6.A Determination that Behavior is a Manifestation**

In determining that the behavior is a manifestation of the student's disability, the IEP team must:

- (1) Conduct a functional behavioral assessment and implement a behavioral intervention plan if LEA has not conducted such assessment.
- (2) In the situation where a behavioral intervention plan has been developed, review behavioral intervention plan and modify if necessary to address the behavior; and
- (3) Except under special circumstances, return the student to the previous placement unless the parent and the LEA agree to a change of placement.

### **9.6.B Determination that Behavior is NOT a Manifestation of the Disability**

If the team determines that the behavior was **not** a manifestation of the disability:

- (1) Student must continue to receive special education services to enable him/her to participate in the general curriculum and to progress toward meeting the goals in the IEP.
- (2) If appropriate, receive a functional behavioral assessment, behavior intervention services and/or modifications that are designed to address the behavior so that it does not recur.

### **9.7 45-day Removal to IAES (Special Circumstances)**

School personnel may remove a student to an interim alternative educational setting (IAES) for not more than 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:

- (1) Carries or possesses a weapon to or at school, on school premises, or at a school function under the jurisdiction of the LEA.
- (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 LEA; or
- (3) Has inflicted **serious** bodily injury upon another person while at school, on school premises, or at school function under the jurisdiction of a State or LEA.

The IAES shall be determined by the IEP Team.

**Definition of *Serious Bodily Injury***

Serious bodily injury means bodily injury which involves:

- (1) A substantial risk of death
- (2) Extreme physical pain
- (3) Protracted and obvious disfigurement; or
- (4) Protracted loss or impairment of the function of a bodily member, organ, or mental faculty. (18-U.S.C. 1365(h) (3))

**9.8 Services during 45–Day Placement**

A student who is removed from current placement to 45-day placement must:

- (1) Student must continue to receive services to enable him/her to participate in the general curriculum and to progress toward meeting the goals in the IEP.
- (2) Receive, *as appropriate*, a functional behavioral assessment, behavior intervention services and/or modifications that are designed to address the behavior so that it does not recur.

**9.9 Disciplinary Appeal Process**

If the parent disagrees with any decision regarding placement or manifestation determination, they may request an expedited hearing. If the LEA believes that maintaining the current placement could substantially result in injury to the child or others, the LEA may request an expedited hearing.

**9.10 Placement during Appeal Process**

When an appeal has been requested by either the parent or the LEA:

The student shall remain in the interim alternative educational setting (IAES) pending the decision of the administrative law judge (ALJ) until the expiration of the 45-day placement provided whichever occurs first, unless the State or LEA agree otherwise

**9.11 Expedited Hearing**

The State or LEA shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

**9.12 Authority of Administrative Law Judge (ALJ)**

The ALJ shall hear, and make determination regarding an appeal request. In making the determination, the ALJ may order a change in placement of a student with a disability. In such situations, the ALJ may:

- (1) Return the student to the placement from which the he/she was removed;
- (2) Order a change in placement of the student to an appropriate interim alternative educational setting for not more than 45 days, if the current placement of the student is substantially likely to result in injury to self or others.

### **9.13 Protections for Children Not Yet Eligible for Special Education and Related Services**

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided under IDEA if the LEA had knowledge that the student had a disability before the behavior that precipitated the disciplinary action occurred.

#### **9.13.A Basis of Knowledge**

A LEA shall be deemed to have knowledge that a child is a child with a disability if, before the behavior precipitated the disciplinary action occurred:

- (1) The parent of the child has expressed concern in writing to supervisory or administrative personnel of the appropriate LEA, or a teacher of the child, that the child is in need of special education and related services.
- (2) The parent of the child has requested an evaluation of the child.
- (3) The teacher of the child, or other personnel of the LEA, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education of such agency or to other supervisory personnel of the agency.

#### **9.13.B Exception**

An LEA shall not have been deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services if the child has been evaluated and it was determined that the child was not a child with a disability.



#### **9.14 Conditions that Apply if No Basis of Knowledge**

- (1) If a LEA does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities, who engage in comparable behaviors.
- (2) If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the LEA and information provided by the parents, the LEA shall provide special education and related services. Pending the results, the child shall remain in the educational placement determined by school authorities.

## ALTERNATIVE DISPUTE RESOLUTION (ADR) AND DUE PROCESS

Sonoma County SELPA and Sonoma County Charter SELPA have a comprehensive Alternative Dispute Resolution process. Alternative Dispute Resolution (ADR) involves providing alternative means of solving problems that arise between families and schools. The ADR program involves everything from training parents and educators in effective communication and negotiation skills to conducting informal mediations. We have had a very strong success rate of preventing conflicts from going to fair hearing at the state level. The intent of this program is to maintain positive relationships between the student's family and the school as well as to save money for both parties.

### **Due Process**

When the parents of a student with disabilities and the educational agency disagree about the child's identification, assessment, educational placement, or provision of FAPE, either side can request a due process proceeding.

There are three levels to the hearing process.

#### Resolution Session

When a parent files a due process hearing request, the district is required to schedule a resolution meeting within 15 days of receipt of the complaint with the parents and the relevant members of the IEP team. The purpose of the meeting is to attempt to reach resolution at an early stage.

#### Mediation Conference

If the resolution session is not successful or is waived by either party, a mediation conference that is an informal meeting between the district, parent, and an administrative law judge is conducted. The mediation conference must be scheduled by the state within 15 days of receiving the request for due process hearing.

#### Formal Administrative Fair Hearing

If the mediation conference is not successful or is waived by either party, an

administrative fair hearing is scheduled. This is a formal hearing conducted by an administrative judge from the Office of Administrative Hearings. At the hearing, both sides present evidence through submitting documents and by calling witnesses. The administrative law judge evaluates the evidence, determines the prevailing party, and directs corrective action, if any. This step must be held and a decision made within 45 days of the State's receipt of the request for a hearing.

Either party may request to have only a mediation conference instead of requesting a formal administrative fair hearing. If the issue is not resolved through mediation, a formal hearing can then be requested.

(E.C. §§ 56501-56507) Mediation and hearing requests must be made in writing and sent to:

Office of Administrative Hearings Special Education Division 2349 Gateway Oaks Drive, Suite 200 Sacramento, CA 95833-4231

Phone: (916) 263-0880 Fax: (916) 263-0890

### Compliance Complaint

When it is believed that the LEA may have violated any part of special education law, a parent, individual, public agency, or organization can file a complaint with the California Department of Education (CDE). The party filing the complaint must forward a copy of the complaint to the other party at the same time it is filed with the CDE. The CDE must review it to decide if it is a matter for state or local investigation.

If it is determined to be an appropriate complaint for state investigation, an investigator interviews both sides, reviews documentation, and then decides whether the complaint is justified and what corrective action (if any) must be taken. A report of that investigation must be made within 60 days.

(34 C.F.R. § 300.153)

Complaint forms are available online at <http://cde.ca.gov/sp/se/qu/documents/cmplntinvsrqst.doc> and may be filed with the superintendent of the local agency or sent directly to:

California Department of Education Special Education Division Procedural Safeguards Referral Service 1430 N Street, Suite 2401

Sacramento, CA 95814 Phone: 1-800-926-0648 Fax: (916) 327-3704 Email: [speceducation@cde.ga.gov](mailto:speceducation@cde.ga.gov)

## Civil Rights Issues

It is the responsibility of the Office For Civil Rights in the Department of Education and the Office of Civil Rights in the Department of Health and Human Services to enforce federal laws prohibiting discrimination against persons on the basis of race, color, national origin, sex, age or mental and physical handicaps and to investigate discrimination complaints.

(Title VI, Civil Rights Act of 1964; Title IX, Civil Rights Act of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990)

If a parent or other individual believes that his or her rights have been violated because of his or her disability, or his or her child's disability, by an educational institution receiving federal assistance, a complaint can be submitted to:

Regional Director, Office of Civil Rights, Region IX 50 Beale Street, Suite 7200 San Francisco, CA 94105 Phone: (415) 486-5555 or TDD (877) 521-2172 Fax: (415) 486-5570

Email: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

# NON-PUBLIC SCHOOLS and RESIDENTIAL TREATMENT CENTERS

## 11.1 Non-Public School/Agency Placement Process

Before a LEA or Sonoma County Office of Education (SCOE) places a student with a disability in, or refers a student to, a non-public school (NPS), the LEA or SCOE shall hold an IEP team meeting to review the IEP.

The IEP team may recommend a NPS placement when a public school placement cannot be identified, which will appropriately meet the student's needs. The IEP team shall take steps to find an appropriate placement in a public program operated by another LEA or the SCOE special education programs. Following determination by the IEP team that the student requires a NPS placement, the LEA in consultation with parents and other public agencies, (which may have financial responsibilities for the placement of the student) will select one or more non-public schools to determine which one can implement the student's IEP. (EC 56342)

## 11.2 Out-of-State Non-Public Placements

Before contracting with a NPS outside of California, the LEA or SCOE shall document its efforts to utilize public schools or to locate an appropriate NPS within the state.

If a LEA or SCOE decides to place a student in a NPS outside of this state, the LEA shall indicate the anticipated date for the return of the student to a public school or NPS or a combination thereof, located in the state and shall document efforts during the previous placement year to return the student.

If a LEA or SCOE places a student with a NPS outside of this state, the student's IEP team shall submit a report to the superintendent within 15 days of the placement decision. The report shall include information about the special education and related services provided by the out-of-state program placement and the costs of the special education and related services provided, and shall indicate the efforts of the LEA to locate an appropriate public school or NPS or a

combination thereof, within the state. The superintendent shall submit a report to the State Board of Education on all placements made outside of this state. (E.C. 56365(a))

### **11.3 Transition of Students from Elementary District to High School District**

An elementary school district shall notify a high school district of all students placed in non-public schools prior to the annual review of the IEP for each student, who may transfer to the high school district.

When a student with a disability meets LEA requirements for completion of a prescribed course of study and adopted differential proficiency standards, as designated in the student's IEP, the LEA, which developed the IEP, shall award the diploma.

### **11.4 CHANGE OF PUPIL RESIDENCE**

#### **11.4.A Transfer of Student Receiving Services in Non-Public School**

When a student, receiving services in a NPS, moves outside of the boundaries of the local district, the parent shall immediately report the change of residence to the administrator of both the former and new public school and the NPS. As agreed by the terms of the contract, the contracting NPS shall immediately notify the LEA in both the former and new residence areas. The superintendent (or designee) of the local district making payment to the NPS must immediately notify the new local district of the transfer and provide a copy of the student's records, including the IEP, and the contract for services with the NPS. The fiscal responsibility of the former local district shall terminate on the last day of the student's residence in that district.

Within (15) working days of receiving the student's records, the receiving district in the SELPA shall conduct a review of the student's IEP to determine whether or not the NPS placement is still appropriate. The following factors shall be considered in determining the appropriateness of the pupil's current placement:

- No appropriate public education program is available.
- To move the student at the time of change of residence would be harmful to the health, welfare or educational progress of the individual.

- The NPS continues to be within a reasonable distance and/or travel time from the home of the student.
- Other contingencies that necessitate the individual remaining at the NPS as determined by the IEP team.

If the student's NPS placement is considered appropriate in keeping with the federal mandate of the least restrictive environment, the receiving LEA shall negotiate a new contract for services with the NPS. If the placement is considered inappropriate, the new LEA shall, after a review of the IEP and with the consent of the parent/guardian, provide the needed special education services and facilities.

## **11.5 RESIDENTIAL TREATMENT CENTER (RTC) PLACEMENTS**

Determining the responsibility for payment for costs for students in residential treatment centers requires consideration of two factors: (1) which agency placed the student (i.e., the purpose of the placement); and (2) where the student was placed.

### **11.5.A Residential Treatment Center Placements by LEAs**

If an LEA places a student in a residential treatment center (RTC) through an IEP process, the LEA is responsible for paying for the board and care, educational costs, parent travel considerations, and any related services including school-based mental health services.

### **11.5.B Residential Treatment Center Placements by Courts, Social Services, Regional Center and Other Public Agencies.**

#### **1. Residential Costs**

Placements made by courts, social services and regional centers and are not made by LEAs are not necessary for the student to receive a free appropriate public education; in most of these cases, the student's district of residence (i.e. the district in which their parents or legal guardians reside) is not financially responsible for the costs associated with the residential placement.

In those cases where an educational agency did not make the placement decision, the court, regional center for the developmentally disabled, or public agency (other than an educational agency) placing the individual in the institution or home will be responsible for the residential and other non-educational costs. (EC 56159, EC 56155)

## **2. Educational Costs for Non Public School Placement**

Licensed Children's Institutions (LCIs): If the IEP team determines that NPS placement is necessary to meet the goals of the IEP and the student is placed in a licensed children's institution (LCI) the educational costs will be the responsibility of the Sonoma County Office of Education.

Foster Family Home: If the student is in a foster family home (FFH) the NPS costs are the responsibility of the Sonoma County Office of Education.



## **SURROGATE PARENT PROCEDURES**

### **12.1 BASIC CRITERIA FOR APPOINTING A SURROGATE PARENT**

The Surrogate Parent role on the IEP team is to represent the rights of a student with special needs in all educational matters related to the provision of a free appropriate public education (FAPE). It is the responsibility of each LEA to ensure that the rights of a child are protected in determining the need for, and assigning, a surrogate parent whenever the child is referred or eligible for special education. Each LEA must ensure the rights of a child are protected by determining the need for, and assigning, a surrogate parent whenever the child is referred or eligible for special education and either:

- (1) No parent can be identified;
- (2) The LEA after reasonable efforts, cannot locate a parent;
- (3) The child is a ward of the State under the laws of the State;
- (4) The child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act.

### **12.2 RECRUITMENT OF VOLUNTEERS**

The SELPA Director and LEA directors will work with community agencies and organizations, both public and private, to secure applicants for the position of surrogate parent volunteer.

The SELPA Director will coordinate activities of the SELPA and LEAs in seeking volunteers.

Each volunteer interested in the surrogate parent position must complete a surrogate parent application form.

### **12.3 SCREENING OF APPLICANTS**

The following areas must be addressed by the SELPA Director in the screening process for the appointment of surrogate parents.

- (1) The volunteer must have an active interest in the students to be served.
- (2) The volunteer must have a willingness to learn the requirements of special education system and student.
- (3) The volunteer must have no criminal background (arrest/conviction) that includes a misdemeanor involving abuse or neglect or others, or contributing to the delinquency of minors, or any felony conviction.
- (4) The volunteer must have a valid *California Drivers License* and provide proof of insurance or demonstrate the ability to fulfill all duties of a surrogate parent without needing to drive.
- (5) The volunteer must be willing to be fingerprinted.
- (6) The volunteer must not have a conflict of interest, including financial, with the specific student represented, or other interests, including institutional or other biases that might restrict or interfere with his or her ability to advocate for all the services required to ensure a free appropriate public education for the assigned individual with exceptional needs.
- (7) The volunteer must not be an employee of an agency that has a direct relationship to the student, e.g., school employees, probation officers, social workers, group home providers, or others who may have a conflict of interest.
- (8) The volunteer should display sensitivity to the cultural, socio-economic and individual needs of the student served.

#### **12.4 APPOINTMENT OF SURROGATE PARENT**

- (1) Upon satisfactory completion of the surrogate parent training session and upon passing the SELPA screening process, the surrogate parent volunteer shall be assigned to one or more students, using the following criteria:
  - Cultural and socio-economic sensitivity.
  - Location, based on reasonable travel time for the surrogate parent.

- Ability to understand and relate to the disability and needs of the student.
- The interest of the surrogate parent volunteer.

## 12.5 TRAINING

Prior to assigning a surrogate parent to represent a student, the SELPA Director will arrange for training for the surrogate parent. Training shall include, but not be limited to, the following topics:

### **Special Education and Related Services**

1. Special Education programs available within Sonoma County SELPA as well as other educational placement options.
2. Sonoma County SELPA Policies.
3. Federal and State laws and regulations regarding Special Education.
4. Parent and student rights under federal and State Special Education laws and regulations.
5. Surrogate parent responsibilities, including participating in Individualized Education Program (IEP) meetings and suspension/expulsion proceedings for the assigned student.
6. Conflicts of Interest.
7. Visiting with the student's classroom(s) and consulting with the student's teacher(s) and personnel providing related services.
8. Visiting with the student outside the educational environment.
9. Consulting with the student's foster parent(s), group home provider/staff members, or the person(s) with whom the student resides.

10. Ethical concerns, including the responsibility to hold all information regarding the assigned student in confidence.
11. The Community Advisory Committee (CAC) and parent support groups.
12. Child and adult abuse reporting laws.

### **Training Sessions**

Training sessions shall be provided at convenient locations, and shall be scheduled on days and at times that are suited to meet the needs of the surrogate parent volunteers.

The SELPA Director will develop a post-test interview to be administered to all prospective surrogate parent volunteers following the training session.

The SELPA Director shall maintain records of the dates surrogate parents received training so that update/review training may be provided biannually for the surrogate parents.

## **12.6 ACCESS TO THE STUDENT**

The surrogate parent must meet with the student under the supervision of the student's group home provider, foster parent, person with whom the student resides, placing agency representative, or designated school staff. Exceptions to this procedure are made by the Senior SELPA Director or LEA director/designee.

School personnel shall make every reasonable effort to ensure that the surrogate parent has access to the student and student records as it relates to the student's educational needs.

## **12.7 ACCESS TO STUDENT RECORDS**

The surrogate parent retains the same rights as a parent/legal guardian to access student records. He or she must request copies of school records and other records in the same manner that is required by the parent/legal guardian.

Due to the continual need for confidentiality, when a surrogate parent discontinues representing a specific student, he or she must return to the district all copies of the student's records in his or her possession.

## **12.8 USE OF INTERIM SURROGATE PARENTS**

When any of the following conditions prevail, the Director of Special Education of the LEA in which the student is educated, shall notify the SELPA Director, within two working days, of the need for the assignment of an interim surrogate parent:

- If no parent is immediately available, and the student has been referred for an assessment; or
- The student transfers into a Sonoma County SELPA and is provided an interim placement for special education and related services.

The LEA Director shall assign a surrogate parent, within five working days, depending upon the availability of surrogate parents.

The LEA Director shall terminate the services of the interim surrogate parent when/if any of the following exist:

- The student, after assessment, is found to be ineligible for special education and/or related services. The Director of Special Education of the LEA in which the student is educated shall notify the SELPA Director, within five working days, that the student was determined to be ineligible for special education.
- The student is determined to be ineligible for the services of a surrogate parent.
- A permanent surrogate parent is appointed for the student.

## **12.9 EVALUATION OF SURROGATE PARENTS**

Evaluations of the surrogate parent shall be performed by the Director of Special Education of the LEA in which the student is educated, in conjunction with the SELPA Director. Each surrogate parent should be evaluated at a minimum on an annual basis. Evaluations can be conducted at more frequent intervals, at the discretion of the Director of Special Education of the LEA in which the student is educated, or at the discretion of the SELPA Director, if it is suspected that the surrogate parent is not adequately performing his or her duties.

#### **12.10 TERMINATION OF SURROGATE PARENT APPOINTMENT**

Only the SELPA Director may terminate a surrogate parent's appointment. The SELPA Director shall terminate the appointment of a surrogate parent, when the Director of Special Education of the LEA in which the student is educated notifies the SELPA Director of any of the following conditions:

1. Notice is received from the court that the student is no longer a dependent or ward of the court, under Section 300.601 or 602 of the Welfare and Institutions Code. A copy of said notice should be forwarded to the SELPA Director within two working days of receipt.
2. Notice is received from the court that the right of the parent or legal guardian to make educational decisions for the student, who is a ward, has been reinstated. A copy of said notice should be forwarded to the SELPA Director within two working days of receipt.
3. The student reaches the age of majority, as documented by the LEA or SCOE.
4. The student exits from the special education, as documented by an IEP team.
5. The parent or guardian appears and assumes the responsibility for making educational decisions for the student.
6. The surrogate parent receives an unsatisfactory evaluation, utilizing the SELPA Director evaluation process, and displays no apparent improvement following the evaluation. Termination, based upon the unsatisfactory evaluation, shall be at the discretion of the SELPA Director.

7. The surrogate parent is alleged to have committed a misdemeanor involving the abuse or neglect of others or contributing to the delinquency of minors, or any felony.
8. A surrogate parent is found to have a conflict of interest:
  - If the SELPA Director determines that a conflict of interest exists, it shall be documented and the LEA Director of Special Education shall be notified of it within two working days.
  - The surrogate parent takes action, which threatens the safety or well being of the assigned student.

The LEA Director of Special Education shall investigate the allegations of such action and report the results of said investigation to the SELPA Director as soon as possible, but no later than 30 days following the original report of the allegations.

The SELPA Director shall determine whether the surrogate parent's appointment should be terminated, based on the results of the investigation.

When the SELPA Director receives information indicating the possible need to terminate a surrogate parent, the SELPA Director shall consider the validity of the information and make a decision to terminate or not terminate within five working days.

If the SELPA Director determines that the surrogate parent should be terminated, the SELPA Director shall notify the surrogate parent within five working days of such decision.

Notice of termination shall be by documented phone call or certified mail, with return receipt requested.

At the discretion of the SELPA Director, the terminated surrogate parent may be granted the right to discuss the termination with the SELPA Director with the possibility of eventual reinstatement.

A surrogate parent who has been terminated may protest the termination in writing to the SELPA Director, whose decision regarding the appeal shall be final.

A student, whose surrogate parent has been terminated, shall be so notified by the LEA Director of Special Education in which the student is educated.

A student, who remains eligible for the services of a surrogate parent, shall be assigned an interim or new surrogate parent within two working days or as soon as possible.

#### **12.11 CONFLICT RESOLUTIONS AND APPEALS**

Conflicts must be brought to the attention of the SELPA Director, who will work with all parties involved, to bring resolution to the conflict. The SELPA Director will have the final authority in all appeals and conflicts.

#### **12.12 HOLD HARMLESS**

Surrogate parents are held harmless when acting in their official capacity except in acts or omissions found to have been wanton, reckless, or malicious. (California Government Code Section 7579.5(1)). The SELPA and the surrogate parent shall enter into a signed agreement with a hold harmless clause.



**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION**

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The Charter LEA Governing Board desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the Charter LEA, including children who have been suspended or expelled or placed by the Charter LEA in a nonpublic school or agency services. The Governing Board for each LEA Charter and the County Board of Education approves the Agreement for Participation, Representations and Warranties and the Local Plan.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the Charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

The Charter Chief Executive Officer or designee of the Charter LEA shall extend the Charter LEA's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations to all participating Charter LEAs. Per the Local Plan, the Charter CEO Executive Committee approves policies and makes recommendations to the CEO Council. The CEO Council currently acts as the Council and Executive Committee.

The special education local plan area shall administer a local plan and administer the allocation of funds. (Education Code 56195)

Legal Reference:

**EDUCATION CODE**

- 56000-56001 Education for individuals with exceptional needs
- 56020-56035 Definitions
- 56040-56046 General provisions
- 56048-56050 Surrogate parents
- 56055 Foster parents
- 56060-56063 Substitute teachers
- 56170-56177 Children enrolled in private schools
- 56190-56194 Community advisory committees
- 56195-56195.10 Local plans
- 56205-56208 Local plan requirements
- 56213 Special education local plan areas with small or sparse populations
- 56240-56245 Staff development

56300-56385 Identification and referral, assessment, instructional planning, implementation, and review

56440-56449 Programs for individuals between the ages of three and five years

56500-56508 Procedural safeguards, including due process rights

56520-56524 Behavioral interventions

56600-56606 Evaluation, audits and information

56836-56836.05 Administration of local plan

GOVERNMENT CODE

95000-95029 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3000-3089 Regulations governing special education

UNITED STATES CODE, TITLE 20

1400-1485 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

300.500-300.514 Due process procedures for parents and children

303.1-303.654 Early intervention program for infants and toddlers with disabilities

Management Resources:

WEB SITES

CDE, Special Education Division: <http://www.cde.ca.gov/spbranch/sed>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/offices/OSERS/OSEP>

**IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION**

Note: Identification, evaluation, assessment, and instructional planning procedures for children younger than age three must conform with Education Code 56425-56432 and the California Early Intervention Services Act (Government Code 95000-95029). The California Department of Education and local education agencies are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairment; the Department of Developmental Services and its regional centers must provide services to all other eligible children in this age group. The law also requires regional centers and local education agencies to coordinate family service plans for infants and toddlers and their families. Education Code 56441.11 sets forth eligibility criteria for preschool children ages three to five.

The Charter LEA Governing Board recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades k-12). If at any time the authorization changes, the Charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer or designee shall implement the designated SELPA process to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEA process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

Note: The Individuals with Disabilities Education Act (IDEA), 20 USC 1412(a)(3), requires that the Charter LEA's "child find" identification system include identification of students with disabilities resident in the Charter LEA as well as highly mobile children with disabilities, such as migrant and homeless children.

Note: Services for a private school student, in accordance with an individualized education program (IEP), must be provided by the Charter LEA at no cost to the parent/guardian, unless the Charter LEA makes a free appropriate public education available to the student and the parent/guardian chooses to enroll the student in that private school. If the public school is providing services to the student, these services may be provided on the premises of the private school, including a parochial school, to the extent consistent with other provisions of law. 34 CFR 300.451 requires the Charter LEA to consult with appropriate representatives for private school students on how to carry out the "child find" requirement.

The Charter Chief Executive Officer or designee shall implement the designated SELPA's method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Education Code 56302)

For assessment purposes, staff shall use appropriate tests to identify specific information about the individual's abilities in accordance with Education Code 56320.

The Charter Chief Executive Officer or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the SELPA's procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

**Legal Reference:**

**EDUCATION CODE**

- 44265.5 Professional preparation for teachers of impaired students
- 56000-56885 Special education programs, especially:
  - 56026 Individuals with disabilities
  - 56170-56177 Children in private schools
  - 56195.8 Adoption of policies
  - 56300-56304 Identification of individuals with disabilities
  - 56320-56331 Assessment
  - 56340-56347 Instructional planning and individualized education program
  - 56381 Reassessment of students
  - 56425-56432 Early education for individuals with disabilities
  - 56441.11 Eligibility criteria, children 3 to 5 years old
  - 56445 Transition to grade school; reassessment
- 56500-56509 Procedural safeguards

**GOVERNMENT CODE**

- 95000-95029.5 California Early Intervention Services Act

**CODE OF REGULATIONS, TITLE 5**

- 3021-3029 Identification, referral and assessment
- 3030-3031 Eligibility criteria

**UNITED STATES CODE, TITLE 20**

- 1232g Family Educational Rights and Privacy Act of 1974
- 1412 State eligibility
- 1415 Procedural safeguards

**CODE OF FEDERAL REGULATIONS, TITLE 34**

- 104.35 Evaluation and placement
- 104.36 Procedural safeguards

300.1-300.756 Assistance to states for the education of students with disabilities

**COURT DECISIONS**

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

**Management Resources:**

**FEDERAL REGISTER**

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300a1 Attachment 1: Analysis of Comments and Changes

**WEB SITES**

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>



## **INDIVIDUALIZED EDUCATION PROGRAM**

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The Charter LEA Governing Board desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

The Charter Chief Executive Officer or designee shall implement the SELPA-approved procedural guide that outlines the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

Note: Education Code 56055 provides that a foster parent, to the extent permitted by federal law, shall have the same rights relative to his/her foster child's education as a parent/guardian. Education Code 56055 clarifies that this right applies only when the juvenile court has limited the right of a parent/guardian to make educational decisions on behalf of his/her child and the child has been placed in a planned permanent living arrangement. Education Code 56055 defines "foster parent" as a licensed person, relative caretaker, or non-relative extended family member.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

### **Legal Reference:**

#### **EDUCATION CODE**

51225.3 Requirements for high school graduation and diploma  
56055 Rights of foster parents pertaining to foster child's education  
56136 Guidelines for low incidence disabilities areas  
56195.8 Adoption of policies  
56321 Development or revision of IEP  
56321.5 Notice to include right to electronically record  
56340.1-56347 Instructional planning and individualized education program  
56350-56352 IEP for visually impaired students  
56380 IEP reviews; notice of right to request  
56390-56392 Certificate of completion, special education  
56500-56509 Procedural safeguards  
60640-60649 Standardized Testing and Reporting Program  
60850 High school exit examination, students with disabilities  
60852.3 High school exit examination, exemption for the class of 2006

#### **FAMILY CODE**

6500-6502 Age of majority

#### **GOVERNMENT CODE**

| 7572.5 Seriously emotionally disturbed child, expanded IEP team

**WELFARE AND INSTITUTIONS CODE**

300 Children subject to jurisdiction

601 Minors habitually disobedient

| 602 Minors violating law defined as crime

**CODE OF REGULATIONS, TITLE 5**

853-853.5 Standardized Testing and Reporting Program, accommodations

1215.5-1218 High School Exit Examination, accommodations for students with disabilities

3021-3029 Identification, referral and assessment

| 3040-3043 Instructional planning and the individualized education program

**UNITED STATES CODE, TITLE 20**

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

**CODE OF FEDERAL REGULATIONS, TITLE 34**

300.1-300.756 Individuals with Disabilities Education Act

**ATTORNEY GENERAL OPINIONS**

| 85 Ops.Cal.Atty.Gen. 157 (2002)

**COURT DECISIONS**

Schaffer v. Weast (2005) 125 S. Ct. 528

Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072

Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398

| **Management Resources:**

**FEDERAL REGISTER**

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

| 34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

**WEB SITES**

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osers/osep>



## **PROCEDURAL SAFEGUARDS**

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In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities.

The Charter CEO or designee shall represent the district in any due process hearing conducted with regard to Charter LEA students and shall inform their governing board about the result of the hearing.

### *Complaints for Special Education*

Note: A complaint, which can be made by anyone, is an allegation of a violation of state or federal law. These complaints are different than the due process complaint, as detailed in the accompanying administrative regulation, which is a legal document that must be filed to initiate a due process hearing.

Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the Charter LEA's uniform complaint procedures.

### Legal Reference:

#### EDUCATION CODE

56000 Education for individuals with exceptional needs

56001 Provision of the special education programs

56020-56035 Definitions

56195.7 Written agreements

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

#### CODE OF REGULATIONS, TITLE 5

3000-3100 Regulations governing special education

4600-4671 Uniform complaint procedures

#### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

#### UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

UNITED STATES CODE, TITLE 42

11434 Homeless assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.500-300.520 Procedural safeguards and due process for parents and students

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

**CONFIDENTIALITY OF STUDENT RECORDS**

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The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.

The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records and shall protect the student and the student's family from invasion of privacy.

The Charter CEO or designee shall designate a certificated employee to serve as custodian of records, with responsibility for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431) Legal Reference:

**EDUCATION CODE**

48201 Student records for transfer students who have been suspended/expelled

48904-48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of pupils to new school Charter LEAs; notice to rescind decision to withhold

48918 Rules governing expulsion procedures

49060-49079 Pupil records

49091.14 Parental review of curriculum

**CODE OF CIVIL PROCEDURE**

1985.3 Subpoena duces tecum

**FAMILY CODE**

3025 Access to records by non-custodial parents

**GOVERNMENT CODE**

6252-6260 Inspection of public records

**HEALTH AND SAFETY CODE**

120440 Immunizations; disclosure of information

**WELFARE AND INSTITUTIONS CODE**

681 Truancy petitions

16010 Health and education records of a minor

**CODE OF REGULATIONS, TITLE 5**

430-438 Individual pupil records

16020-16027 Destruction of records

**UNITED STATES CODE, TITLE 20**

1232g Family Educational Rights and Privacy Act

**CODE OF FEDERAL REGULATIONS, TITLE 34**

99.1-99.67 Family Educational Rights and Privacy

300.500 Definition of "personally identifiable"

300.501 Opportunity to examine records for parents of student with disability

300.573 Destruction of information

**COURT DECISIONS**

Falvo v. Owasso Independent School District, 220 F.3d. 1200 (10th Cir. 2000)

Management Resources:

**WEB SITES**

U.S. Department of Education, Family Policy Compliance Office: <http://www.ed.gov/offices/OM/fpc/>

**PART C - TRANSITION**

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Charter schools in the Sonoma County Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

*Authority:*  
(CFR Title 34 §300.209(b))



**STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL**

It shall be the policy of this Charter LEA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with federal law, local procedures adopted by the student's district of residence, and the corresponding SELPA.

**Legal References:**

**UNITED STATES CODE, TITLE 20**  
**Section 1412(a)(10)(A)**





**COMPLIANCE ASSURANCES**

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It shall be the policy of the Sonoma County Charter SELPA that the local plan shall be adopted by the appropriate governing board(s) of each Charter LEA, and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

Legal References:

EDUCATION CODE

56205(A)(11)

56195.7

UNITED STATES CODE, TITLE 20

1412



## **GOVERNANCE**

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It shall be the policy of the LEA Charter to support and comply with the provisions of the governance structure and any necessary administrative support to implement the Local Plan.

### Legal References:

#### EDUCATION CODE

56205(a)(12)  
56001  
56190-4  
56195.1(b)(c)  
56195.3  
56205(b)(4)  
56205(b)(5)  
47640-47647  
56195.7  
56030  
56200  
56200(c)(2)  
56140  
56195  
56140(b)(2)

#### UNITED STATES CODE, TITLE 20

1412(a)  
1413(a)(1)  
1413(a)(5)



**PERSONNEL QUALIFICATIONS**

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It shall be the policy of this Charter LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular Charter LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

It shall be the policy of this Charter LEA that it will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel. This shall include recruitment, hiring, training and efforts to retain highly qualified personnel to provide special education and related services under this part to children with disabilities.

Legal References:

EDUCATION CODE

56205(a)(13)  
56058  
56070

State Board Policy 6/11/98

UNITED STATES CODE, TITLE 20

1412(a)(14-15)  
1413(a)(3)



**PERFORMANCE GOALS AND INDICATORS**

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It shall be the policy of this Charter Local Education Agency (LEA) to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

Legal References:

EDUCATION CODE  
56205(a)

UNITED STATES CODE, TITLE 20  
1412(a)(16)





**PARTICIPATION IN ASSESSMENTS**

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It shall be the policy of the Charter LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

The CEO or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) Program as required by law and in accordance with CEO policy and administrative regulation.

Legal References:

EDUCATION CODE  
56205(a)

UNITED STATE CODE, TITLE 20  
1412(a)(17)



**SUPPLEMENTATION OF STATE, LOCAL AND OTHER FEDERAL FUNDS**

Funds received by the Sonoma County Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement and not to supplant State, local and other Federal funds.

State and federal funds received by Sonoma County Charter SELPA are allocated and distributed among the local educational agencies in the SELPA according to the Sonoma County Charter SELPA adopted plan.

**EDUCATION CODE:**

56195

56195.7(i)

56205(a)(12)(D)(ii)(II)

56205(a)(16)

56841(a)(2)

**Legal Reference:**

20 USC §1413 (a)(2)(A)(ii)

34 CFR §300.202(a)



**MAINTENANCE OF EFFORT**

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Federal funds available through Part B of the federal IDEA provided to the Sonoma County Charter SELPA shall not be used to reduce the level of expenditures for the education of children with disabilities made from local funds and/or combined level of local and state funds below the level of those expenditures for the preceding year except as provided in Federal law and regulations.

*Legal References:*

20 USC § 1413 (a)(2)

34 CFR §300.203

EDUCATION CODE

56205(a)(17)

56841



**PUBLIC PARTICIPATION**

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It shall be the policy of this Charter LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with part B of the IDEA.

Per the Charter Local Plan, policies are adopted by the Charter CEO Council. It is the practice that policies are presented for a first read and then brought back for revision, review and/or adoption at a second read. As adequate time occurs between the first and second readings, the Charter LEAs will have the policies available for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

Legal References:

EDUCATION CODE  
56205(a)

UNITED STATE CODE, TITLE 20  
1412(a)(19)





**SUSPENSION/EXPULSION**

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The Charter LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the Charter LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

Legal References:

EDUCATION CODE  
56205(a)

UNITED STATES CODE, TITLE 20  
1412(a)(22)



**ACCESS TO INSTRUCTIONAL MATERIALS**

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It shall be the policy of the Charter LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

Legal References:

EDUCATION CODE  
56205(a)

UNITED STATES CODE, TITLE 20  
1412(a)(24)



**OVERIDENTIFICATION AND DISPROPORTIONALITY**

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It shall be the policy of the Charter LEA to prevent the inappropriate overidentification or disproportional representation by race and ethnicity of students with disabilities.

**Legal References:**

**EDUCATION CODE**  
**56205(a)**

**UNITED STATES CODE, TITLE 20**  
**1412(a)(24)**



**PROHIBITION ON MANDATORY MEDICINE**

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It shall be the policy of the Charter LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation for special education, or receiving special education services.

Legal References:

EDUCATION CODE  
56205(a)

UNITED STATES CODE, TITLE 20  
1412(a)(25)





**DATA**

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It shall be the policy of the Charter LEA to provide data or information to the SELPA and the California Department of Education that may be required by regulations.

Legal References:

EDUCATION CODE  
56205(a)

UNITED STATES CODE, TITLE 20  
1418 (a-d)



## **READING LITERACY**

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### **A. RATIONALE**

Reading proficiency is an important goal for virtually all students who receive special education services. It is basic to ongoing school success and essential for successful participation in society. Without reading proficiency, students are excluded from full participation and opportunity to achieve academic success in school.

### **B. POLICY STATEMENT**

In order to improve the educational results for students with disabilities, the Charter LEAs in the Sonoma County Charter SELPA ensure that all students who require special education will participate in reading instruction activities, just as do all other students in the Sonoma County Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including:

- a. information about current literacy and learning research;
- b. state-adopted student content standards and frameworks; and
- c. research-based instructional strategies for teaching reading to a wide range of diverse learners

Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the rollouts on the frameworks, AB466 training.

The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading.

In order to reach these goals, we assure that students with disabilities will have full access to:

1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and
2. instructional materials and support.



**ADMISSION OF LOCAL EDUCATION AGENCIES TO THE SONOMA COUNTY  
CHARTER SELPA**

Any charter school may apply to the Charter SELPA Selection Committee to become a LEA member of the SELPA. Applications must be made to the SELPA on or before the date established by the AU, which generally would be April 1st of the school year preceding the school year in which the Charter LEA anticipates operating as a member within the SELPA. Charter LEA member status will not become effective prior to July 1<sup>st</sup> of the year in which final approval was granted. Once granted membership, the Charter LEA will participate in the governance of the SELPA in the same manner as all other Charter LEA members in the SELPA. If the Charter has been approved by the State Board of Education the timelines may be waived, in addition, the AU Superintendent can waive the timeline for consideration of a charter school application.

The applicant member will be deemed a member of the SELPA if the Charter SELPA Selection Committee determines that the Charter LEA has met all requirements as specified in this policy and the Local Plan. (The applicant Charter LEA will meet all other requirements, if any, from the California Department of Education and current SELPA to which the LEA belongs.) The SELPA requirements include an agreement to:

- Provide assurances that all eligible individuals with disabilities shall have access to appropriate special education programs and services
- Provide assurances of its knowledge and understanding of applicable special education laws
- Provide assurances that each certificated employee is appropriately credentialed to serve in his/her assignment
- Provide necessary staff as required to meet federal mandates
- Follow all requirements of the SELPA Local Plan
- Utilize SELPA approved forms
- Provide transportation as indicated in the student's IEP
- Provide assurances that the LEA understands its sole legal and financial responsibility to provide appropriate services to eligible student, and that the LEA shall not seek defense or indemnification from the SELPA or SELPA members unless liability is the result of acts or omissions of other agencies, their agents or employees, while performing services under an agreement.

To initiate an application, the interested Charter school must submit a letter of intent to the Sonoma County Charter SELPA Director. They must also submit the following:

- Completed comprehensive application
- Signed assurances
- Fiscal documents
- Detailed plan for service delivery
- One year notice or release from current SELPA

The Sonoma County SELPA Director will review the documents. The review will be provided to the Charter SELPA Selection Committee. This committee is comprised of:

- The Sonoma County Superintendent of Schools
- One Charter CEO selected by CEO Council
- One Charter CEO selected by the Sonoma County Superintendent of Schools

The Charter SELPA Selection Committee will meet, review all documents and approve or reject members. The Charter SELPA Selection Committee will inform the CEO Council members of their decision. The SELPA Director shall inform the Charter School of their decision.

Membership may be revoked by the CEO Council if it finds that the Charter LEA did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in this policy or the Local Plan
- Failed to meet generally accepted accounting principles, failed to produce required financial information, or engaged in fiscal mismanagement of funds.
- Violated any provision of law applicable to the LEA relating to special education
- Has a history of complaints and non-compliance with CDE

The CEO Council shall examine the pattern of conduct by the LEA in implementing special education laws. The decision to revoke may be based on the ability of the LEA to cure and correct violations and/or the LEA's ability to ensure ongoing, consistent compliance with all applicable special education laws. The Charter LEA will be given notice in writing, and an opportunity to cure and correct the violations cited. The Charter LEA may request a meeting with the CEO Council to appeal and present their case. The decision of the CEO Council shall be final.

*Federal Register §300.20(c) Treatment of Charter Schools and their students*





**BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS**

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A special education student's minor behavioral problems shall be subject to the disciplinary measures applicable to all students for such infractions.

When a child's behavior impedes the child's learning or that of others, the IEP team must consider strategies and supports, including positive behavioral interventions, to address that behavior consistent with the law and SELPA procedures. (20 U.S.C. § 1414(d)(3)(B)(i); 34 C.F.R. § 300.346(a)(2)(i), (b); Ed. Code § 56341.1, subd. (b)(1).)

The Charter CEO or designee shall ensure that staff is informed of the Sonoma Charter SELPA's policy and regulations governing the systematic use of behavioral and emergency interventions.

Legal Reference:

EDUCATION CODE

- 49001 Prohibition of corporal punishment
- 56321 Notice of parental rights; consent of parents
- 56500-56507 Procedural safeguards, including due process rights
- 56521.1-56521.2 Emergency Interventions
- 56523 Behavioral Interventions
- 56525 Board Certified Behavior Analyst

UNITED STATES CODE, TITLE 20

- 1414 Individualized Education Programs

CODE OF FEDERAL REGULATIONS, TITLE 34

- 300.1-300.818 Assistance to states for the education of students with disabilities



**NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION**

Nonpublic, nonsectarian school (NPS) and agency (NPA) services shall be available to pupils in the Sonoma County Charter SELPA. When no appropriate public educational services are available within the Sonoma County Charter SELPA, neighboring counties or SELPAs, or state special schools, a designated member of the IEP team or the Sonoma County Charter SELPA Director shall contact the Charter LEA CEO/designee if this type of placement might be considered at an upcoming IEP meeting.

The Charter LEA Governing board may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program is not available.

When entering into agreements with nonpublic, nonsectarian schools or agencies, the Charter LEA Board shall consider the needs of the individual student and the recommendations of the individualized education program (IEP) team. The IEP team shall remain accountable for monitoring the progress of student placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

**Legal References:**

**EDUCATION CODE**

56034-56035 Definitions of nonpublic, nonsectarian school and agency

56042 Placement not to be recommended by attorney with conflict of interest

56101 Waivers

56163 Certification

56168 Responsibility for education of student in hospital or health facility school

56195.8 Adoption of policies

56360-56369 Implementation of special education

56711 Computation of state aid

56740-56743 Apportionments and reports

56760 Annual budget plan; services proportions

56775.5 Reimbursement of assessment and identification costs

**GOVERNMENT CODE**

757-7588 Interagency responsibilities for providing services to children with disabilities, especially:

7572.55 Seriously emotionally disturbed child; out-of-state placement

**FAMILY CODE**

7911-7912 Interstate compact on placement of children

**WELFARE AND INSTITUTIONS CODE**

362.2 Out-of-home placement for IEP

727.1 Out-of-state placement of wards of court  
CODE OF REGULATIONS, TITLE 5  
3001 Definitions  
3061-3069 Nonpublic, nonsectarian school and agency services  
UNITED STATES CODE, TITLE 20  
1400-1482 Individuals with Disabilities Education Act  
CODE OF FEDERAL REGULATIONS, TITLE 34  
300.129-300.148 Children with disabilities in private schools  
COURT DECISIONS  
Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

**Management Resources:**

**CDE LEGAL ADVISORIES**

0317.99 Nonpublic School/Agency Waivers and Reimbursement to parents

**FEDERAL REGISTER**

Rules and Regulations, August 114, 2006, Vol. 71, Number 156, page 46539-46845

**WEB SITES**

CDE: <http://www.cde.ca.gov>

Us Department of Education, Office of Special Education and Rehabilitative Services:

[http://www. Ed.gov/offices/OSERS](http://www.Ed.gov/offices/OSERS)

## **ADMINISTRATION**

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### **Conflict of Interest**

Every public agency is required to adopt and promulgate Conflict of Interest Codes in compliance with the Political Reform Act, Government Code section 81000, et seq. The Fair Political Practices Commission has adopted a standard set of regulations which contains the terms of the Conflict of Interest Code. (CCR, Title 2, Sec. 18730)

The standard regulations, enumerated in California Code of Regulations, Title 2, Sec. 18730, are hereby incorporated by reference. The Sonoma County Charter SELPA Chief Executive Officer's Council "CEO Council" members shall abide by the terms of the standard regulation.

Copies of the standard regulations can be obtained from the Sonoma County Charter SELPA.

Each participating charter in the Sonoma County Charter SELPA shall be responsible for adopting appropriate conflict of interest and ethics policies and regulations applicable to their representatives.

## APPENDIX

### Designated Positions/Disclosure Categories

It has been determined that persons occupying the following positions manage public investments and shall file a full statement of economic interests pursuant to Government Code 87200:

- Governing Board Members
- Superintendent of Schools

1. Persons occupying the following positions are designated employees in **Category 1** [public officials who manage public investments]:

- Deputy/Assistant/Associate Superintendent

Designated persons in this category must report:

- a. Interests in real property located entirely or partly within district/county office boundaries, or within two miles of district/county office boundaries or of any land owned or used by the district/county office. Such interests include any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments or business positions in or income from sources which:
  - (1) Are engaged in the acquisition or disposal of real property within the district/county office
  - (2) Are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district/county office or
  - (3) Manufacture or sell supplies, books, machinery or equipment of the type used by the district/county office.

2. Persons occupying the following positions are designated employees in **Category 2** [positions which involve the making or participation in the making of decisions which may foresee ably have a material effect on any financial interest]:

- None

Designated persons in this category must report investments or business positions in or income from sources which:

- a. Are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs, or
  - b. Manufacture or sell supplies, books, machinery or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category a principal's department is his/her entire school.
3. Consultants may also be designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district/county office, makes a governmental decision whether to: (2 CCR 18701)

- a. Approve a rate, rule or regulation
- b. Adopt or enforce a law
- c. Issue, deny, suspend or revoke a permit, license, application, certificate, approval, order or similar authorization or entitlement
- d. Authorize the district/county office to enter into, modify or renew a contract that requires district/county office approval
- e. Grant district/county office approval to a contract or contract specifications which require district/county office approval and in which the district/county office is a party
- f. Grant district/county office approval to a plan, design, report, study or similar item
- g. Adopt or grant district/county office approval of district/county office policies, standards or guidelines

A consultant is also an individual who, pursuant to a contract with the district/county office, serves in a staff capacity with the district/county office and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs

the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's Conflict of Interest Code. (2 CCR 18701)



## INDEPENDENT EDUCATIONAL EVALUATIONS

### Legal Authority:

Individuals with Disabilities Education Act: Section 300.502 Independent Educational Evaluation. (20 U.S.C. 1415 (b)(I) and (d)(2)(A); California Education Code Section 56329. This policy sets forth the procedures under which students with disabilities are entitled to an IEE at public expense.

### **Definitions**

*Independent educational evaluation (IEE)* means an evaluation conducted by a qualified evaluator who is not employed by the LEA of residence.

*Public expense* means that the LEA pays for the full cost of the evaluation (in accordance with cost recommendations described herein) or ensures that the evaluation is otherwise provided at no cost to the parent.

### **Policy and Procedures**

Parents of a student with a disability have the right to an Independent Educational Evaluation (IEE) subject to the provisions of federal and state law, at public expense if they disagree with an evaluation completed by the LEA and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. If necessary, the LEA should request clarification regarding which evaluation(s) are in dispute. The term "evaluation" includes any individual assessment of a child that results in a report that is used by the IEP team to determine eligibility and services.

Parents must indicate in writing to the LEA or inform the LEA at an IEP meeting that they:

1. Disagree with the LEA's evaluation and
2. That they are requesting an IEE at public expense.

The LEA may ask for the parent's reason(s) for disagreeing with the LEA's evaluation, but the parent is not required to provide those reasons. The LEA may offer to conduct another evaluation of its own with parent consent. If the parent agrees to another LEA evaluation, this would not be considered an IEE and the LEA should work with the parent to appropriately document the agreement of the parent to both the new LEA evaluation and to the withdrawal of the parent IEE request pending the completion of the new LEA assessment. The LEA should ask parent to revoke their request for an IEE in writing, or ask them to sign that they agreed to the withdrawal of the request and to a new LEA assessment.

If the parent does not agree to another LEA evaluation, the LEA must respond to the parent's request by ensuring an IEE is provided at public expense in a timely manner or promptly submit a request for a due process hearing in accordance with this policy. The LEA may not unnecessarily delay either providing the IEE at public expense or initiating a due process hearing to defend the appropriateness of its evaluation. In addition, a copy of the Procedural Safeguards and Parent Rights should be provided anytime a parent requests an IEE. Parents may only request one publicly funded independent evaluation for each evaluation completed by the LEA.

### **Responding to an IEE Request**

Once the parent communicates his/her disagreement with the LEA's evaluation and requests an IEE at public expense in writing or at an IEP meeting, the following procedures will be followed:

1. The LEA's administrator responsible for special education will be notified.
2. The LEA will provide to the parents a copy of the Sonoma County Charter SELPA policy and procedures including criteria for IEEs and a copy of procedural safeguards and parental rights, and options for an IEE at public expense (Options A, B, and C) as follows:
  - A. A staff member from another LEA in the Sonoma County Charter SELPA
  - B. A staff member from another SELPA
  - C. A nonpublic agency provider
3. The parents will communicate to the LEA, in writing, their preferred option.

If the LEA determines that it will initiate a due process hearing to establish the appropriateness of its evaluation, the LEA will notify the parent of such decision in writing prior to filing a due process hearing complaint. This written notice shall include all of the elements of prior written notice as required by section 300.503(b) of Title 34 of the Code of Federal Regulations.

If the LEA agrees to provide an IEE at public expense, the LEA will work collaboratively with the parent, at parent request, to identify potential IEE evaluator(s). Alternatively, parent may provide, in writing, his or her preferred evaluator(s). LEA and parent may utilize the Agreement for Independent Educational Evaluation form and/or parent will be required to sign a release and exchange of information authorizing the LEA to communicate directly with the parent's chosen independent evaluator. Please note: An LEA Assessment Plan is NOT completed because the LEA is not conducting the assessment and is not responsible for the timelines and/or results of the IEE assessments.

The LEA may directly contract with the independent evaluator for the IEE. Alternatively, the LEA may issue payment to the independent evaluator for the costs of the IEE following its

receipt of the items listed below. Or, the LEA may reimburse the parent for the costs of a procured IEE in a timely manner in accordance with the LEA's policies and procedures and in the amount no greater than the actual cost to the parent.

If the LEA initiates a due process hearing and the hearing officer issues a final decision finding that the LEA's evaluation is appropriate, the parent will still have the right to obtain an IEE, but not at the LEA's expense. If a hearing officer orders an IEE as part of a due process hearing decision, the costs of the IEE must be at LEA's expense.

If the parent obtains an IEE at private expense or through an agency other than the LEA and shares the IEE with the LEA, the results of the IEE:

1. Must be considered by the LEA, if the evaluation meets the agency criteria set forth below, in any decision made with respect to the provision of a free appropriate public education ("FAPE") to the student; and
2. May be presented as evidence at a due process hearing or other proceeding regarding the student.

### **LEA Criteria**

The criteria under which an IEE is obtained at public expense, including any location limitations for the evaluator and minimum qualifications of the evaluator, must be consistent with the criteria set forth in this policy, and consistent with the criteria that the LEA uses when it initiates an evaluation.

If the LEA observed the student in conducting the evaluation with which the parents disagree or if its assessment procedures allow in-class observations, the independent evaluator will be provided with an equivalent opportunity to observe the student in the current educational setting, and to observe the LEA's proposed setting, if any. This opportunity shall also be provided if the parents obtain an evaluation at private expense.

The LEA shall define the nature and scope of an independent evaluator's in-class observations consistent with the right to an equivalent opportunity to observe, but also consistent with its obligations to prevent unnecessary disruption in the class and protect the privacy interests of other students. This may include, but is not limited to, identifying the time constraints of such observation, LEA personnel who will participate in the observation and restrictions on student/teacher interactions.

### **Minimum Qualifications for Evaluators**

Evaluators with credentials other than those listed below will not be approved unless the parent can demonstrate the appropriateness, under the specific facts of a given case, of using an evaluator meeting other qualifications. (Ed. Code 56320 (b)(3))

Type of Assessment	Qualifications
<b>Academic Achievement</b>	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
<b>Adaptive Behavior</b>	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
<b>Assistive Technology</b>	Credentialed or Licensed Speech/Language Pathologist Credentialed Assistive Technology Specialist Credentialed Special Education Teacher with appropriate training
<b>Auditory Acuity</b>	Licensed Educational Audiologist Licensed or Credentialed Speech/Language Pathologist
<b>Behavioral</b>	Credentialed Special Education Teacher School Psychologist Behavior Specialist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
<b>Cognitive</b>	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
<b>Health (including neurological)</b>	Licensed Physician Nurse
<b>Motor</b>	Licensed Physical Therapist Registered Occupational Therapist Credentialed Teacher of the Physically Impaired Adaptive Physical Education Teacher
<b>Occupational Therapy</b>	Licensed Occupational Therapist
<b>Speech and Language</b>	Credentialed or Licensed Speech/Language Pathologist
<b>Social/Emotional</b>	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
<b>Visual Acuity/Developmental Vision</b>	Licensed Ophthalmologist Optometrist

<b>Functional Vision</b>	Credentialed Teacher of the Visually Impaired
<b>Vision Perception</b>	Credentialed Special Education Teacher School Psychologist
<b>Transition</b>	Credentialed Special Education Teacher

**Cost Containment Criteria for Evaluations**

The cost of an IEE shall be comparable to those costs that the LEA incurs when it uses its own employees or contractors to perform a similar assessment. Costs include: observations, administration and scoring of tests, report writing, and attendance in person or by phone at an IEP team meeting. Reimbursement will be in an amount no greater than the actual cost to the parent and will be subject to proof of payment.

Costs above these amounts will not be approved unless the parent can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria. An LEA will not necessarily be required to fund the attendance of the assessor at the IEP team meeting convened to consider the IEE.

When insurance will cover all or partial costs of the IEE, the LEA will request that the parent voluntarily have their insurance pay the IEE costs covered by their insurance. However, parents will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parents including, but not limited to the following:

- A. A decrease in available lifetime coverage or any other benefit under an insurance policy,
- B. An increase in premiums or the discontinuance of the policy or
- C. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim unless the parent is willing to have the LEA reimburse them for the amount of the deductible.

Independent evaluators must agree to release their assessment information, provide prior to the IEP meeting a written IEE assessment report, submit copies of any and all assessment protocols utilized to conduct the IEE, and provide detailed invoices including dates of assessment, observations and hourly rates, if applicable, to the LEA prior to receipt of payment for services. All independent educational evaluators must utilize testing and assessment materials and procedures which are selected and administered so as not to be racially, culturally, or sexually discriminatory. Tests and other assessment materials must be provided and administered in the student’s primary language or other mode of communication, unless there are stated reasons why this provision and administration are not clearly feasible. All assessment instruments

utilized must have been validated for the specific purpose for which they are used, and be administered by trained personnel in conformity with the instructions provided by the publisher. All written reports must meet the requirements of the IDEA and California Ed. Code Section 56327.

The results of the IEE will be considered in the determination of eligibility, program decisions, and placement of the student with disabilities as required by the Individuals with Disabilities Education Act. However, the results of an IEE will not control the LEA's determinations and may not be considered if not completed by a qualified professional, as determined by the LEA. LEAs should consider that contracting with an NPA for both assessment and services could compromise the reliability of the assessment performed. Please refer to the Master Contract for language related to use of the same contractor for assessment and direct services.

Reference:

*Legal Authority:*

*20 U.S.C. 1414(a) – (c) -Evaluations and re-evaluations;*

*20 U.S.C. 1415(b)(1)-Right to independent educational evaluations;*

*34 CFR 300.301 – 300.306-Re-evaluations,;*

*34 CFR 300.502-Independent Educational Evaluations;*

*Comments to 34 CFR 300.502 Independent education evaluations;*

*Education Code section 56327;*

*34 CFR 300.300 Parent Consent - Evaluation;*

*34 CFR 300.304-306 Procedures for evaluations and Determination of eligibility;*

*Education Code 56329-Independent educational assessments;*

*Education Code 56381 Reassessments.*

*Education Code 56329 Notice to parents or guardians; independent educational assessments; hearings; proposals for publicly financed nonpublic placements*

*Education Code 56506(c) Due process rights of pupil and parent*

## *What is the CAC?*

Each SELPA (Ed Code 56190) in California is mandated to have a CAC that works with the SELPA to address the needs of the students in Special Education. The CAC includes parent representatives from each Region, educators, and community members.

## *What does the CAC do?*

- ✓ Increases parent awareness of changes in special education laws
- ✓ Helps parents to understand Parent Rights and Responsibilities
- ✓ Informs parents of resources within the community
- ✓ Serves in an advisory capacity in the review and development of the Local Plan for Special Education
- ✓ Recommends annual priorities to be addressed by the SELPA
- ✓ Encourages community involvement in the development of the Local Plan
- ✓ Assists in parent education and recruitment

What issues are important to you?  
How can the CAC help *you* support your child in school?

### **Your voice is important!**

Contact us with your thoughts and ideas. Be sure to include contact information. Send an email to [slanger@sonomaselpa.org](mailto:slanger@sonomaselpa.org) or call our toll-free number (855) 315-3119.



## *What can you do?*

- Attend a meeting
- Increase community participation by inviting another parent or educator to attend a meeting
- Offer to represent the regional area of your district

Adam Stein, Executive Director  
Sonoma County Charter SELPA  
(Special Education Local Plan Area)

5860 Labath Avenue

Rohnert Park, CA 94928

(855) 315-3119 toll free

Community Advisory Committee  
(CAC) 2018-2019

Officers:

Chairperson – Mike Toby

Vice Chairperson – Sarah Ponsford

## *Districts by Region*

AREA 1 – Sonoma Valley Unified School District  
AREA 2 – Cinnabar, Dunham, Liberty, Old Adobe, Petaluma Elementary, Petaluma High School, Two Rock Union, Waugh, and Wilmar school districts  
AREA 3 – Cotati-Rohnert Park Unified School District  
AREA 4 – Bellevue, Bennett Valley, Kenwood, Mark West Union, Piner-Olivet, Rincon Valley, Roseland, Santa Rosa Elementary, Santa Rosa High School, And Wright school districts  
AREA 5 – Forestville, Fort Ross, Gravenstein, Oak Grove, Sebastopol, Twin Hills Union, and West Sonoma  
AREA 6 – Alexander Valley, Cloverdale Unified, Geyserville Unified, Healdsburg Unified, Horicon, Kashia, West Side, and Windsor Unified school districts  
AREA 7 – Sonoma County Office of Education  
AREA 8 – California Virtual Academics, Pathways Charter School, and Sebastopol Independent Charter

## *Meeting Information*

All meetings are open to parents, teachers, community members, and the public interested in special education in our schools.

Meetings are held at:

**Sonoma County SELPA**

**5860 Labath Avenue**

**Rohnert Park, CA 94928**

**6:00 p.m. – 7:30 p.m.**

## *Schedule and Topics*

**September 11, 2018**

Transportation

**January 15, 2019 (rescheduled due to fires)**

Legal Special Ed Hot Topics

Carl Corbin, School & Legal Services

**February 12, 2019**

Behavior

Nikarre Redcoff, SELPA Program Specialist

**April 9, 2019**

Inclusion Panel

Panel: Parents, educators, and administrators

## *Interpreter Services*

Interpreter services for Spanish are provided at every meeting.

## *Publications*

The following publications are available in English and Spanish from the Sonoma County SELPA website:

- Additional copies of the CAC Brochure
- Special Education Rights of Parents and Children

If you have talked with your child's special education teacher and principal and still need help, the Sonoma County Charter SELPA offers a toll free phone number for parent information (855) 315-3119.

You may also contact:

Matrix Parent and Resource Center

94 Galli Drive #C

Novato, CA 94949

Helpline (415) 884-3535

Toll free (800) 578-2592

<http://www.matrixparents.org>



*“The message is clear. It is simply impossible to have an island of excellence in a sea of community indifference, and when parents become school partners, the results can be consequential and enduring.”*

L. E. Boyer (1995). *The Basic School*, Carnegie Foundation.





4075 Sacramento Ave San Jose, CA 95111  
 P: (408) 361-1960  
 F: (408) 361-1979

Student Name:  
 Student ID:  
 Grade:  
 Marking Period:  
 Printing Date:

ATTENDANCE	B1	B2	B3
Days absent	0	0	0
Days tardy	0	0	0

ENGLISH LEARNER	EL
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PROMOTION/RETENTION	B1	B2	B3
At risk of retention			
Grade recommendation			

INTERVENTION	B1	B2	B3
Reading Intervention			
Math Intervention			

KEY 1=Below Basic  
 2=Basic  
 3=Proficient  
 4= Advanced  
 Blank=Not Applicable/Not Yet Introduced

MATHEMATICS	B1	B2	B3
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<b>Operations and Algebraic Thinking</b>			
Interpret a multiplication equation as a comparison			
Multiply or divide to solve word problems involving multiplicative comparison			
Solve multistep word problems posed with whole numbers			
<b>Number and Operations in Base Ten</b>			
Recognize that a digit is ten times greater than one place to the right			
Read and write multi-digit whole numbers			
Use place value to round multi-digit whole numbers to any place			
Fluently add and subtract multi-digit whole numbers			
Multiply a whole number of up to four digits by a one-digit whole number			
Solve problems involving multiplication of multi-digit numbers by two-digit numbers			
Find quotients and remainders with up to 4-digit dividends and 1-digit divisors			
<b>Numer and Operations - Fractions</b>			
Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$			
Compare two fractions with different numerators and different denominators			
Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$			
Add and subtract fractions by joining and separating parts of the same whole			
Decompose a fraction into a sum of fractions with the same denominator			
Add and subtract mixed numbers with like denominators			
Solve word problems involving addition and subtraction of fractions			
Multiply a fraction by a whole number			
Understand a fraction $a/b$ as a multiple of $1/b$			
Use $a/b$ as a multiple of $1/b$ to multiply a fraction by a whole number			
Solve word problems involving multiplication of a fraction by a whole number			
Build fractions from unit fractions by applying previous understandings of operations on whole num.			
Express equivalent fractions with denominators of 10 and 100			
Use decimal notation for fractions with denominators 10 or 100			
Compare two decimals to hundredths by reasoning about their size			

ENGLISH LANGUAGE ARTS	B1	B2	B3
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<b>Reading - Literature</b>			
Refer to details and examples in a text when explaining the text			
Determine a theme of a story, drama, or poem; summarize the text			
Describe in depth a character, setting, or event in a story or drama			

<b>ENGLISH LANGUAGE ARTS (Continued)</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>
Compare the point of view of narrations like first- and third-person			
Compare similar themes and topics in literature from different cultures			
<b>Reading - Informational Text</b>			
Refer to details and examples in a text when explaining what the text says			
Determine the main idea of a text and how it is supported; summarize the text			
Determine meanings of general academic and domain-specific words or phrases			
Describe the structure of events, ideas, concepts, or information in a text			
Compare a firsthand and secondhand account of the same event or topic			
Interpret information presented visually, orally, or quantitatively			
Explain how an author uses reasons and evidence to support particular points			
<b>Reading - Foundational Skills</b>			
Apply grade-level phonics and word analysis skills in decoding			
<b>Fluency</b>			
Read with accuracy and fluency to support comprehension			
Read on-level text with purpose and understanding			
Read prose and poetry orally with accuracy, appropriate rate, and expression			
Use context to confirm word recognition and understanding			
<b>Writing</b>			
Write opinion pieces on topics, supporting a point of view			
Introduce a topic clearly, state an opinion, and support the writer's purpose			
Provide reasons that are supported by facts and details	1		
Link opinion and reasons using words and phrases			
Provide a concluding statement related to the opinion presented	1		
Write informative/explanatory texts to convey ideas and information	2		
Introduce a topic and group related information in paragraphs and sections	1		
Develop the topic with facts, definitions, details, quotations, and examples	1		
Link ideas within categories of information using words and phrases	1		
Use precise language and domain-specific vocabulary about the topic	2		
Provide a concluding statement related to the information presented	1		
<b>Production and Distribution of Writing</b>			
Develop and organize writing appropriate to task, purpose, and audience	1		
Develop and strengthen writing by planning, revising, and editing	2		
Use technology to produce and publish writing and collaborate with other	2		
<b>Research to Build and Present Knowledge</b>			
Conduct short research projects that build knowledge through investigation			
Gather information; take notes and categorize information and list sources			
Draw evidence texts to support analysis, reflection, and research			
<b>Speaking and Listening</b>			
Engage effectively in a range of collaborative discussions	2		
Come to discussions prepared	2		
Follow agreed-upon rules	1		
Pose and respond to specific questions and make comments that contribute			
Review the key ideas and explain own ideas and understanding			
Paraphrase portions of a text read aloud or information from diverse media			
Identify the evidence a speaker provides to support points			
Tell a story, or an experience while speaking clearly at a good pace			
Plan and deliver a narrative presentation			
<b>Language</b>			
Demonstrate command English grammar when writing or speaking	2		

<b>ENGLISH LANGUAGE ARTS (Continued)</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>
Form and use prepositional phrases			
Produce complete sentences, correcting fragments and run-ons			
Correctly use frequently confused words			
Form and use the progressive verb tenses.			
Demonstrate capitalization, punctuation, and spelling when writing			
Use commas and quotation marks for direct speech and quotations			
Spell grade-appropriate words correctly, consulting references as needed			
<b>Knowledge of Language</b>			
Choose words and phrases to convey ideas precisely			
Choose punctuation for effect			
<b>Vocabulary Acquisition and Use</b>			
Determine meanings of unknown and multiple-meaning words and phrases			
Use context as a clue to meanings of words or phrases			
Use common, grade-appropriate Greek and Latin affixes and roots as clues			
Understanding figurative language, word relationships, and nuances			
Explain the meaning of simple similes and metaphors			
Understand words by relating them to antonyms and synonyms			
<b>SPANISH</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>
<b>Foundational Skills - Phonics &amp; Word Recognition</b>			
Distinguen palabras homófonas por su función y significado y reconocen el uso del acento diacrítico para distinguirlas			
Reconocen los cambios necesarios en la pronunciación y ortografía cuando se añade un afixo a la palabra (ejemplo: lento, lentamente; rápido, rapidísimo).			
Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras apropiadas al nivel de grado aplicando un análisis sistemático:			
Cuentan el número de sílabas.			
Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima).			
Categorizan la palabra según su acento tónico (aguda, grave, esdrújula).			
Determinan el sonido o la letra en que termina la palabra (vocal o consonante /r/ o /s/).			
Escriben el acento ortográfico si es necesario.			
Justifican la acentuación de palabras de acuerdo a las reglas ortográficas.			
Reconocen cuando una vocal fuerte (a, e, o) y una vocal débil (i, u) o dos vocales débiles forman hiato y no diptongo. Ponen correctamente el acento escrito sobre la vocal en la que cae el acento tónico de acuerdo con su significado en contexto (hacia/hacía, sabia/sabía, río/río).			
<b>Leen palabras compuestas (abrelatas, anteojos, sacapuntas) y separan las dos palabras que las componen</b>			
Usan verbos auxiliares con el infinitivo del verbo para expresar diversas condiciones (ejemplo: Puedo correr. Debo dormir) o con la forma condicional del verbo (ejemplo: podría correr, desearía dormir).			
Identifican y emplean correctamente el copretérito o pretérito imperfecto (-ar: amaba; -er: comía; -ir: pedía) y el condicional (-ar, amaría; -er: comería; -ir: pediría).			
Identifican y emplean correctamente verbos regulares en el tiempo pretérito (ar - amó; er - comió; ir - escribió) o imperfecto (ar - amaba, er - comía, ir - escribía) y distinguen su uso.			
Usan correctamente palabras que frecuentemente se confunden (ejemplo: tubo/tuvo; sabia/savia; cocer/coser; echo/hecho).			
Identifican y emplean los verbos que terminan en -zar,- car y -gar, cambiando la a por la e y la z por c (analizar, analice), la c por qu (educar-eduque); y la g por gu (pagar-pague).			
Reconocen que se emplea el acento ortográfico en todas las palabras esdrújulas y sobreesdrújulas.			
Usan el acento diacrítico en interrogaciones, exclamaciones y para diferenciar los pronombres demostrativos de los determinativos.			

1 = Almost never 2 = Sometimes 3 = Frequently 4 = Almost always

<b>CIVIC SKILLS AND BEHAVIORS</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>
<b>PERSONAL RESPONSIBILITY</b>			
Personally Responsible Behavior			
Makes responsible choices during free time			
Follows through on responsibilities such as class job			
Uses materials respectfully			
Shows impulse control			
<b>Productive Work Habits</b>			
Completes class and homework assignments			
Is organized (e.g. locates materials/items quickly and starts work)			
Participates in class and actively engages in the material			
Works independently with minimum teacher support by attempting to resolve questi			
Stays on task and shows best effort			
<b>Caring for Others</b>			
Voluntarily helps peers who require it (e.g. shares materials, etc.)			
Is concerned about the feelings of others (e.g. asks about a student who is upse			
Shows patience with younger children			
<b>Caring for Group or Community</b>			
Demonstrates concern for needs in the class or community.			
Is able to work on a project with a person who is different from him/her			
Is cooperative in group situations with peers			
Puts trash and recycling items in appropriate receptacles			
Is able to see the needs of the group as important as one's own (e.g. waits turn			
Considers effect of behavior/choices on the environment			
Does not single out or tease others based on characteristics (e.g. gender, race,			
Does not waste resources/materials			
<b>Leadership</b>			
Assumes leadership role in peer activities			
Is able to help make decisions that benefit the group			
Advocates for changes or improvements			
Makes choices to do what is right, even when peers make other choices			
<b>Perspective Taking Skills</b>			
Shows understanding for other people's feelings, ideas or actions			
Is able to interpret what peers are trying to do and understand their intentions			
Is aware of the effect of his/her behavior on others			
<b>Critical Thinking Skills</b>			
Is able to give reasons for his/her opinions			
Is able to separate facts from opinions			
Demonstrates problem solving skills (e.g. brainstorms multiple solutions to a pr			
<b>Communication Skills</b>			
Expresses needs and feelings in a constructive manner			
Listens to the ideas of others even if s/he disagrees with them			
Can succinctly present main idea or point			
Asks questions that extends what is being discussed			
Shows appropriate body language to demonstrate active listening (e.g. leans towa			
Confidently and clearly expresses her/his thoughts in front of a group			
<b>Group Membership Skills</b>			
Compromises with peers when situation calls for it			
Works with others to solve a problem			
Is willing to wait his/her turn			
<b>Conflict Resolution Skills</b>			

Student Name:

Grade Level:

1 = Almost never 2 = Sometimes 3 = Frequently 4 = Almost always

<b>CIVIC SKILLS AND BEHAVIORS (Continued)</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>
Appropriately copes with aggression from others (e.g., tries to avoid a fight, w			
Expresses emotions appropriately (e.g. without becoming violent or shutting down			
Uses I messages or other respectful communication to resolve problems			
Tries to use own resources first and then seeks mediator if needed			

1. Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**B1 Comments:**

**B2 Comments:**

**B3 Comments:**

**TEACHERS COLLEGE SURVEY RESEARCH INITIATIVE**

Voices College-Bound Language Academy  
Satisfaction Survey for Students

Dear Students,

We need your help to find out what you think about our school. This is not a test. There are no right or wrong answers.

We hope that you will be totally honest and answer the questions in a way that shows how you really feel. This will help our school become a better place for all students.

Thank you!

1. What school do you attend?

- Voices College-Bound Language Academy

2. I am in grade:

3. I am a:

- Boy
- Girl

**My Teachers and the School Principal**

I feel that...

	Yes	No	Don't know / Does not apply
4. My teachers care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My teachers expect me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teachers are fair about rewards and punishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My teachers believe that all students can do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teachers explain ideas clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My teachers show respect for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teachers ask me to answer questions in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I can talk to my teachers when I have a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I can meet with my teachers for extra help before school or after school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I know how I am doing in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My principal knows my name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I often see my principal walking around the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**My Classroom**

I feel that...

	Yes	No	Don't know / Does not apply
16. I know what I am supposed to learn and why it's important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I do work that helps me get ready for the next grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Sometimes in class, we work in groups instead of by ourselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My homework helps me practice what I learn in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. It is important to learn two languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My School

I feel that...

	Yes	No	Don't know / Does not apply
21. My school is clean outside (little trash or graffiti)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. My school is clean inside, including the bathrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I feel safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Most of the students are well-behaved at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. My school teaches me to respect others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. If I could, I would like to go to this school again next year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I would recommend my school to someone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

28. The thing I like most about my school is:

29. The thing I would like to change about my school is:

THANK YOU!





**TEACHERS COLLEGE SURVEY RESEARCH INITIATIVE**

**Voices College-Bound Language Academy  
Satisfaction Survey for Staff**

This survey is being conducted by the Survey Research Initiative at Teachers College, Columbia University. Your responses to this survey will help your school better understand what faculty, staff, and administrators think about their work experiences at Voices.

Please take a few minutes to complete the survey.

ALL INFORMATION WILL BE KEPT CONFIDENTIAL.

If you have any questions about the survey, please contact Priscilla Wohlstetter by phone at (212) 678-8409 or by email at [tcscri@tc.columbia.edu](mailto:tcscri@tc.columbia.edu)

Thank you!

**1. Please indicate whether you are:**

- Certificated Staff
- Non-certificated staff

**2. How long have you worked at this school?**

**3. What grade(s) do you work with? (please select all that apply)**

- |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| K                        | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**School Culture**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / Does Not Apply
4. I am happy with my working relationships with staff at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel motivated to do good work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Morale among the staff at my school is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. A good relationship exists between teachers and office staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Parents and students are respectful of school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Most of the students follow the discipline policy at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. School staff work together with parents to help students do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I know what the school's mission is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The school's mission is widely embraced by all members of our school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I feel the school supports my professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The school does a good job of communicating organizational policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I feel valued as an employee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Problems and conflicts are dealt with in a fair and constructive manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree	Apply
17. Students are expected to do good work at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The school is making good progress towards its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Overall, I would recommend this school as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Working Conditions**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / Does Not Apply
20. I have a clear understanding of my job responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If you are a school administrator, please skip to question 37.*

**Administrative Support**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / Does Not Apply
21. The school administrator(s) provides information about how the school is performing compared to other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The school administrator(s) consistently enforces school rules and policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The school administrator(s) has provided me with helpful feedback about my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The school administrator(s) collaborates with staff on decision-making when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. The school administrator(s) fosters an atmosphere of trust, dignity and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The school administrator(s) deals with student discipline in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I have a productive working relationship with the school administrator(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Overall, the principal is an inspiring leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If you are not a teacher, please skip to question 37.*

**Academic Program**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / Does Not Apply
29. I regularly use student achievement data to make decisions about teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I regularly collaborate with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I have participated in professional development activities specific to and concentrating on the content of the subject(s) I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Overall, I am satisfied with the amount and quality of the professional development I receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Teachers in the same grade and/or subject use common assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. The process of professional growth includes opportunities to practice, reflect and dialogue about what we learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. The school administrator(s) is knowledgeable about state standards, curriculum and assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Overall I would rate the Academic Program at my school as very effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. What do you most appreciate about the school that you would like to be sure continues?

38. What suggestions do you have for ways in which the school can more effectively support you?



NCTO

2852466

FILED  
Secretary of State  
State of California

MAY 28 2014

lee

CERTIFICATE OF AMENDMENT OF  
ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the president and the secretary, respectively, of **Voices College-Bound Language Academy**, a California nonprofit public benefit corporation.

2. **Article I** of the Articles of Incorporation is amended to read as follows:

The name of the corporation is **Voices College-Bound Language Academies**.

3. **Article II, Section B** of the Articles of Incorporation is amended to read as follows:

The specific purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools.

4. **Article IV, Section A** of the Articles of Incorporation is amended to read as follows:

The corporation is organized and operated exclusively to manage, operate, guide, direct and promote one or more California public charter schools within the meaning of Section 501(c)(3), Internal Revenue Code.

5. **Article V** of the Articles of Incorporation is amended to read as follows:

The property of this corporation is irrevocably dedicated to the **charitable** purposes set forth in Article II above, 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.

6. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.

7. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 4/24/14

DATE: 4/24/14

Frances Teso  
Frances Teso, President

Sara Reyes  
Sara Reyes, Secretary



I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

MAY 28 2014

Date: \_\_\_\_\_

*Debra Bowen*  
DEBRA BOWEN, 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.

  
\_\_\_\_\_  
Frances Teso, Incorporator



**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

FEB 9 2006

**BRUCE McPHERSON**  
 Secretary of State

**BYLAWS  
OF  
VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
(A California Non-Profit Public Benefit Corporation)**

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is **Voices College-Bound Language Academies**.

**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 ~~4075 Sacramento Ave, San Jose, CA 95111~~ <sup>14271 50th St, CA 95137</sup>. 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 one or more California public charter schools (the "Corporation").

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 CORPORATION WITHOUT MEMBERS**

Section 1. CORPORATION WITHOUT 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"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of 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; fix their compensation; and require from them security for faithful service. Hire, discipline, promote and dismiss all

employees after consideration of a recommendation by the Executive Director.

- b. Change the principal office or the principal business office in California from one location to another.
- 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 five (5) directors unless changed by amendment to these bylaws. The purpose of the Board is to assume responsibility for the governance of the Voices College-Bound Language Academies. The Board shall include representatives and members of the community. 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, and philanthropy.

All directors shall have full voting rights, including any representative appointed by the charter school authorizer as consistent with Education Code Section 47604(b). Each charter authorizer may appoint one (1) director. 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. In the event that one or more charter authorizer fails to appoint a representative, in any year, on or before April 15 of such year, then the Board may appoint an additional director to fill that seat. Except for the authorizer appointed representatives, all directors shall be designated by the existing Board of Directors.

Except for the initial Board of Directors and the director(s) appointed by the charter school authorizer(s), the term of office for members of the Board of Directors shall be three (3) years, unless vacated or removed pursuant to Section 6 of these bylaws, and until a successor director has been designated and qualified. Insofar as possible, directors' terms shall be staggered. 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 two (2) consecutive terms.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No 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 & REMOVAL OF DIRECTORS. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, removal, 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) 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.

Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

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 directors 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. The Board may also designate that a meeting be held at any place within the Corporation's jurisdiction. 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 teleconference (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. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the Corporation's jurisdiction.
- e. All votes taken during a teleconference meeting shall be by roll call.
- f. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with watch teleconference location being identified in the notice and agenda of the meeting.
- g. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda.<sup>1</sup>
- h. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location.
- i. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>
- j. 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 four (4) regular meetings (quarterly) of the Board of Directors. The Board of Directors shall hold an annual

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<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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 a regular Board 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 meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board or a majority of the Board of Directors.

Section 15. NOTICE OF SPECIAL. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 16. QUORUM. A majority of the directors then in office 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. 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. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 17. CONDUCT OF MEETINGS. Meetings of the Board of Directors shall be presided over by the Chairman of the Board, or, if no such person has been so designated or in his or her absence, the 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.

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. CREATION AND POWER OF ADVISORY COMMITTEES. The Board may create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. 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 the Corporation shall be a President, who shall be known as the "Executive Director", 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. The Corporation, at the Board's direction, may also have a Chairperson

of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. The President shall not also be a Board member.

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 Executive Director or Chairperson of the Board.

Section 3. EXECUTIVE DIRECTOR. Subject to the control of the board the Executive Director 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. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings. The Executive Director shall have such other powers and duties as the board of directors or the bylaws may require.

Without prejudice to the general powers and duties set forth in this Section, the duties of the Executive Director shall include the following:

- 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 Corporations' 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 shall be an ex-officio member of all committees related to the School.
- 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 of the full-time teaching faculty, part-time teachers, and all 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 authorizing District(s) 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 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 School, and shall lead by example in implementing the various principles enunciated in the Bylaws and the Charter.

Section 4. 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; and the vote or abstention of each board member present for each action taken.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, 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 5. TREASURER. The Treasurer, also known as the Chief Financial Officer, 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 Treasurer shall work with the Executive Director 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 6. CHAIRMAN OF THE BOARD. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

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.

Section 8. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint or authorize the Executive Director, 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. 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 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.

#### **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

#### **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Voices College-Bound Language Academies Conflict of Interest Policy have been fulfilled.

#### **ARTICLE XI 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 XII 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 XIII 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 XIV 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 XV REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent

to itself (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.

- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XI of these Bylaws.

## ARTICLE XVI AMENDMENT OF BYLAWS

Section 1. AMENDMENT OF BYLAWS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the Corporation's Articles of Incorporation, or any laws.



**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the **Voices College-Bound Language Academies**, 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 June 12, 2014; and that these bylaws have not been amended or modified since that date.

Executed on 6/12/14 at San Jose, California.

 Secretary

## **VOICES COLLEGE-BOUND LANGUAGE ACADEMIES**

### **CONFLICT OF INTEREST CODE**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for **Voices College-Bound Language Academies (Voices)**.

Individuals holding designated positions shall file statements of economic interests with **Voices**, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by **Voices**.

# VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

## CONFLICT OF INTEREST CODE

### APPENDIX A

#### DESIGNATED POSITIONS

<u>Designated Positions</u>	<u>Disclosure Category</u>
Chief Executive Officer	1, 2
CFO/Treasurer	1, 2
Secretary	2
Principal	2
Chief Operations Officer	1, 2
Community Engagement Strategist	3
Chief Academic Officer	3
Director of Accounting	2
Consultants/New Positions	*

\*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chief Executive Officer or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

## **VOICES COLLEGE-BOUND LANGUAGE ACADEMIES**

### **CONFLICT OF INTEREST CODE**

The following positions are not covered by the code because the positions manage public investments. Individuals holding such positions must file under Government Code Section 87200 and are listed for informational purposes only.

- Members of the Governing Board
- Members of the Finance Committee
- Chief Financial Officer

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe their position has been categorized incorrectly. The Fair Political Practices Commission makes the final determination whether a position is covered by Section 87200.



**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
CONFLICT OF INTEREST CODE**

**APPENDIX B  
DISCLOSURE CATEGORIES**

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
  - of any authorizer that has authorized a Voices charter school, or
  - of any facility utilized by Voices' charter schools, or of a proposed site for a Voices facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Voices.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.



## Voices CMO Services Summary

Voices believes schools are run by their “star players”, but the CMO helps them by providing expertise, service, and holding high expectations. The CMO enables collaboration and resource sharing across the network, while reducing the operational responsibilities at school sites by centralizing business services and support. CMO services include:

<b>Design and support with core academic program</b>	<ul style="list-style-type: none"> <li>● <i>Curriculum</i>: Curriculum development, instructional support</li> <li>● <i>Assessments</i>: Development, monitoring, and analysis of benchmark, interim, and summative assessments</li> <li>● <i>Data analysis</i>: Support with data collection and preparation of academic data reports</li> <li>● <i>Academic compliance</i>: Oversight of special education policies, authorizer requirements, and federal, state, and local policies</li> <li>● <i>Professional development</i>: Guide network-wide teacher and instructional coach professional development</li> </ul>
<b>New school start up services</b>	<ul style="list-style-type: none"> <li>● <i>Facility acquisition</i>: Search, lease, and set up of new school facilities including plan for expansion</li> <li>● <i>Pre-opening activities</i>: Charter petition and renewal submission, connecting with community leaders, family recruitment, and marketing for student enrollment</li> <li>● <i>Parent activism</i>: Parent leadership training, local parent group and event support</li> <li>● <i>Development and marketing</i>: Submission and management of grants, donor relationships and cultivation</li> </ul>
<b>Talent support services</b>	<ul style="list-style-type: none"> <li>● <i>Human resources</i>: Benefits administration, new hire onboarding, credentialing, compliance with employee law and policies</li> <li>● <i>Talent acquisition</i>: School staff recruitment and selection</li> <li>● <i>Talent strategy and planning</i>: School staffing model, total rewards programs, teacher pipelines, and external marketing</li> <li>● <i>Knowledge management</i>: Document management, communication systems, functional manuals</li> <li>● <i>Leadership development</i>: Principal pipeline, professional development and coaching</li> </ul>
<b>Operational support</b>	<ul style="list-style-type: none"> <li>● <i>Financial modeling, analysis, and compliance</i>: Monitor expenditures, support schools with financial decision-making, payroll, budgeting, accounting and monthly, quarterly and annual fiscal reporting</li> <li>● <i>Networking and technology planning</i>: Laptop maintenance, network set up and maintenance, Erate program</li> <li>● <i>Operational oversight and compliance</i>: Safety planning, facilities maintenance support, operations leader professional development, policies and procedures, operational reporting (e.g. food service, ADA, etc)</li> </ul>



## VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

### Parent Agreement

The role of a parent is an integral part of a child's school life and education. We as educator must develop each child to the optimum of his or her potential. Your support and encouragement will help your child achieve success at Voices College-Bound Language Academies. All parents must carefully read and sign the following agreement.

Whereas, I understand that my child will spend the most important years of his/her life in school, and I want to help Voices College-Bound Language Academies give my child the best possible education and get ready for college.

Therefore, I promise, and agree:

1. To see that my child comes to school every day, on time and is prepared for the day's work.
2. To call the school in advance and notify the school as soon as possible if my child will be absent.
3. To see to it that my child comes to school dressed appropriately in their school uniform.
4. To make sure that my child has ample quiet time and a quiet place to complete homework and projects and to study each evening with the TV, radio, etc., turned off.
5. To speak with my child every day about what was done at school and to help/find assistance for my child with his/her homework assignments when necessary.
6. To ensure that my child reads every night in addition to his/her homework.
7. To expect my child to be given regular homework assignments.
8. To urge my child to respect himself/herself as well as others.
9. To speak to my child in a positive manner about school and to follow through on all items that pertains to the well-being of my child.
10. To communicate regularly with my child's teacher(s) to get information I/we need to support the learning process and behavior.
11. To read and reply to all letters, messages notes and telephone calls from the school.
12. To attend parent-teacher conferences, other functions and appointments that relate to my child's education.
13. To see to it that my child does not bring inappropriate items such as toys and electronic games, etc. to school that can distract learning.
14. To be familiar with the practices and principles of the school's character curriculum and the Student Code of Conduct, which I/we will reinforce with our child.
15. To always act in professional manner when speaking with someone at Voices College-Bound Language Academies.
16. To attend most school-wide activities each year.
17. To allow my child to attend Voices College-Bound Language Academy field trips.
18. To arrange for my/our child to attend summer school as required.
19. To do everything possible to keep my child at Voices College-Bound Language Academy for the long term (K-8).

I understand that ultimately I, not the school, am responsible for the behavior of my child.

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Parent's Signature \_\_\_\_\_

## VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

### Contrato de padre(s)

La involucración de los padres en la educación y vida escolar de su hijo(a), es una parte esencial. Este papel incluye el compromiso de los padres para poder desarrollar el potencial máximo del estudiante. El apoyar y alentar al niño(a), ayudará a lograr su éxito en Voices College-Bound Language Academy.

Todos los padres se comprometen a leer con atención y firmar el siguiente contrato.

Tomando en cuenta, que mi hijo(a) pasa los años más importantes de su vida en la escuela, yo deseo y quiero ayudar a Voices College-Bound Language Academies para que mi hijo(a) obtenga la mejor educación posible y esté preparado(a) para la Universidad.

#### Estoy de acuerdo y me comprometo a:

1. Que mi hijo(a) asista a la escuela todos los días puntualmente, para que esté preparado(a) para el día escolar.
2. Llamar a la escuela con tiempo de anticipación para notificarles si mi hijo(a) estará ausente.
3. Que mi hijo(a) llegue a la escuela vestido apropiadamente con su uniforme escolar.
4. Que mi hijo(a) tendrá el suficiente tiempo, así como un espacio limpio; con la televisión, radio, etc. apagados, para que pueda hacer su tarea, completar proyectos y/o estudiar.
5. Platicar con mi hijo(a) diario sobre lo que hizo en la escuela. Cuando sea necesario lo apoyaré para terminar su tarea.
6. Que mi hijo(a) lea todas las noches, y que complete una actividad más aparte de su tarea.
7. Revisar que mi hijo(a) tenga tarea regularmente.
8. Animare a mi hijo(a) que se respete a sí mismo, y también que respete a los demás.
9. Hablar con mi hijo(a) de manera positiva acerca de la escuela y cómo tomar decisiones para tener éxito académico.
10. Estar en contacto regularmente con el maestro(a) de mi hijo(a). Con el fin de obtener información que nos ayude apoyar en su proceso de aprendizaje y comportamiento.
11. Leer y responder a todas las notas, mensajes y llamadas telefónicas de la escuela.
12. Asistir a las Conferencias de Padres y Maestro(a)s, igual a otras actividades relacionadas con la educación de mi hijo(a).
13. Asegurarme que mi hijo(a) no lleve a la escuela artículos inapropiados como: juguetes, juegos electrónicos, etc., que puedan distraerle y/o distraer a los demás estudiantes durante su aprendizaje.
14. Familiarizarme con las normas y actividades de la escuela, con el plan de estudios, así como con el Código de Conducta del Estudiante. A reforzar dicho código con nuestro hijo(a).
15. Comportarme de manera adecuada y profesional cuando hable con alguno de los miembros de la escuela Voices College-Bound Language Academies
16. Asistir a la mayoría de las actividades de la escuela, durante el ciclo escolar.
17. Permitir que mi hijo(a) vaya a las visitas o excursiones, que la escuela Voices College-Bound Language Academy lleve a cabo.
18. Asegurar que mi hijo(a) asista a la escuela de verano, si esto es necesario.
19. Hacer todo lo posible para que mi hijo(a) siga estudiando a largo plazo (K-8) en la escuela Voices College-Bound Language Academy

#### Entiendo que soy responsable del comportamiento de mi hijo(a) y no la escuela.

Nombre del estudiante \_\_\_\_\_

Salón \_\_\_\_\_

Firma del M/Padre \_\_\_\_\_

Firma de la M/Padre \_\_\_\_\_

Fecha \_\_\_\_\_



## Family Handbook

[www.voicesacademies.org](http://www.voicesacademies.org)

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

*Voices College-Bound Language Academies reserves the right to amend, delete or otherwise modify these policies at any time.*

Revised: 8.2018.

# I. Welcome to Voices College-Bound Language Academies

## Welcome Statement!

On behalf of the School Principal, faculty, staff, families, students, and Board of Directors, we would like to WELCOME you and your child to a community of learners in pursuit of an excellent education for all children. This is a school based on the belief that ALL children can achieve at high levels and we look forward to working and learning and teaching with you. We deeply value the commitment you have made to send your child to a school of choice and to be a part of the Voices Community.

## Handbook Use and Purpose

This handbook is designed to help family members and students get acquainted with VOICES. It explains some of our philosophies, beliefs, structures, procedures, and policies. Although this Handbook is not intended to be an official policy manual, we hope that it will serve as a useful reference to you while your child is enrolled at VOICES. You may request copies of official policies at the office or view online at our website.

**As part of their responsibility, students and parents are expected to know and abide by the school rules and procedures found in this handbook, the code of conduct and other information provided by the school and classroom teachers.** All school rules apply not only during the time classes are in session, but also while students:

- Are going to or returning home from school
- Before and after school while on school campus
- At any school-sponsored function or activity
- While riding on the bus

## Vision and History of VOICES

The vision of VOICES was born out of the belief that every child has the right to an excellent education. Starting with a core group of educators committed to educational equity, we dedicated two years to planning the design and implementation of the school. Voices was first approved by the Franklin McKinley School District in March 2006. We opened our doors to 110 children in September of 2007. In 2015, Voices opened two new campuses in Morgan Hill and Mount Pleasant. And 2018 marks the opening of Voices West Contra Costa! We anticipate our success will only flourish as we grow! Some of our accomplishments include:

- California Distinguished School (2012)
- State Title I Academic Achievement Award (2014)
- Hart Vision Charter School of the Year Award (2015)
- Innovate Public Schools' Report Top Bay Area Public Schools for Underserved Students (2016) - 7th place for Top Performing Elementary Schools and 2nd place for Top Performing Middle Schools

## Charter Schools

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" establishing each such school is a performance contract detailing the 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 typically 5 years. At the end of the term, the entity granting the charter may renew the school's contract. Charter schools are accountable to their authorizer to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both

academic results and fiscal practices to several groups: the authorizer that grants them, the parents who choose them and the public that funds them.

## II. School Information and Procedures

### School Hours

Voices College-Bound Language Academies are in session from 8:00 a.m. – 4:00 p.m. everyday unless otherwise noted. Minimum day schedules are from 8:00-12:30. Students are expected to leave campus immediately upon dismissal unless specifically permitted to stay by a staff member for a school program, school activity or for disciplinary reasons.

### School Office/Locations

The school office is open from 7:45 A.M. to 4:30 P.M. on regular school days and until 1:00 P.M. on minimum days.

Voices Morgan Hill 610 Jarvis Dr. Morgan Hill, CA 95037 (408) 791-1700	Voices Mount. Pleasant 14271 Story Rd., San Jose, CA 95127 (408) 571-6404	Voices Franklin McKinley 715 Hellyer Ave San Jose, CA 95111 (408) 361-1960	Voices West Contra Costa 1575 Mann Dr Pinole, CA 94564 (510) 260-9728
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### Class Placement

At the beginning of each school year, students are assigned classes. These assignments remain tentative until enrollment stabilizes a process that often takes many weeks. The school will not consider specific requests for placements due to class size constraints and the need to balance classes.

### Arrival

It is encouraged that students arrive no earlier than 7:45 AM if they are not participating in our breakfast program. Students can not arrive at school any earlier because their will be **no supervision unless they are eating breakfast at 7:30**. During fair weather there is outdoor lineup for all grades in front of their classroom. During bad weather such as moderate to heavy rain or extremely cold days (below 50 degrees), the doors will be open at 7:45 and early arrivals to school must go directly to their class or the office. Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, etc. Remind your child to remain in supervised areas. Do not allow children to cross the street alone or between cars. **Please follow the instructions of the drop-off and pick-up map from your student’s school site, for instructions on where you can park or drop-off your child.**

### Dismissal

The regular instructional day ends at 4:00 P.M. Students must be picked up promptly at 4:00. At dismissal time, TK & Kindergarten students must be picked up by an adult authorized by the parent to pick up the child. If the TK or Kindergarten child is walking home without the direct supervision of an adult, the school must have written parental authorization to release the child to go home in this way. All other students are released independently unless prior arrangements have been made. Please pick-up your child on time or to arrange for an alternate person to pick them up in case of weather, traffic, personal or work-related event, or other emergency. Any student that is not picked up by 4:10 PM:

- Will wait in the office where a parent/guardian must physically come inside to retrieve and sign-out their student.

- If a child accumulates 2 late pick ups the parent will receive a warning letter from the school. The letter will remind parent/guardians of their responsibility for picking up their child in a timely manner.
- If a child accumulates 3 late pick ups, the parent/ guardian will be required to attend an administrative team meeting and complete a contract aimed at supporting the improvement of the pick up performance.
- If after the initial administrative meeting, the parent/guardian does not pick up their child by 5:00, the School will call the Police Department or Child Protective Services/Department of Social Services to come pick up the child.

### First Days of School

Often the first day of school can be stressful for both students and parents. We want to encourage the independence of each child, but at the same time want to value the needs of your child. We encourage you to do everything possible to help your child feel comfortable and safe in his or her new school environment. At the same time, we need you to recognize that the best thing for your child is for you to leave the school and allow the classroom teacher and other students to participate in the inclusion process. On the first days of school, you will be expected to leave your child in the care of the teacher and the school. While some students may cry, teachers are accustomed to dealing with students in this situation and will settle, comfort, and distract your child. **Only with the Principal's approval, and under extenuating circumstances, will parents be allowed to stay at school during the first days or weeks of school.**

### Emergency Release from School

In case of an emergency, your child will only be released into the custody of those people who you have previously identified on the emergency card. Proof of identification will be required. **Those NOT identified on the emergency card can only pick up a child if the parent or guardian has sent a handwritten and signed note with contact phone number, to the school notifying the school of this person's identity.** The school reserves the right to call the parents of the child to confirm anyone who comes to pick up their child.

### Leaving School During the Day

It is encouraged that you make appointments and schedule family business outside of school hours, **but if you must, please schedule appointments late in the afternoon.** If you will pick up your child for an appointment during the school day, please notify the office. Please do not pick up your child early for any other reason as they lose instructional time and it disrupts the class. **Unexcused early pick-ups of 30 minutes or more will be considered in determining whether the child is truant. The School will not pullout students from class early to wait in the office for an early pick up.**

### Meal Program

We provide a daily breakfast and lunch. You are required to fill out a school lunch application at the beginning of each school year. You will be notified if your child is qualified for free, reduced or full price lunch. You may make payments in the Voices' office with cash or check, or online with a credit card. You will be asked to send your child with a bag lunch if you are in arrears in the amount of \$10.00 or more, otherwise your child will receive an alternate meal. Please refer to [Unpaid Meal Charges Policy](#).

At your option, your child may choose to bring his/her own lunch. We ask that if you choose this option that you to send your child to school each day with a nutritious lunch. Students will not be allowed to trade or share food. *Per School Policy- No parents or siblings will be allowed in the cafeteria. Please drop off your child's meal at the office.*

### Visiting the School

Parents are encouraged to visit the school. In order to ensure safety, we ask that when you visit the school, you respect the instructional time of teachers and students. **Please do not disturb lessons or students and teachers**



**who are working. If you have a matter to attend to with a teacher, please schedule a mutually agreeable time to discuss the matter.** It is important that the Visitor policy is followed for the safety of all students. The Charter School Principal or his or her designee shall post at every entrance a notice setting forth, visitor registration location and requirements.

Voices endeavors to create a safe environment for students and staff. Accordingly, visits during regular school days must be conducted in the manner set forth below:

1. Visits during school hours should first be arranged with the Principal or designee, preferably at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) days in advance. Visitors seeking to visit a classroom during school hours must first obtain the written approval of the Principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, purpose for entering school grounds, and proof of identity if requested. For purposes of school safety and security, the Principal or designee may provide a visible means of identification for visitors while on school premises.
3. The Principal or designee may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor's presence or conduct would:
  - a. Disrupt Voices' operations, its students, its teachers, or its other employees;
  - b. Result in damage to Voices property (or the property of Voices staff and/or students); or
  - c. Result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus whenever there is reasonable basis, in the judgment of the Principal or designee, for concluding that the visitor's presence on school grounds would: disrupt or is disrupting Voices' operations, its students, its teachers, or its employees; endanger Voices property (or the property of Voices staff and/or students); or result in the distribution or use of unlawful or controlled substances.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds.
6. The Principal or designee may seek the assistance of the police (when appropriate) in dealing with or reporting any visitor in violation of this policy.
7. Visitors may not use electronic listening or recording devices in a classroom without prior written approval by the Principal or designee.

### **Books/School Materials**

VOICES students are responsible for the proper use and care of all school equipment and property, including books and other instructional materials. Students who destroy school property in any manner will be responsible for replacing the property. Any willful destruction of school property compromises the safety and security of the school community and violates the essence of the Guiding Principles. Parents must replace damaged or lost books

or other school property, including technology. Awards and certificates may be withheld until balances are paid in full.

### Lost and Found

Found items belong to someone else and should not be taken by the person who found the item. Any items found at the school site should be taken to the lost and found in the main office. Check for lost items in the main office. The lost and found will be cleaned out regularly. Items not claimed will be donated or discarded. All items brought to school by students including jackets, lunch bags, etc., should be clearly labeled with the child's name. The school is not responsible or liable for any lost or stolen items.

### Non-School Property

Personal property not related to the school's programs should not be brought to school. If you insist that your child bring a cell phone to school, it must be checked in the office upon arrival and picked up after dismissal each day. Toys, balls, iPods, or electronic games, cell phones, etc. will be confiscated and returned to the child's parent at the end of the school day or another appropriate time if they are brought to school. Item may be held until the end of the school year if a student repeatedly brings an unauthorized item to school.

### Field Trips

All field trips are regarded as enrichment activities and therefore a privilege - not a right. Students that have not earned the right to attend a field trip are required to attend school and shall engage in appropriate academic/educational activities.

Any trip requires a separate permission slip. Permission received by telephone is not permitted. If a student does not have written permission, he/she will remain in a supervised area/classroom at VOICES and participate in an alternative educational activity until the class returns from the trip. Students are expected to travel to and from the field trip with the staff responsible for the trip. Students will not be permitted to leave the field trip group during the trip.

Safety of all children is a primary concern at Voices. For field trips, children must be able to behave safely and follow teacher's instructions. Children must demonstrate a consistent ability to follow adult direction before they can participate in outdoor activities. If there is a concern about a child's safe behavior on fieldtrips, a teacher may require the student to have a parent chaperone or ask that the student not participate in the activity. Siblings are not permitted on the bus transporting students.

### Classroom Computers/Internet Access

Computers, printers, and internet may be available to students. Internet access allows for expanded and global educational opportunities for students. However, access to the Internet via Voices equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students have a duty to use Voices equipment and resource networks only in a manner specified in Voices' Internet Policy. In addition, students may not:

1. Post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
2. Use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
3. Make threats against others.

4. Reveal personal information about others.
5. Use email to send chain letters or “spam” email to a list of people or to an individual.
6. Place illegal information on the Internet, nor will student use the Internet in any way that violates federal, state, or local law.
7. Engage in communications that are not polite and respectful of others.
8. Give out to any other Internet user or post on the Internet Voices or her name, address, or telephone number unless expressly authorized by Voices in writing.
9. Use the Internet to perform any illegal act or to help others perform illegal acts.
10. Use the Internet to access obscene materials or images or access any Internet site which requires the student to state that he or she is eighteen years of age or older as a condition of accessing the site.
11. Use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by Voices in writing.
12. Make any statement or post any communication on the Internet about another person that he or she knows or suspects to be untrue

Student acknowledges that computer equipment, Internet access networks, and email accounts are owned by Voices and provided to students for educational purposes. Voices reserves the right to access stored computer records to assure compliance with Voices’ Internet Policy. Student is aware that communication over Voices owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

1. Routine system maintenance.
2. General inspection or monitoring, with or without notice to student, if there is suspicion of widespread inappropriate use.
3. Specific review of individual files or monitoring of individual activity, with or without notice to student, if there is suspicion that Student is engaging in inappropriate use.

A violation of Voices’ Internet Policy can result in a loss of all Internet access and email privileges. If a student violates Voices’ Internet Policy, or in any other way uses Voices equipment in a manner that is not consistent with educational use, the student will be promptly notified that he or she has violated the Policy. The student will be given the opportunity to explain why Voices should deem the activity in question a use consistent with the educational purposes stated in Voices’ Internet Policy. If Voices deems that the use is inconsistent with the educational purposes stated in Voices’ Internet Policy, Voices may terminate the student’s Internet and email privileges. However, because one of the educational purposes in providing Internet access is to teach students to use the internet appropriately, Voices reserves the right to fashion penalties to specific concerns or specific violations, and student acknowledges that he or she may receive penalties less than full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email. Student also acknowledges Voices will contact the proper legal authorities if Voices concludes or suspects that the student’s Internet activity is a violation of any law or otherwise constitutes an illegal activity.

A signed Internet Use Agreement must be on file before a child may explore the internet.

### Family Involvement

Parents have the opportunity and are encouraged to volunteer in a variety of ways. Any regular volunteer, as determined by the principal, that works with children must have a TB test and fingerprint check. The following are some examples of possible parent involvement opportunities:

- Classroom, office, cafeteria, yard supervision, tutoring
- Committees

- VPAC
- Board Member
- Parent Workshops: Parent workshops are provided at Voices depending on family's needs. Some topics may include reading, writing, immigration, parenting, nutrition, housing, and domestic violence, academic standards, and the road to college.

## Gathering and Handling Student and Family Information Policy

### Collecting and Retaining Student Information

The Chief Executive Officer shall maintain in writing the Voices College-Bound Language Academies policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

If Voices College-Bound Language Academies possesses information that could indicate immigration status, citizenship status, or national origin information, Voices College-Bound Language Academies shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.

If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, Voices College-Bound Language Academies shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Voices College-Bound Language Academies shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

### Inquire Regarding Immigration Status, Citizenship Status, and National Origin Information

Voices College-Bound Language Academies personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, Voices College-Bound Language Academies personnel shall solicit that documentation or information separately from the school enrollment process.

Where permitted by law, the Chief Academic Officer of the Voices College-Bound Language Academies shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, Voices College-Bound Language Academies procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

### Inquiries About Social Security Numbers or Cards

Voices College-Bound Language Academies shall not solicit or collect entire Social Security numbers or cards.

Voices College-Bound Language Academies shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.

When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, Voices College-Bound Language Academies shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

Voices College-Bound Language Academies shall treat all students equitably in the receipt of all school services, including, but, not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

## Educationl Records and Student Information

### Education Record

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer, media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by the School or a party acting for the School. Such information includes but is not limited to:

1. Date and place of birth; parent and/or guardian's address, mother's maiden name, and where the parties may be contacted for emergency purposes.
2. Grades, test scores, courses taken, academic specializations and school activities;
3. Special education records;
4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended;
7. Personal information such as, but not limited to, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record, or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
2. In the case of a person who is employed by Voices but who is not in attendance at such agency or institution, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
3. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Voices; or
4. Records created or received by Voices after an individual is no longer a student at Voices.
5. Grades on peer-graded papers before they are collected and recorded by a teacher.

### Personally Identifiable Information

Personally identifiable information (“PII”) is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. PII includes, but is not limited to: a student’s name; the name of a student’s parent or other family member; the address of a student or student’s family; a personal identifier, such as the student’s Social Security number, student number or biometric record; other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Voices reasonably believes knows the identity of the student to whom the education record relates.

### Directory Information

Voices may disclose the PII that it has designated as directory information, consistent with the terms of the School’s annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) (“FERPA”).

“Directory information,” which is defined as set forth below, may be released to requestors in limited circumstances by Charter School, without additional notice to you, unless you timely “opt out” of such disclosures, in writing.

State and federal law allow directory information to be disclosed to any requestors, except those who intend to use the information for commercial purposes. However, this school's policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT we will release such information to requestors that engage in political advocacy, lobbying, or information dissemination related to California charter schools.

Voices has designated the following information as directory information:

- A student’s and parents’/guardians’ names
- A student’s and parents’/guardians’ address
- Telephone listing
- Student’s and parents’/guardians’ electronic mail address
- Photograph
- Date of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees, honors, and awards received
- Goals attained
- The most recent previous educational agency or institution attended by the student
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

### Parent

*Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.*

### Eligible Student

*Eligible student means a student who has reached eighteen (18) years of age.*

### School Official

A school official is a person employed by Voices as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Voices. A school official also may include a volunteer or an independent contractor outside of the School who performs an institutional service or function for which Voices would otherwise use its own employees and who is under the direct control of Voices with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

### Legitimate Educational Interest

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

### Disclosure of Directory Information

At the beginning of each year, Voices shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to request that Voices not release "directory information" without first obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student may notify Voices in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent. The notice shall be in the form of a letter or shall be printed in the Voices newsletter or handbook.

### Annual Notification to Parents and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the School shall provide parents and eligible students with a notice of their rights under FERPA. The notice shall inform the parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without prior written consent; and
- File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.
- Request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

- The procedure for exercising the right to inspect and review educational records;
- The procedure for requesting amendment of records;

- A statement that the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.
- The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest as defined by federal regulations

#### Parental and Eligible Student Rights Relating to Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within five (5) business days, the School shall comply with the request.

#### Copies of Education Records

The School will provide copies of requested documents within five (5) business days of a request for copies. The School may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.

#### Request for Amendment to Education Records

If upon inspection and review, a parent or eligible student discovers any information or notation that is inaccurate, misleading, in violation of the student's right of privacy, is an unsubstantiated personal conclusion of inference, is a conclusion or inference outside the observer's area of competence, or is not based on the personal observation of a named person with the time and place of the observation noted, he or she may request, in writing, that the Executive Director correct or remove the record. The School will respond within thirty (30) days of the receipt of the request to amend. The School's response will be in writing and if the request for amendment is denied, the School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade

#### Hearing to Challenge Education Record

If Voices denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The Executive Director may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- 1) The Principal of a public school other than the public school at which the record is on file;
- 2) A certificated employee; and
- 3) A parent appointed by the Executive Director.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the School to the parent or eligible



student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Executive Director or designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The Executive Director or designee's decision will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days of the conclusion of the hearing, the School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Voices decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the School, or both. If the School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

#### Disclosure of Education Records and Directory Information

Voices must have a signed and dated written permission from the parent before releasing any non-directory information from a student's education record with the exceptions listed below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

The School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and Voices must maintain the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

The School may disclose education records, without prior written consent of the parent or eligible student, to the following parties (this list may be supplemented or changed should it be necessary to ensure compliance with applicable law):

- a. School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- b. Other schools to which a student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Voices will make a reasonable attempt to notify the parent or eligible student of the request for

- records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Voices will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3), above;
- c. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
  - d. Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
  - e. Organizations conducting certain studies for the School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
  - f. Accrediting organizations in order to carry out their accrediting functions;
  - g. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](#) of 1986;
  - h. Individuals or entities in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable efforts must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
  - i. Persons who need to know in cases of a health or safety emergency;
  - j. State and local authorities, within a juvenile justice system, pursuant to specific State law;
  - k. A victim of an alleged perpetrator of a crime of violence or non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Voices with respect to that alleged crime or offense. The School may disclose the final results of the disciplinary proceeding regardless of whether Voices concluded a violation was committed.

### Record Keeping Requirements

Voices will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Voices and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, Voices officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or lawfully issued subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, Voices officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the School.

Student cumulative records may not be removed from the premises of Voices, unless the individual removing the record has a legitimate educational interest, and is authorized by the Principal, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product,

assigning credit, reviewing materials for classroom discussion, etc.)

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue. S.W.  
Washington, D.C. 20202-5920**

### III. Family, School, and Student Policies

The goals of the Family, School, and Student Policies at Voices are to ensure the safety of the school environment and to optimize each child’s learning. Therefore, Voices has developed policies that have very clear consequences for children and families. They lay out the expectations of children who attend Voices and the consequences for what occurs when these policies are violated. In general, behavior is considered appropriate when students are diligent in study, neat and clean, careful with school property, respectful towards their teachers, and courteous to other students, staff and volunteers.

**Dress Code Policy**

Voices College-Bound Language Academy (School) recognizes the need for students of the School to dress appropriately for school. The School believes that students should focus their energy and attention upon their academic development and not on style or the clothes of their peers. In addition, dress code is important to school pride and safety because it fosters a sense of belonging and students in uniform are easily recognized by all school staff.

Students will be required to wear a school uniform. The code shall allow students to wear sun protective clothing, including hats. Inappropriate apparel and accessories includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The Board is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment.

The Voices dress code is simple:

SHOES : All grades	Rubber bottom, flat soled shoes with covered toes
BOTTOM: All grades	Khaki or tan (cotton twill) Pants, Shorts, skirt, or jumper <b>with Belt (grades 2nd+)</b>
TK, Kindergarten and 1 <sup>st</sup> grade	VOICES Shirt: <b>Gold</b> Polo-style shirt with VOICES logo
2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	VOICES Shirt: <b>Purple</b> Polo-Style Shirt with VOICES logo

4th and 5th Grade	VOICES Shirt: <b>Maroon</b> Polo-Style Shirt with VOICES logo
6th and 7th Grade	VOICES Shirt: <b>Grey</b> Polo-Style Shirt with VOICES logo
8th Grade	VOICES Shirt: Gold, Purple, Maroon or Grey Polo-Style Shirt with VOICES logo

Students may also wear school earned university shirts or Student of the Month shirts as part of their uniform.

- All other clothing items (jackets, sweaters, etc) are not to have any words or decorations other than school logo
- The uniform must be worn throughout the school day.
- Students are to enter and leave the school in uniform.
- Changing clothes at school, unless for a school sponsored activity, is not allowed.
- No hats (except for sun protection), sweats, or jeans.
- A student’s hairstyle, clothing, jewelry and makeup should not distract from the educational environment.
- Label all children clothing, books bags and lunch boxes with your child’s name and class using a permanent marker. This will help the school to return any lost items.

Uniforms must be kept neat and clean at all times and must fit appropriately. Specific requirements are listed below:

- Pants must be appropriate size
- Belt must be worn if pants have belt loops (2<sup>nd</sup>-8<sup>th</sup> grade)
- Skirts and shorts must not be shorter than four inches above the knee.
- Pants must be worn at the waist.
- Shirts must fit appropriately--neither too small nor too big.
- In the event of cold weather, students may wear a jacket, sweatshirt, cardigan, or sweater over their collared shirt.
- **Shirts must be tucked in.**

*Out of Uniform Notices*

Parents will receive an “Out of Uniform” notice if a child does not adhere to the uniform policy. The notice should be returned to the school with the parent’s signature the next school day. On the second “Out of Uniform” notice in one school year, a School representative will initiate a telephone conference with the parent. The goal of the conference will be to problem-solve the family’s issue of complying with the uniform policy.

Students who repeatedly violate the School Dress Code may be subject to discipline.

**Homework Policy**

Research suggests that study skills are important indicators of success in school and enable us to continue learning beyond our classroom experience. At Voices, we believe that homework is an essential opportunity for students to practice skills they have been taught during school. The more confident and comfortable students are with their skills, the more than can contribute and progress with their learning. At Voices, homework assignments are meaningful and developmentally appropriate. Parents are responsible for monitoring and assisting with homework assignments of their child. Students will be assigned homework by the child’s teacher at least four

days per week and will be differentiated to meet individual student's needs. These expectations are designed to set our students up for success.

Each child should attempt to complete homework independently, but may need assistance. If your child needs assistance, **please do not do his or her homework for him/her**. As a parent, guide your child in doing the best that he or she can, allowing them to do their own work. Please teach your child to be responsible for asking for help at school if an assignment is not clear, so that lack of understanding does not keep him/her from attempting to do their homework once at home. Contact your child's teacher with questions about homework.

Help your child establish a suitable time and quiet, well-lit place for home study to help them "get into the habit" of studying each day. Also help your child organize school materials by creating a set place at home for Homework and Tuesday Folders. Replacement envelopes can be purchased for \$2.00.

In order to maintain academic progress over long breaks, students are expected to read, write, and do mathematics daily during vacations. Children will receive explicit homework expectations and consequences for not completing homework satisfactorily.

#### *Transitional Kindergarten through Fifth Grade*

Homework in the early years is set according to the age and ability of the student. Teachers assign homework to reinforce the important skills and habits that students are learning at school. We believe that homework serves two primary purposes in the early grades. Homework can:

- Build responsibility in children
- Provide opportunities for extra, repeated practice of skills

Please speak with your child's teacher if your child is experiencing any difficulties with the homework assignments.

#### *Middle School Homework*

There is a great deal of subject matter and skills to cover in middle school. Therefore, teachers will assign homework daily, unless otherwise noted. Homework is extremely important and there are clearly defined consequences for students who do not accomplish the assigned tasks each night. We expect students to share with their parents what they are learning.

#### *Consequences*

When homework is not completed, consequences will be enforced as outlined below in Consequences for Violations of Policies. Incomplete homework is excused only with appropriate documentation from a parent or a caregiver, indicating that illness or other circumstances prevented the student from completing his/her homework. **If a child is struggling to complete homework because of the difficulty of the work, please contact your child's teacher to schedule a conference.**

#### **Attendance Policy (see Attachment A)**

At Voices, we view every day as an essential learning opportunity. Research suggests that students who attend school regularly achieve at significantly higher levels and are more likely to be eligible to attend college than are students who are absent excessively. The importance of regular attendance cannot be overemphasized. Therefore, **we expect excellent attendance of all of our students**. Missing school regularly or parts of the day, not only is detrimental to a child's learning, but also can create poor learning habits. In addition, a child's poor attendance is detrimental to the school. For everyday a child does not attend, Voices loses vital state funds that help to run the educational program at school. The state considers a child absent when he/she is not in school regardless of the reason surrounding the absence.

Avoid these common (but unacceptable) excuses:

“We decided to extend our vacation- a few days of school won’t matter.”

“I need him/her to stay at home and baby-sit a younger brother/sister.”

“It is too hot/cold/rainy to send him/her to school.”

“He/she had an appointment so I decided to keep him/her home all day.”

“She/he might be getting sick.”

However, we also believe that if a child is sick and cannot operate at school or has a communicable illness, that it is probably best for the child to stay at home to rest and recover. Students are required to make up any and all work missed during their absence. Students/parents are responsible for contacting teachers for making up work missed during any absence, regardless of the reason. In order to participate in any extra-curricular, after school, or evening activity, students must be present at school the entire day, and may not leave school before the regular dismissal time without prior approval of an administrator.

**Excused Absences**

Excused absences are absences where a student is too ill to report to school or has a medical, legal, dental appointment, observance of religious holiday, or a death in the immediate family. All absences require appropriate documentation, i.e. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided, the absence will be considered unexcused (see below). The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary. A parent or guardian must notify the school the **same day** of absence by telephone, letter, fax, e-mail, or in person. Please do your best to inform of us of an absence by 8:00 a.m. If the school is not notified and the student does not report to school the next day with a note, the absence will be considered unexcused (see below).

**Chronic Absenteeism**

When a student has had 10% of the number of school days to date or 14 or more absences in the school year for illness verified by methods listed above, any further absences for illness must be verified by a physician or the student and parent must be brought in to discuss with a Voices administrator whether he/she may attend School. A physician can only verify absences for days the child is seen and the days the doctor expects the child to remain out of school. All notes must be turned into the office within 3 days of the child's return to school. If these procedures are not followed, after three days the absences will be unexcused.

**Unexcused Absences**

Law requires regular school attendance. It also requires us to verify all absences. If a student is absent for an extended period of time (over three days) or does not show up for the first day of school or does not return after a vacation break, and the family has not contacted the school and we cannot locate the family, the student will be dropped from school. Consequences for any unexcused absences/tardies are detailed below:

**Tardy Policy**

School begins at 8:00 a.m. each day. All students are expected to arrive at school on time. Like absences, tardiness disrupts learning and negatively impacts student achievement. A student is considered tardy if he or she is late to class (8:01 a.m.). **A student must report to the office if he or she is late for school to receive a pass.** Tardiness is only excused if a student is sick, has a medical, dental, or legal appointment or there has been a death in the family or other emergency. All excused tardies require appropriate documentation.

**Truancy**

Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three

occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee

### Independent Study (IS)

Independent Study (“IS”) is an option for any student who will be absent for a period of time. IS requires written approval from the Principal.

Independent Study is conducted solely for the educational benefit of the students attending Voices College-Bound Language Academy (“Voices”) and provides the opportunity for daily engagement in school work even during times of extended absence. No student is required to participate in IS. When possible, parents are to request IS no fewer than 5 school days prior to the absence. In an extenuating circumstance (i.e. a serious illness, injury or family emergency), and with Principal approval, a certificated staff member/teacher may work with the parent to implement IS in an expedited manner.

The following written policies have been adopted by the Voices Board of Directors for implementation at Voices in accordance with Education Code Section 51747:

- (a) For students in all grade levels offered by Voices, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be two (2) school days.
- (b) When any student fails to complete two (2) or more assignments during any period of five (5) school days, the Principal or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the student to remain in IS. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record shall be forwarded to that school.
- (c) Voices shall maintain on file a written independent study master agreement for each student participating in IS. Before the IS may begin, the master agreement shall be signed and dated by the student, the student’s parent, the certificated employee who has been designated as having responsibility for the general supervision of IS, and all persons who have direct responsibility for providing assistance to the student. The master agreement shall include
  - The manner, time, frequency and place for submitting a student’s assignments and for reporting his or her progress.
  - The objectives and methods of study for the student’s work, and the methods utilized to evaluate that work.
  - The specific resources, including materials that will be made available to the student.
  - A statement of the policies adopted herein regarding the maximum length of time allotted between the assignment and the completion of a student’s assigned work, and the number of missed assignments prior to an evaluation of whether or not the student should be allowed to continue in independent study.
  - The duration of the independent study agreement, including the beginning and ending dates for the student’s participation in IS under the agreement.

- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
  - A statement that independent study is an optional educational alternative in which no student may be required to participate.
- (d) Voices recognizes that families may not evenly distribute student’s work assignments over weekdays. However, due to strict State law requirements for charter school attendance, the Charter School expects each student to be engaged in an educational activity required of them in the assignment on each weekday that Voices is in session, and requires this “daily engagement” shall be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period.
- A parent/guardian shall refrain from documenting any “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.
- (e) Voices shall claim apportionment credit only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher.
- (f) Voices shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School’s Act and the State Board of Education regulations adopted there under.

### Student Progress

The Governing Board expects students to progress academically and reach benchmark goals through each grade level within one school year. To accomplish this, instruction will accommodate individual students and include strategies for addressing academic deficiencies when needed. Students shall demonstrate mastery of the State adopted grade level standards and Voices Benchmarks. As early as possible in the school year, the principal shall identify students who should be retained and who are at risk of being retained. Using multiple measures of assessment, students shall be identified on the basis of Voices performance levels in reading/language arts and mathematics.

When a student is recommended for retention or is identified as being at risk for retention, The Principal shall (1) provide opportunities for supplemental instruction to assist the student in overcoming his/her academic deficiencies and (2) provide a process and timeline for parent notification. Supplemental opportunities may include, but are not limited to intervention classes, after-school programs, summer school, and intersession programs. When high academic achievement is evident, the Principal may recommend a student for acceleration into a higher-grade level. The Principal, the teacher and the parent will take a student’s social and emotional growth into consideration in making the determination to accelerate a student. Students who do not progress adequately may be retained at the discretion of the teacher and principal based on a student’s grades, standardized test scores, attendance, homework completion record, and other measures with input from the classroom teachers, parents, and administration.

Students who apply for admission to Voices will initially be placed at the grade level they have reached elsewhere pending observation and evaluation of their academic, social and emotional performance by their teachers and principal.



## Harassment, Intimidation, Discrimination and Bullying

To provide students with access to an environment that is safe, secure and conducive to learning. This policy provides guidelines for staff and students to follow for the purpose of providing all students with an environment that is focused on learning.

### Policy

Voices College-Bound Language Academies (“Voices” or “Charter School”) believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Voices prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used herein, “discrimination, sexual harassment, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, or local law, ordinance, or regulation. In addition, bullying encompasses any conduct described in the definitions set forth here. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, Voices will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address, and report on such behaviors in a timely manner. Voices staff who witness acts of misconduct prohibited by this Policy shall take immediate steps to intervene, so long as it is safe to do so.

Moreover, Voices will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Voices does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Voices will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

### **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**

Rodrigo Soto  
Human Resources Associate  
14271 Story Rd., San Jose, CA 95127  
408-791-1609  
rsoto@voicescharterschool.com

### Definitions

#### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Voices.

Voices is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment

- o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy

Bullying is defined as 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 that constitutes sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the transmission 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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
  - 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.
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" 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.
  - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying" 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.

An act of "Cyber sexual bullying" including, but not limited to :

- 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 definition of “bullying,” above. 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.

- “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.

Notwithstanding the definitions of “bullying” and “electronic act” 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.

## **Grievance Procedures**

### **Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Rodrigo Soto  
Human Resource Associate  
14271 Story Rd., San Jose, CA 95127  
408-791-1609  
rsoto@voicescharterschool.com

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, staff person, or a family member so that she/he can get assistance in resolving the issue.

Voices acknowledges and respects every individual’s rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Voices prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

### Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

### Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action, up to and including suspension and/or expulsion or termination.

### Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook. In those instances when the complaint filed also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

### Appeal

Should the Complainant find the Coordinator's resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated Voices employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

## **Consequences for Violation of Policies:**

### **Office Referrals**

If a student violates any policy not covered under the school's suspension or expulsion policy, or Uniform Complaint Procedure (i.e. uniform, absence, tardiness, homework, etc) they may be referred to the office at the discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student's behavior, a student may remain in the office for a "time out" period, and an appropriate

consequence will be devised. Depending on the violation, a student's parent or guardian might be called to immediately pick up the child and the student will remain in the office until he/she is picked up. Detentions may be directed to be served during lunch, after school, or on Saturdays. Students are expected to serve detention or perform community service as assigned. Failure to do so may result in further disciplinary action up to and including suspension from school. When possible, students and parents will be given at least one day's notice of detention or community service.

Any one or combination of the following consequences may be administered at the administrator's discretion based on the frequency and severity of student behaviors (*This in not an exhaustive list*)

- Time out
- Loss of privilege (recess, enrichment, field trip, etc)
- Recess restrictions- Teachers and administrators may restrict a student's recess time when she/he believes that this action is the most effective way to bring about improved behavior or habits, subject to the following conditions:
  1. The student shall be given adequate time to use the restroom and get a drink or eat their snack.
  2. The student shall remain under an employee's supervision during the period.
- Parent-Administrator conference
- Behavior contract
- Buddy room
- Community Service- contribute to or assist members of the school community
- Restorative justice: Righting wrongs or paying back
- Cocooning- limited autonomy and gradual earning back of privileges
- Classroom/School Formal Observation Time- The student's parent or guardian may be required to come to school and to sit with the student in his or her classroom(s) and through school activities. The observation must be for at least one hour and perhaps more, depending on the violation. If the parent is not cooperative and does not attend the formal observation, the student may be suspended and then considered for expulsion. Occasionally students display satisfactory behavior only when in the company of parents. In such instances, an administrator or teacher may videotape a child to later share with a parent and hold the student accountable for behavior.
- Home visit
- SST referral
- Parenting classes/support
- County nurse referral
- Other social services/mental health/counseling referrals
- Suspension/Expulsion

### **Good Character and Office Referral Tickets**

Every Staff member at Voices can pass out Good Character tickets, and Office Referral tickets. The Good Character ticket is given when a student is "caught being good" or for exemplifying one of the four school values. This ticket can then be entered in a raffle for a small prize. If your child brings one of these tickets home praise them for remember to be a good citizen. Office Referral tickets are given to students that violate one of the school values. Office Referrals are only one part of our comprehensive behavior protocol.

<b>Good Character Ticket</b>			
Today your child showed actions that exemplified the following school values:			
<b>Scholarship:</b>	<input type="checkbox"/> Diligence	<input type="checkbox"/> Self-Control	
<b>Si Se Puede Attitude:</b>	<input type="checkbox"/> Perseverance	<input type="checkbox"/> Risk-taking	
<b>In Lak'ech:</b>	<input type="checkbox"/> Empathy	<input type="checkbox"/> Caring	<b>Activism:</b> <input type="checkbox"/> Grit <input type="checkbox"/> Advocacy
Name of the student: _____			
Staff member: _____			
Explanation:			
_____			
_____			
_____			

<b>Office Referral</b>	
Student: _____	
Teacher: _____	Date: _____
<input type="checkbox"/> Scholarship Violation	<input type="checkbox"/> Si Se Puede Violation
<input type="checkbox"/> In Lak'ech Violation	<input type="checkbox"/> Activism Violation
<input type="checkbox"/> Injury	<input type="checkbox"/> Sickness
<input type="checkbox"/> Other	
Brief description of Injury, Sickness, and for Behavior (explain reason and attach think it through sheet):	
_____	
_____	
_____	
Parent Signature: _____ Date: _____	
-----	
Office Use Only	
<input type="checkbox"/> Defiant Behavior	<input type="checkbox"/> Disruptive Behavior
<input type="checkbox"/> Unresponsive Behavior	<input type="checkbox"/> Violent/Aggressive Behavior
<input type="checkbox"/> Other	

## IV. Suspension and Expulsion

See Attachment B

## V. Student Health and Safety

### Visiting Campus

In accordance with California law, all visitors (including parents and volunteers) must check in with the office and obtain a visitor's badge before entering the campus. Parents must come to the office and sign their student out before taking him/her off campus for any reason. Items that need to be delivered to students by a parent during school hours must be done through the office. Parents may not go directly to the classroom or onto the playground without checking in to the office. Parents may not bring visitors (such as friends/relatives) to school or have them visit the campus without prior, special permission granted by the school administration.

### Food and Nutrition

Children are growing and developing bones, teeth, muscles. They require nutritious food in order to grow and flourish. Eating habits are established early in childhood. It is important that these are GOOD HABITS! Parents and older siblings are significant models for young children as they learn and imitate the individuals in their immediate environment. In order for your child to learn as best as he or she can each day, your child requires a nutritious, well-balanced diet. Please make every effort to feed your child a nutritious breakfast each day before school if they do not eat breakfast with us. Our school does not provide a morning snacks and our school day is longer than others. Your child will get hungry.

If you do not purchase school meals, please send your child to school each day with:

- A healthy, adequate lunch
- A healthy, non-perishable drink.

<b><i>Suggested Snacks</i></b>	A bag of baby carrots or other raw vegetable sticks Cheese and crackers A piece of fruit (orange, apple) Dried fruit and nuts Yogurt
<b><i>Suggested Lunch Items</i></b>	Leftovers from dinner that does not require to be microwaved. Sandwich Piece of fruit Bag of pretzels Granola Bar Soup in a thermos
<b><i>Suggested Drink</i></b>	Water bottle <b><i>Real</i></b> Fruit Juice

**DO NOT SEND:**

**Junk food, fast food or items that is high in fat or sugar. Items such as these may be confiscated by school staff if found (a replacement beverage or snack will be provided to the student). Examples include:**

- Carbonated Soda or punch
- Candy
- Gum
- McDonald’s (or other fast food)
- Twinkies
- Cheetos/Hot Cheetos

**SEND YOUR CHILD WITH ONLY A HEALTHY LUNCH AND A SNACK.**

### Class parties

We kindly request that parents support our health policy by only providing nutritious snacks for celebrations. All events must be approved in advance by the principal and/or the classroom teacher.

### Hygiene

As a part of coming to school “Ready to Learn,” your child needs to come to school clean. Good hygiene for children includes brushing their teeth at least twice a day, bathing on a regular basis, and brushing or grooming their hair each day. With older students, body odor can become an issue. Children will be active each day. Please do not hesitate to send antiperspirant or deodorant to school with your middle schooler, if necessary. Children



can become the target of teasing and avoidance by other students if they come to school unclean. Please help your child develop good hygiene habits.

### Sleep

It is very important for your child to get the appropriate amount of sleep. As active, growing individuals, children require anywhere from 8 to 12 hours of sleep nightly. A routine is often helpful in making sure your child gets enough sleep. Please set a regular bedtime for your child and enforce it. Help your child get the best amount of sleep each night.

### Illness

If your child becomes ill, please call and inform the office. For your own child's protection and the protection of others please do not send your sick child to school. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him or her up from school.

When students come to school they should feel well enough to participate in their classroom program. If your child has any of the following symptoms he/she should not be at school. For health and safety purposes, students who exhibit any of the following symptoms should not remain in school, but please come to school to pick up work for the day:

- **Fever** (99.6 or higher) Your child must be free of fever for 24 hours before returning to school. (Normal body temperature is 98.6)
- **Productive cough with yellow or green nasal discharge** (not associated with allergies). Please remember that green or yellow nasal discharge is not normal and indicates infection and your child should not be in school.
- **Red, swollen, crusty, draining or oozing eyes**
- **Severe sore throat**
- **Diarrhea, nausea or vomiting**
- **Head lice**
- **Contraction of a childhood disease such as chicken pox, measles or mumps**
- **Untreated infectious illness such as upper-respiratory infection, pink eye, strep throat, or bronchitis**
- **Any undiagnosed rashes**
- **Any open sores or open wounds**
- **Earache**

### All 1<sup>st</sup> grade students must submit:

A record of a full developmental physical prior to entry to first grade. No matter where the physical is done, there are specific forms that must be completed and returned. This is different than the shot record that was required for Transitional Kinder/Kindergarten entry. This is a full developmental physical performed by a physician or nurse practitioner within eighteen months of your student's entry into first grade. This is done to ensure that all California children receive early diagnosis and treatment of disabling conditions.

### Head Lice

To prevent the spread of head lice infestations, Charter School personnel shall report all suspected cases of head lice to the clerk, or designee, as soon as possible. The clerk, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student(s) shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

In the event of one or more students are found to be infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to the head

lice.

School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school with a note from the parent/guardian verifying treatment. Before re-admittance to the classroom, the student will be examined by school personnel, a designee, or other authorized health care representative to confirm no nits and lice are present.

### **Vision, Hearing and Scoliosis Screening**

Each pupil shall be given a vision/hearing test by a qualified individual in transitional kindergarten/kindergarten or upon first enrollment or entry in a California public elementary school, and in second, fifth, or eighth grade.

Every female student in grade 7 and every male student in grade 8 shall be screened for the condition known as scoliosis. The screening shall be in accordance with standards established by the State Department of Education.

### **Medications at School**

Voices College-Bound Language Academies (“Charter School”) staff is responsible for overseeing the administration of medication to students attending the Charter School during regular school hours, including before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home. Medication shall be administered only during school hours if determined by a physician or a physician assistant practicing in compliance with Chapter 7/7 (commencing with Section 3500) of Division 2 of the Business and Professions Code to be necessary. Medication, including both prescription and non-prescription (over-the-counter medications and products) may be administered at school ONLY when in compliance with this policy. Medication may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication if Charter School receives the appropriate written statements.

Before authorized School personnel may administer medications or otherwise assist a student in administering his or her medication, including over the counter medications, the School must receive a copy of the following: The Parent and Physician Medication Authorization Form executed by the student’s authorized health care provider specifying the name of the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken.

The Parent and Physician Medication Authorization Form executed by the student’s parent or guardian indicating the desire that the Charter School assist the pupil, in accordance with the authorized health care provider’s written statement. Please see the main office for a copy of the Parent and Physician Medication Authorization Form. The Parent and Physician Medication Authorization Form shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider’s written statement. In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication, and a written statement from the parent, foster parent, or guardian or the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication. Please see the main

office for a copy of the Parent and Physician Medication Authorization Form to be completed by the student's authorized health care provider, which details all this information. The Parent and Physician Medication Authorization Form shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider's written statement.

New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student's authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. New statements shall also be required for each medication. If there is not a current written statement by the student's parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements. A new statement for each medication must be provided to the School each school year.

**Medication Delivery:** Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver the medication for administration to the Principal or his/her designee.

**Termination of Consent:** Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the office of the Principal.

**Storage of Medication:** Medication for administration to students shall be maintained in the front office in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian if practicable. Otherwise, the Charter School shall dispose of the medication by the end of the school year in accordance with applicable law.

**Confidentiality:** Charter School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the Principal or other designated School employees.

**Medication Record:** The Charter School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following: 1) The authorized health care provider's written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the student in the administration of the medication.

- The medication log shall contain the following information: 1) Student's name; 2) Name of the medication the student is required to take; 3) Dose of medication; 4) Method by which the student is required to take the medication; 5) Time the medication is to be taken during the regular school day; 6) Date(s) on which

the student is required to take the medication; 7) Authorized health care provider's name and contact information; and 8) A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

### Treatment and School Related Injuries

It is the policy of the school to treat minor injuries (scrapes, cuts, bruises, etc.) in the following manner:

1. An injury will be inspected by a teacher or other staff member and kept under his/her observation.
2. If needed, the child may be sent or brought to the office. The injury will be treated with basic first aid. Parents will be notified of minor injuries at the discretion of the school administrator.
3. Any action taken by staff is recorded on the daily health log.

When confronted with a more serious illness or injury:

1. If required, transport the student to the nearest hospital or will call 911.
2. The school staff will contact parents (an attempt to contact parents will be made for all head injuries);
3. No child is sent home until a parent is contacted and agreement is reached as to appropriate actions.
4. Any action taken by staff is recorded on the daily health log.

The School and its officers and employees shall not be held liable for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or at a school-related activity, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the School a written objection to any medical treatment other than first aid.

### Returning to School after an Illness or Prolonged Absence

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by a healthcare provider to attend school, including any recommendations regarding physical activity and exertion. A student returning to school with sutures, casts, crutches, or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration. An excuse from physical activity may be granted if a student is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to one day; thereafter, a written request is needed from the student's health provider.

### Immunizations

#### Applicability

This policy applies to all applicants to the School and School administrators in charge of admissions.

#### Immunizations

The School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

Students entering kindergarten who are not exempt will need the following immunizations:

Immunization	Dosage
Diphtheria, Pertussis, and Tetanus (DPT)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B	Three (3) doses
Varicella (chickenpox)	One (1) dose
TB Risk Assessment	

- a) The School’s verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School’s record-keeping policy. The School will file a written report on the immunization status of all new entrants to the School with the Department of Health Services as required by law.

**Exemptions from Requirements:** All students **must** be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations.

**Response to Intervention (RtI)**

Parent want to see their child excel, and it can be very frustrating if a child falls behind in reading, math, writing, and other subjects, or if the child has difficulties getting along with others or making appropriate choices. Response to Intervention (RtI) is a process that provides intervention and educational support to all students at increasing level of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful. The RtI has three tiers that build upon one another. Each tier provides more intensive levels of support:

- **Tier I includes high quality instruction.** The school provides all students with access to high quality curriculum, instruction, and behavior support in the general education classroom.
- **Tier II includes additional targeted, supplemental instruction/interventions.** The school provides intervention to small groups of students who need more support than they are receiving through Tier I.
- **Tier III includes intensive interventions.** The school develops and implements interventions to meet the individual needs of students.

**Crisis Intervention Procedures**

As a part of the services addressing the emotional wellbeing of our students, there are several circumstances that may require a Crisis Intervention. Voices has a Crisis Team that will respond to the needs of a student in crisis, such as self-injury and Suicide (including both written and verbal statements indicating the intent to self-harm). A student in crisis will be assessed by a member of the Crisis team and the Parent/Guardian will be notified. The parent/Guardian will be expected to sign a Parent Notification form when they pick up the student and will be expected to follow protocols before reentry into school. Failure to seek follow-up care for a minor child who may be a danger to his or herself may result in a mandated Child Protective Service report.

## Identification of Individuals for Special Education

Voices College Bound Academy (“Voices”) recognizes the need to identify, evaluate, and serve students with disabilities in order to provide them with a free appropriate public education in the least restrictive environment. Accordingly, this policy has been adopted consistent with the requirements of Education Code Section 56195.8.

As an Local Education Agency (“LEA”) member of the Sonoma County Special Education Local Plan Area (“SELPA”), Voices shall assure that a free appropriate public education (“FAPE”) is provided for all children with disabilities attending Voices in accordance with Education Code § 56000 et seq., the IDEA, and the SELPA policies and procedures and Local Plan. A full continuum of special education programs and related services shall be provided by Voices as required by an eligible student’s Individualized Education Plan (“IEP”). All services required under these policies and procedures shall be provided by Voices and/or through the use of third-party appropriately credentialed and licensed contractors;

Voices shall provide all special education instruction and related services as required by law and each student’s individualized education program. Voice’s obligations shall include but not be limited to the following:

- Child find within Voices programs;
- Offering a full continuum of services for all students enrolled in Voices;
- Evaluations: Initial, triennial, re-evaluations as needed if conditions warrant, upon parent or teacher request;
- IEP development, review and implementation;
- Provision of special education instruction and related services as delineated on students’ IEPs;
- Special education transportation as indicated on IEPs;
- Due process/compliance proceedings, and related attorney fees
- Nonpublic school/agency placements;
- Submission of all required reporting, filings, etc. to fully comply with applicable the SELPA, state, and federal requirements;
- Ensuring special education services are provided to all students enrolled at Voices regardless of their district or county of residence and regardless of the entity that granted the charter;
- Voices will utilize appropriately credentialed and/or licensed special education providers in accordance with his/her assignment. Voices shall provide necessary staff as required to meet federal and state mandates. Regular in-services shall be provided to Voices staff on all aspects of special education compliance with special emphasis on child find, IEP implementation, and record keeping.

### Interim Special Education Placement

When a student with an active IEP transfers to the Charter School, the student is provided an interim special education placement providing all the services outlined in the student’s IEP. A new IEP shall be written on the corresponding SELPA forms within 30 days.

### Child Find

Voices shall annually notify each parent about Child Find policies, and provide processes to follow if the parent believes their student is entitled to receive special education and related services; are interested in having their child assessed to determine their eligibility to receive special education and related services; or are entitled to receive accommodations under Section 504 of the Rehabilitation Act.

### Referral for Special Education Assessment

The referral process shall generally include an initial referral to the Student Success Team (“SST”), a general education team, made up of teachers of the school, parents, the principal or designee and a school psychologist, if available, that helps develop modifications for a student having difficulty. If sufficient strategies are implemented following the initial SST process, and improvement is not noted, the student is offered a full evaluation for special education and related services to assess all areas of suspected need.

A formal request from a parent to assess a child for special education supersedes both the SST levels, and an Assessment Plan or Prior Written Notice denying the request shall be generated within fifteen (15) calendar days following the receipt of a written request delivered to the Principal of the student’s school site.

### Initial Evaluation

When students require an initial evaluation to determine if they meet eligibility requirements to receive special education, the Principal or his or her designee shall:

- generate a referral for special education;
- monitor all legal timelines;
- develop an assessment plan (offering testing in all areas of suspected area of disability, including the use of a “Response to Intervention” strategy to identify specific learning disabilities;
- coordinate qualified personnel to provide the required testing;
- distribute written assessment reports to the parent prior to the IEP meeting;
- generate IEP meeting notices; and
- distribute copies of the IEP to appropriate personnel.

The SELPA will be provided duplicate copies of all IEPs for purposes of conducting state required Coordinated Compliance Reviews. Voices agrees to adhere to all the SELPA policies and procedures with regards to collecting and submitting CASEMIS data.

### Triennial Evaluation

At least once every three years, a student is reassessed to determine their continued eligibility to receive special education and related services.

### Section 504

Following any initial or triennial assessment, if a student has a documented learning or related disability, but does not meet any applicable eligibility requirements for special education services under the IDEA or the Education Code, a 504 Team may be convened to consider whether the child qualifies for accommodations and/or services under Section 504 of the Rehabilitation Act. A database is maintained and updated regularly to insure all initial, annual, and triennial reviews are held within mandated timelines.

Voices shall assume full and sole responsibility for compliance with Section 504 of the Rehabilitation Act, pursuant to the Voices Section 504 Policies and Procedures.

### IEP Team Meeting

Voices shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.

The IEP team is comprised of the parent (and/or their requested representative[s]), at least one general education teacher, at least one special education teacher of the pupil, the Principal or designee, and, whenever appropriate, the student. At the discretion of the parent, guardian, or the Charter School, a representative from the SELPA, or other individuals who have special knowledge or expertise regarding the student may be invited to participate on the IEP team.

The Principal or designee shall facilitate IEP meetings, and insure parents understand their Procedural Safeguards and Due Process rights. Based upon areas of need, goals and objectives and frequency/duration of services are designed to maximize educational benefit for the student. Annual goals and short-term objectives are developed based upon California Grade Level Standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents as frequently as their general education counterparts (at each semester).

Voices shall also review, at the request of a student's general or special education teacher, the assignment of an individual with exceptional needs to his/her class and a mandatory meeting of the IEP team shall be convened if the review indicates a change to the student's placement, instruction, related services, or any combination thereof may be required. The Director of Special Populations or designee shall be responsible for completing the review within fifteen (15) school days of the teacher's request.

#### Transition Planning

Beginning not later than the first IEP to be in effect when the student is 16 years old, and updated annually thereafter, the IEP team shall incorporate appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. The IEP may include transition services (including courses of study) needed to assist the child in reaching those goals. Additionally Voices shall provide a statement that the student has been informed of the student's rights under the IDEA, if any, that will transfer to the student on reaching the age of majority.

#### Curriculum, Service Provisions, and Student Accountability

Special education services are designed to supplement general education and will not supplant other sources of federal, state, and local funds apportioned to Voices. Identified students are provided accommodations, modifications, or supplementary services and devices to allow them access to the same core curriculum as their general education counterparts, and outlined on their IEPs.

The amount of time a student receives special education is documented on the student's IEP. All designated instructional support services (speech and language, occupational or physical therapy, etc.) are provided as documented on the student's IEP. Other supplementary services or materials, assistive devices, or extended year services required to address the goals and objectives of a student's IEP are provided at no cost to the identified special education student or the student's family, and documented as part of the student's IEP.

All services are provided on site unless otherwise required or specified by the IEP. No facilities utilized for purposes of special education present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program.

All identified students are expected to participate in State Standardized assessments as described by each student's IEP unless otherwise opted out by the student's parents.

#### Transportation

Voices shall provide transportation as required by each student's IEP.



Voices shall ensure appropriate, no cost transportation services are provided for students with disabilities as specified in their IEP when required. The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan. Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. 571.222). Voices shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

The Executive Director or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Executive Director or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP.

Guide dogs, signal dogs and service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled students, disabled teachers or persons training the dogs.

#### Nonpublic, Nonsectarian Services

Voices may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at Voices is not available. When entering into agreements with nonpublic, nonsectarian schools or agencies, Voices shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

#### Disenrollment, Suspension, Expulsion

No identified student will be suspended for more than ten (10) school days per calendar year or have their placement unilaterally changed without holding a manifestation determination, except in the case of special circumstances that would qualify for removal of the student to an interim alternative setting for not more than 45 school days. Further, no identified student will be expelled from Voices without a manifestation determination to determine if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or if the conduct in question was the direct result of the failure of Voices to implement the IEP. Parents are notified of all procedural safeguards. In cases where a manifestation determination has been made and it is determined that neither of the above listed criteria apply, the relevant disciplinary procedures applicable to students without disabilities are applied to the student in the same manner and for the same duration which the procedures would be applied to students without disabilities, except that the Voices shall continue to provide educational services, conduct a functional behavioral assessment, and/or provide behavioral intervention services and modifications.

If the behavior is determined to be a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment and implement or revise a behavioral intervention plan and return the child to the placement from which the student was removed unless lawfully placed in an interim alternative educational setting as allowed by law.

The above protections shall be applied to students not yet eligible for special education and related services if Voices had a basis of knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

### Maintenance of Special Education Records

Voices shall maintain all identified students' special education files, use appropriate forms/software, file/verify the accuracy of all reports, and submit all reports in a timely manner. The SELPA shall inspect all Voices' special education files for legal compliance at the same level it would inspect other the SELPA member's records.

### **Suspected Abuse**

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm." No one in the workplace, even a supervisor, is permitted to suppress, change or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor.

## **VI. Communication at VOICES**

### **The Importance of Home/School Communication**

We strongly believe that effective communication between the family and the school will enhance the education of each child. In the Family/School Compact, both parents and school administrators pledge to openly communicate and dialogue about the issues, challenges, and successes of their child and the school. Please be sure to stay abreast of school activities and events.

### **Tuesday Envelopes**

Every Tuesday, we will send a packet of information home with each child. We call this "Tuesday Envelopes." Please **ask** your child for their envelope each Tuesday. Inside, will be important information from the classroom teacher, such as field trip slips, calendars of events, meeting notices, notes about classroom happenings, and other important news and clarifications. Return the envelope the next day (Wednesday) with your child. Replacement envelopes may be purchased at the office for \$2.00. Most information is also updated on our website weekly.

### **Tips for Effective Communication**

#### *With Teachers*

Contact your child's teacher by:

- Calling the school and leaving a message for the teacher. He or she will return your call.
- Making an appointment to see your child's teacher(s).
- Writing a note.
- Email the teacher

#### *With Administrators*

Contact School Administration by:

- Calling the school, leave a message if necessary.
- Making an appointment.

### *Report Cards and Parent-Teacher Conferences*

One excellent way to communicate with your child's teacher is during conferences. You may make an appointment to meet with your child's teacher whenever you feel it is necessary to conference informally with them.

To ensure that you and your child get the most out of your meetings, please be on time and follow the following tips:

- Have questions prepared.
- Take notes during the conference.
- Share any important, relevant information (changes in the child's life, for example).
- Don't compare one child to any other child.

## **Guiding Principles, Personal Rights and Conflict Resolution**

The goal of any disciplinary actions at Voices is to ensure the school is a safe and nurturing community so that all students have the opportunity to learn. Our policies ensure student and adult safety at all times.

In addition to the rules and consequences, Voices utilizes a set of beliefs and values – what we call our Guiding Principles – to help us define how we (students, teachers, family members, community members) interact and work with one another. Action that does not exemplify the Guiding Principles is harmful to student goals and community cohesion.

There are three Guiding Principles which taken together represent the expected behaviors of a Voices community member. Each principle is defined by a set of ideals. Community members are expected to strive for the ideals of each principle in their daily interactions and students are held accountable to the Guiding Principles throughout their entire VOICES experience. The three principles are listed below.

### ***Personal Responsibility***

Teachers, parents and students will be held up to the highest expectations of personal responsibility. The saying "No Excuses" will influence our practice. 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 stakeholders 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' 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 potential; they only need apply the effort to make their dreams reality.

### ***Community***

Voices College-Bound Language Academies is a community. 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 school's mission teachers will work collaboratively, parents and teachers will work as partners and students will support each other.

### Violations of Guiding Principles

Since VOICES is a learning community, it is the school's priority to view any violation of a Guiding Principle as both a conflict to be resolved and as learning experience for the person who has violated the principle. The appropriate action for a violation to the Guiding Principles will be determined during conflict resolution.

### Personal Rights

All students will be held accountable to respect our five Personal Rights:

- Right to feel safe
- Right to learn
- Right to celebrate one's accomplishments
- Right to be heard
- Right to by yourself

If a member of the VOICES community witnesses a behavior that he/she believes to be in violation of the Guiding Principles or Personal Rights, the involved parties should use the Voices Conflict Resolution Guidelines to resolve the matter. If the dialogue fails to resolve the matter, the following steps may be taken:

- The student's teacher or school administrator will be notified and may mediate a conversation between parties.
- A parent may be notified and asked to attend a conference with all involved parties.

### Informal and Formal Community Complaint Resolution Procedures

It is the intent of Voices College-Bound Language Academies 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. 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. If it cannot, the School will use the following procedure:

- A. Any complaint shall be put in writing using the “Complaint Form” (available in the school office or by contacting the Principal) and addressed to the Principal. A written complaint shall include:
  1. The full name of each person involved
  2. A brief but specific summary of the complaint and the facts surrounding it
  3. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter
- B. The Principal shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Principal, which shall occur no later than twenty (20) school days following the receipt of complaint.
- C. If no resolution can be agreed upon between the Principal and the Complainant, the Principal shall submit the complaint to the Board of Directors.
- D. The Board may seek additional investigation by the Principal as it deems necessary.
- E. The Board of Directors shall make recommendations and address the recommendations at the next Regular Board meeting.
- F. The Board of Directors will make the final determination regarding the dispute and shall notify the Complainant of the Board’s determination within ten school days of the determination.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, the School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Policy for Complaints Against Employees

The School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

It is the responsibility of all employees to comply with school policies noted in the Employment Guidelines and to report violations or suspected violations in accordance with this Whistleblower Policy.

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Principal (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the Principal (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the complainant.

If the complainant files a written complaint and no other school policy or procedure is applicable, the Principal (or designee) shall abide by the following process:

1. Within 10 working days of the receipt of the complaint, the Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

#### Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

#### Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

#### Resolution

The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

#### **Uniform Complaint Procedure**

Voices ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, sex, sexual orientation, gender, gender identity, gender

- expression, genetic information, ethnic group identification, race or ethnicity, ancestry, nationality, national origin, religion, color, or disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.
  3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
    - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
      - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
      - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
      - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
    - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
    - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
    - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts,

school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Executive Director  
14271 Story Road  
San Jose, CA 95127  
408-791-1609

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chair person of the Charter School Board of Directors.

Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who



alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

A copy of Voices' UCP policy and complaint procedures is available in the school office or by contacting the Principal.

## VII. Acknowledgment of Student-Family Handbook

**I understand and agree that I will read and comply with the VOICES Family Handbook and Attachment A and B (Attendance and Suspension/Expulsion Policy).**

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's Printed Name

\_\_\_\_\_  
Child's Name

**PLEASE RETURN TO THE MAIN OFFICE.**

All Voices Values **September 2018** Septiembre Todos los valores de voces



Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 <b>Labor Day</b>	4 <b>Minimum Day</b> <b>First Day of School</b>	5 <b>Minimum Day</b> Coffee with Mrs. Gavarrete Cafecito con Mrs. Gavarrete 8:00-8:30 am	6 <b>Minimum Day</b> Parent Workshop: Attendance "Every School Day Counts" Taller de Padres: Asistencia 12:30-1:30 pm	7 <b>Minimum Day</b>	8
9	10 <b>Plaza</b> 8:20-9:00 am	11 Parent Workshop: Attendance "Every School Day Counts" Taller de Padres: La Importancia de la asistencia 8:00-9:00 am	12 Coffee with the Principal Cafecito con la Directora 8:15-9:00 am	13	14 <b>International Day</b> <b>Dia Internacional</b> 4:30pm-5:30pm	15
16	17 <b>Plaza</b> 8:20-9:00 am	18	19 Parent leadership mtg. 8:15-9:15 am Reunión de liderazgo de padres 8:15-9:15am	20 <b>Back to School Night</b> <b>Noche De Regreso A la Escuela</b> 5:30 pm-7:00 pm	21	22
23	24 <b>Plaza</b> 8:20-9:00 am	25	26 ELAC Meeting #1 Junta de ELAC #1 4:15-5:15 pm	27	28 <b>Spirit Day: Career Day</b> <b>Dia de Disfraz: Vístete de la carrera que quieres tener</b>	29

*Times may change please look for accurate time in Weekly Tuesday folder.`*

Si Se Puede Attitude **October 2018** Octubre Actitud Si se puede


Sun	Mon	Tue	Wed	Thu	Fri	Sat
30 	1 <b>Plaza</b> 8:20-9:00 am	2	3	4 <b>Fall Pictures</b> Uniform required <b>Fotos de Otono</b> <b>Uniformes</b> Parent Workshop: Anti-Bullying Taller: Combatiendo el Acoso 5:00-6:00 pm	5	6 
7	8 <b>Plaza</b> 8:20-9:00 am	9	10 Coffee with the Principal Cafecito con la Directora 8:15-9:00 am	11	12	13
14	15 <b>Plaza</b> 8:20-9:00 am	16 <b>Chipotle Fundraiser</b> 5 - 9 pm	17 Parent leadership mtg. 8:15-9:15 am Reunión de liderazgo de padres 8:15-9:15am	18 Dental & Vision Exams Exámenes dentales y visuales <b>Junta con Gino Borgioli</b> 6:00-7:00 pm	19 <b>Minimum Day</b> <b>Dia minimo</b>	20 TK/K Uesugi Farms Pumpkin Patch
21	22 <b>Plaza</b> 8:20-9:00 am	23 Parent Workshop School Protocol for Emergencies Taller de Protocolos de Emergencia 8:15-9:15 am	24	25	26	27
28	29 <b>Plaza</b> 8:20-9:00 am	30	31 <b>Minimum Day</b> <b>Dia minimo</b> Costume Parade Desfile De Disfraz 9:00-10:30 am	1 <b>ELAC Meeting</b> <b>Junta de ELAC #2</b> 4:15-5:15 pm	2 4th Grade Field Trip Paseo de 4th grado Oakland Zoo	

Times may change please look for accurate time in Weekly Tuesday folder.`

Scholarship <b>November 2018</b> <b>Noviembre</b> Escolaridad						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 4th Grade Field Trip Paseo de 4th grado Oakland Zoo	
4	5	6 Junta Para organización de la Kremes Winter Carnival Meeting 8:15-9:15 am	7	8	9	10
11 Veterans Day	12	13 Parent leadership mtg. 8:15-9:15 am Reunión de liderazgo de padres 8:15-9:15am	14 Coffee with the Principal Cafecito con la Directora 8:15-9:00 am	15 Fall Pictures Retakes	16 Panda Express Fundraiser 4-9 pm	17
18	19	20 School Wide Field Trip Pasco de toda la escuela Christmas in the Park Fieldtrip	21 Thanksgiving Break Descanso de Acción de Gracias <b>NO SCHOOL/ NO ESCUELA</b>	22 Thanksgiving Break Descanso de Acción de Gracias <b>NO SCHOOL/ NO ESCUELA</b>	23 Thanksgiving Break Descanso de Acción de Gracias <b>NO SCHOOL/ NO ESCUELA</b>	24
25	26	27 Desayuno de Agradecimiento para padres Parent Thank You Breakfast! 8:00-9:00 am	28 ELAC Meeting #3 Junta de ELAC 4:15-5:15 pm	29	30 Crazy Hair Day Dia de Peinado Loco  Winter Kermes Carnaval de Invierno 4:30-6:30 pm	

*Times may change please look for accurate time in Weekly Tuesday folder.`*

Scholarship **December 2018 Diciembre** Escolaridad



Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 
2	3	4 <b>Minimum Day</b>	5 <b>Minimum Day</b> Parent leadership mtg. 8:15-9:15am Reunión de liderazgo de padres 8:15-9:15am	6 <b>Minimum Day</b> Parent Meeting: YWCA Empowering Women 8:10 - 9:10 AM	7 <b>Minimum Day</b>	8
9	10 <b>Minimum Day</b> Parent Teacher Conference  Book Fair Feria de libros 1:00 - 3:00 PM	11 <b>Minimum Day</b> Parent Teacher Conference Parent Enrichment Meeting 9:00-10:00 am Book Fair Feria de libros 1:00 - 3:00 PM	12 <b>Minimum Day</b> Parent Teacher Conference  Book Fair Feria de libros 1:00 - 3:00 PM	13 <b>Minimum Day</b> Parent Teacher Conference  Book Fair Feria de libros 1:00 - 3:00 PM  Winter Performance 5:30-7:30pm	14 <b>Minimum Day</b> Gingerbread Houses 9:30-11:00 am Parent Teacher Conference Book Fair Feria de libros 1:00 - 3:00 PM Spirit Day: Ugly Christmas Sweater	15
16	17 Winter Break	18 Winter Break	19 Winter Break	20 Winter Break	21 Winter Break	22
23	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28 Winter Break	29
30	31 Winter Break					

*Times may change please look for accurate time in Weekly Tuesday folder.`*

Activism							January 2019 Enero							Activismo						
Sun		Mon		Tue		Wed		Thu		Fri		Sat								
				1 Winter Break No School No Escuela		2 Winter Break No School No Escuela		3 Winter Break No School No Escuela		4 Winter Break No School No Escuela		5 								
6		7		8		9 Parent leadership mtg. 8:15-9:15 am Reunión de liderazgo de padres 8:15-9:15am		10		11 Noche de Arte Para Padres 4:30 pm-5:30 pm		12								
13		14		15		16 ELAC Meeting #4 Junta de ELAC #4 4:15-5:15 pm		17		18		19								
20		21 Martin Luther King Jr. Day No School No Escuela		22 Parent Meeting: YWCA Empowering Women 8:10 - 9:10 AM		23 Coffee with the Principal Cafecito con la Directora 8:15-9:00 am		24 Parent Workshop: Empowering Children Taller: Empoderando a los niños 4:30-5:30 pm		25 Spirit Day: Superhero Day Dia de Disfraz: Super Heroe		26								
27		28		29		30		31		1 Minimum Day										

*Times may change please look for accurate time in Weekly Tuesday folder.`*



In Lak'Ech **February 2019** Febrero In Lak'Ech

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 <b>Minimum Day</b>	2 
3	4	5	6	7	8	9
10	11	12	13 Coffee with the Principal Cafecito con la Directora 8:15-9:00 am	14 <b>Minimum Day</b> <b>In Lak'Ech Day</b>	15	16
17	18 <b>President's Day</b> <b>No School</b> <b>No Escuela</b>	19	20 Parent leadership mtg. 8:15-9:15am Reunión de liderazgo de padres 8:15-9:15am	21	22 <b>Chuck E. Cheese Fundraiser</b> 5-7pm	23
24	25	26	27	28		

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Si se Puede Attitude **March 2019 Marzo** Actitud Si Se Puede



Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Spirit Day: Fav Animals Dia De Disfraz: Animal Favorito	2 
3	4	5	6 Alum Rock Mental Health Services Resources Presentation 8:15-8:45 (Tentative)	7	8	9
10	11	12	13 Coffee with the Principal Cafecito con la Directora 8:15-9:00 am	14 Spring Pictures Free Dress Day Fotos de Primavera Uniformes no son necesarios	15 Game Night Noche de Juegos 4:30-6:00 pm	16
17	18	19	20 <b>Minimum Day</b> Parent leadership mtg. 8:15-9:15am Reunión de liderazgo de padres 8:15-9:15am	21 <b>Minimum Day</b>	22 <b>Minimum Day</b>	23
24	25 <b>Minimum Day</b> Book Fair Feria de libros 1:00 - 3:00 PM	26 <b>Minimum Day</b> Book Fair Feria de libros 1:00 - 3:00 PM	27 <b>Minimum Day</b> Book Fair Feria de libros 1:00 - 3:00 PM	28 <b>Minimum Day</b> Book Fair Feria de libros 1:00 - 3:00 PM	29 <b>Minimum Day</b> Book Fair Feria de libros 1:00 - 3:00 PM Spirit Day: Dress as your favorite activist Cesar Chavez March Marcha de Cesar Chavez	30

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**Activism April 2019 Abril Activismo**



Sun	Mon	Tue	Wed	Thu	Fri	Sat
31 	1	2	3 Parent leadership mtg. 8:15-9:15am Reunión de liderazgo de padres 8:15-9:15am	4 Cafecito with Mrs. Gavarrete & Ms.Miriam 8:15am-9:15	5	6 
7	8	9	10 Alum Rock Counseling Services Presentation 8:15-8:45	11	12	13
14	15 Spring Break No School No Escuela	16 Spring Break No School No Escuela	17 Spring Break No School No Escuela	18 Spring Break No School No Escuela	19 Spring Break No School No Escuela	20
21	22	23	24	25	26 Celebracion de Dia del Nino Dia del Nino Celebration 4:30-5:30 PM	27
28	29	30				

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Scholarship <b>May 2019</b> Mayo Escolaridad						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Parent leadership mtg. 8:15-9:15am Reunión de liderazgo de padres 8:15-9:15am	2	3	4 
5	6 Teacher Appreciation week	7 Teacher Appreciation Week	8 Teacher Appreciation Week	9 Teacher Appreciation Week	10 Teacher Appreciation Week	11
12	13	14	15 Cafecito with Ms. Madrigal 8:15am-9:15  3rd Grade Field Trip: Alum Rock Park	16	17	18
19	20	21 TK & Kinder Science Night! 5:00-6:00 pm	22 <b>Minimum Day</b>	23 1st Grade Field Trip & 2nd Grade Field Trip	24	25
26	27 <b>Memorial Day No School No Escuela</b>	28	29 Red Cross Workshop  Parent Leadership Meeting 4:30-5:30 pm Junta de Liderazgo de Padres 4:30-5:30 pm	30	31 Spirit Day: Rainbow Day Dia de disfras: Dia de arcoiris	

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In Lak'Ech **June 2019 Junio** In Lak'Ech

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 
2	3	4	5 Parent leadership mtg.4:15-5:15 am Reunión de liderazgo de padres 4:15-5:15am	6 Paseo de 3 grado a la universidad de San Francisco 3rd Grade Field Trip: San Francisco University	7 1st Grade Field Trip to Tech Museum Paseo de Primer grado a el museo de tecnología  Dental Presentation for parents at 9:00am	8
9	10	11 TK & Kinder Field Trip - Tech Museum  2nd Grade Field Trip- Tech Museum	12 Perfect Attendance Field Trip Last Cafecito con la directora 4:30-6:00 pm	13 TK, K & 4th grade Field Trip 1st - 4th Grade Social Studies/Science night 5-6pm	14 <b>Water Day/ Dia de Agua 12:30-3:00 pm</b>	15
16	17 <b>Minimum Day</b> TK/ Kinder Graduation Awards 9:00-11:00 am	18 <b>Minimum Day</b> Awards Ceremonies 1st-2nd 9:00-10:00 am 3rd-4th 10:30-11:30 <b>LAST DAY of School!</b> Ultimo dia de escuela!	19	20	21	22
23	24	25	26	27	28	29

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## Voices College-Bound Language Academies: *Parent Organizing*

The overarching goal for Voices' Parent Organizing and Engagement is to build political and communal power in Latino and Low-Income communities that demands excellent educational options that lead to pathways to universities that lead to living wages and quality work, fair and adequate housing, justice, dignity and respect for immigrants, access to political office and influential spaces and safety and protection from state sanctioned violence and race-based policing. Our organizing content is based on the curriculum and content used across the country by community based organizing groups with some modifications for use in a school-based setting. The intention of Voices' parent organizing is to ensure, for example, that charter schools are included in local bonds and parcel taxes, that the governor signs bills protecting the autonomy of charter schools, that city governments and planning commissions work with charters to find and secure private facilities, etc.

### **We...**

- Establish and prepare core groups of parent leaders to own and understand their mission and vision for building power for themselves and their community.
- Train groups of core parent leaders to be skilled, active, accountable leaders at Voices and in their communities using trainings such as,
  - How to plan and run meetings
  - Testifying in public / Preparing your own story
  - Conducting research meetings with elected officials, community leaders and experts
  - Preparing and presenting research reports
  - Talking to the media, including pitching stories
  - Conducting listening campaigns through one to one conversations, house meetings and group sessions with other parents and community members
  - Building and maintaining your personal network
  - Understanding and using Shared Leadership
  - Supporting and developing other parents
  - Working in coalitions
  - Recruiting new families
- Train groups of parent leaders to be knowledgeable, informed leaders who share their knowledge with others. These trainings include topics such as:
  - Racism in Public Education
  - History of Voting in the U.S.
  - Understanding and Using Data
  - Public Schools 101
  - Charter Public Schools 101
  - Charter School Facilities options and acquisitions
  - History of Movements
- Train groups of parent leaders to be political operatives, who are not afraid of power and who want to take it for themselves and their communities. These trainings include:
  - Understanding School Boards/Knowing your local school board trustees
  - Understanding City Government/Councils/Knowing your local council members
  - Understanding State Government/Knowing your state representatives
  - How a bill becomes a law
  - How and when to advocate to get charter public schools included in district bonds and parcel taxes
  - Quid pro quo
  - Planning and carrying out public actions
  - Developing and maintaining relationships with elected officials who have direct power over Voices' future
- Work with parent leaders to influence initiatives that directly impact their children and futures such as,
  - Increasing the voter registration percentages at their schools
  - Helping their communities develop into informed voters through voter education
  - Influencing policy and legislation, to the degree permissible, supporting high performing schools at the local and state levels, ie district bonds and parcels taxes, state legislation re charter schools, state level advocacy
- Replicate our excellent model into additional communities using greenlighting metrics that ensure fidelity to the communities we are committed to serve, such as,
  - Need: 30 pt achievement gap or worse
  - Demographics: high #s and %s of Latino, Low Income, English Language Learner students
  - Parent Demand
  - Human Capital: access to a quality teacher pipeline
  - Favorable Political environment
  - Access to Facilities
  - Competition: lack of high quality school options for families



## ***Full-Time Associate Teacher – Non-Certificated***

### **Overview**

Though 9 in 10 Latino young adults say a college degree is important for success in life, fewer than 15% age 25 or older hold a bachelor's degree. Voices College-Bound Language Academies exist to change that.

Founded in 2006 by East San Jose native and National Board Certified Teacher Frances Teso, Voices is a public charter school network with a mission to prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. With the Voices dual-immersion model, students receive 80% of instruction in Spanish and 20% in English starting in kindergarten. The percentages shift by 10% per year until reaching 50:50 in third grade. As a result, every student, regardless of home language, graduates bilingual and biliterate in English and Spanish.

In 2019-20, Voices will operate four public charter schools: Voices-Franklin McKinley (K-8), Voices-Morgan Hill and Voices-Mt. Pleasant (both Transitional Kindergarten - 5th, growing to Transitional Kindergarten - 8th) and Voices West Contra Costa (Transitional Kindergarten- 3rd). As we expand to serve more traditionally underserved students in Santa Clara County and surrounding counties, Voices seeks additional team members who share a commitment to its mission and believe joyful learning and world-class academic preparation are not mutually exclusive.

### **Voices Academies' Vision**

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future, and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

### **Role Summary**

Voices Academies' Associate Teacher will be an inspiring educator with an entrepreneurial spirit. Reporting to the principal, the ideal candidate will not only be innovative, but also have an unwavering commitment to ensure that a student receives quality instruction, makes accelerated educational progress, and reaches or exceeds their academic goals. Associate Teachers will assist in the classroom and/or the learning center and assist in the supervision, testing, and instruction of students; relieve the teacher of administrative tasks; implementing a

variety of instructional programs as assigned/supervised by a credentialed teacher (SPED support, ELD, intervention, skill development, etc): and perform other duties as assigned.

## **Key Responsibilities**

### **Assisting Teachers:**

- Assist teacher in the management of student behavior to ensure all students are fully engaged in learning and assessing
- Provide individualized and small group instruction in order to adapt the curriculum to the needs of each student as directed by the teacher
- Provide instruction to students with special needs in accordance with IEP utilizing support services as appropriate
- Motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation for elementary education
- Challenge and accelerate ALL students, no matter at what level they enter the classroom
- Assist teacher in assessing students and recording results
- Track student information and maintain accurate student records, including attendance, as directed by the teacher
- Create an atmosphere through personal example and efficacious relationships with students which inspire academic achievement and enthusiasm for learning
- Provide Instruction under the direct supervision of a certificated teacher or administrator
- Tutor students as directed
- Implement Voices Instructional Guidelines and Best Practices at all times

### **Collaboration:**

- Work collaboratively to achieve Voices' vision
- Work cooperatively with staff toward resolution of mutual concerns
- Collaborate closely with other teachers, consultants, and the principal to improve own and others' instructional practices
- Reflect, improve and collaborate with colleagues, parents and community
- Confer with teachers, parents and/or appropriate personnel for the purposes of assisting in student evaluation as directed
- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities

### **Professional Activities:**

- Actively participate in professional development activities, including retreats
- Foster strong school morale and academic achievement
- Participating in collaborative with teacher and parents, grade-level activities, and school-wide functions, events, and trips
- Perform duties such as cafeteria, yard duty, traffic duty and monitoring/interacting with students during the work day as assigned for the purpose of providing a safe and positive learning environment

Voices Academies Associate Teacher candidates will have the following

**Required Qualifications:**

- NCLB Compliant - AA degree or 48 semester units or passage of county competency exam
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Excellent oral and written communication skills in English and Spanish.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Commitment to accelerated educational progress of children.
- Experience or commitment to public education, social justice, efficacy and equity.

**Preferred Qualifications:**

- BA degree or Substitute Permit
- Knowledge of and experience working with low-income communities preferred
- Entrepreneurial spirit, flexibility, and demonstrated success in working with school-age children
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress

**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 evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

**Prior to Employment:** Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

**Key Compensation:**

- Tier I: \$15.50-\$18.00/hour - Tier II: \$18.00-\$21.00/hour
- Medical benefits
- Exceptional growth opportunities
- Retirement plan



**Contract:**

- Reports directly to Principal, Teacher
- Permanent Full Time, Non-Exempt Position
- At-Will Contract

If you have any questions about this position, please contact our hiring team by email at [jobs@voicescharterschool.com](mailto:jobs@voicescharterschool.com). Thank you.

***Voices College-Bound Language Academies 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.



## ***Business Manager - Non-Certificated***

### **Overview**

Though 9 in 10 Latino young adults say a college degree is important for success in life, fewer than 15% age 25 or older hold a bachelor's degree. Voices College-Bound Language Academies exist to change that.

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In 2019-20, Voices will operate four public charter schools: Voices-Franklin McKinley (K-8), Voices-Morgan Hill and Voices-Mt. Pleasant (both Transitional Kindergarten - 5th, growing to Transitional Kindergarten - 8th) and Voices West Contra Costa (Transitional Kindergarten- 3rd). As we expand to serve more traditionally underserved students in Santa Clara County and surrounding counties, Voices seeks additional team members who share a commitment to its mission and believe joyful learning and world-class academic preparation are not mutually exclusive.

### **Voices Academies' Vision**

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future, and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

### **Role Summary**

Voices Academies' Business Manager (BM) will be an inspiring leader with an entrepreneurial spirit and member of the School Leadership Team. Reporting to the Principal and Network Operations Manager, the Business Manager will oversee and directly manage non-academic staff, including two clerks, and cafeteria staff. The ideal candidate will not only be innovative, but also have an unwavering commitment to implement school policies and procedures fairly and consistently. The BM will be responsible for the planning, coordinating and supervising the day-to-day business operations of the school and front office, and serves as the administrative

aid to the Principal. Key areas of responsibility include: operations, student records, student recruitment, community relations, and finances. The ideal candidate for this position is systematic, entrepreneurial, community-builder, detail-oriented, and fiercely organized. In addition, this candidate must deeply believe in the Voices Academies mission and school model and be fully committed to achieving it.

## **Key Responsibilities**

### **School Operations:**

- Maintaining a consistent processes that ensures the school embodies the values and high expectations of Voices' mission and vision and core values
- Coach and oversees two (2) business clerks, janitor, food service staff, site technician.
- Develop a strong culture among school operations team.
- Manage communications, including but not limited to phones, mail, and relay information, messages and directives from the Principal
- Provide information and answer questions of all constituencies regarding school programs, policies, procedures and regulations.
- Arrange and schedule meetings, appointments, and interviews for the school (e.g. parent meeting, interview candidates, etc.)
- Oversee the maintenance of confidential files including, but not limited to, student attendance, assessments results, emergency and family information, academic and health records
- Responsible for maintaining students' cumulative files including, but not limited to, test scores, discipline citations, medical reports, and records.
- Maintains a variety of manual and electronic files and/or records (e.g., program participation, contact sheets, agency referrals) for the purpose of providing required information and documentation
- Under supervision of Principal, oversee, provide training, supervise, and evaluate hourly staff.
- Promote a positive college going environment, including campus supervision during class transitions and classroom observations.
- Coordinate translation and distribution of publications, including the school newsletter.
- Actively participate in the Leadership Team, as well as school committees such as the Voices Academies Parent Advisory Committee.
- Establish and maintain professional and cooperative working relationships with all stakeholders: students, families, staff, supervisors, and community partners.

### **Meal Service:**

- Monitor the student lunch program, including all communications with the food provider and with students and their families.
- Oversee and train staff managing daily food operations, ensuring a high quality of service and that all necessary safety precautions are followed
- Provide Food Service Staff support in resolving any issues related to meal service equipment and timely delivery.
- Oversee dissemination, collection, and data entry of Free and Reduced Lunch Forms for

every student

- Oversee state Lunch Verification application process and Lunch reimbursement claims, creating district monthly lunch reports and updating the database on a quarterly basis.

#### **School Safety:**

- Develop and oversee campus supervision plan and schedule.
- Conduct and record monthly site safety security procedures such as scheduled fire drills, shelter in place drills, and lockdown drills.
- Ensure evacuation maps, fire extinguishers, and emergency supplies are in each classroom and common space.
- Administer basic first aid, distribute medications, and maintain injury reports.

#### **Compliance:**

- Generate and submit reports needed for NCLB compliance via CBEDS and CALPADS including student and staff demographics, class courses and sections, English Learners and other state federal requirements, and other mandated reports on time and accurately.
- Provide timely and effective communications to the HR Manager regarding incidents and/or situations that might impact Voices Academies as a whole or as a school site.
- In coordination with the HR Manager and Principal oversee the orientation process of all new employees at the school site. To ensure understanding and agreement with the roles and responsibilities of Voices Academies staff as detailed in the Employee Handbook.
- Under supervision of the Human Resources Manager, maintain school staff files including employment and withdrawal employment time tracking as it relates to grant management, professional development and sick leave tracking.
- Oversee preparation and audits of student enrollment and attendance reports, to ensure accurate processing of all state and county attendance reports (20 day, P1, P2, and PA) via CWA reports and Principal Apportionment Attendance Software.

#### **Student Enrollment/ Registration Process:**

- In conjunction the Parent Engagement Manager, coordinate all aspects of recruitment, enrollment, and registration for new students
- Coordinating community events, information meetings, school tours, and the open enrollment period.
- Manage process of random public lottery in compliance with state law and the school charter.
- Coordinate all aspects of enrollment and orientation, including family notification, preparation of student information packets, student registration, student and family orientation, and school tours.
- Maintain annual waiting list, including notification of families when spaces are available.
- Complete End of Year and Start of Year Process for PowerSchool, ensuring all student demographic data is entered in an accurate and timely manner.
- Maintain current knowledge of PowerSchool and its functions, training other staff

members as necessary.

**Student Attendance:**

- Oversee the execution and review of the submission of absence reports, substitute forms, and timesheets.
- Provide frequent ADA (average daily attendance) updates and trends to Principal and school leadership.
- Oversee accurate implementation of the Independent Study process for students, with particular focus on maintaining records for audit trail.

**Finance:**

- Oversee the Business Clerk in executing payroll process, purchase orders, vendors
- Manage office facilities, equipment, furniture, supplies, and vendors.
- Administer all insurance requirements.
- Support in the production and/or produce reports as needed by the Principal and school administration team.

Voices Academies Business Manager candidates will have the following

**Required Qualifications:**

- Bachelor's degree or equivalent experience
- Minimum 3 experience in operations, human resources, data management, finance and/or administration
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Excellent oral and written communication skills in English and Spanish.
- See oneself as an ambassador of the school, presenting oneself both positively and professionally at all times and with all constituents.
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Experience or commitment to public education, social justice, efficacy and equity.

**Preferred Qualifications:**

- Knowledge of and experience working with low-income communities preferred
- Proven track record of success managing school employees to achieve ambitious goals.
- Entrepreneurial spirit, flexibility, and demonstrated success in school operations
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Tolerate high levels of stress

**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 evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

**Prior to Employment:** Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

**Key Compensation:**

- Highly competitive salary: \$50,000-\$70,000
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

**Contract:**

- Reports directly to Principal and Network Operations Manager
- Permanent Salaried, Exempt Position
- At-Will Contract

If you have any questions about this position, please contact our hiring team by email at [jobs@voicescharterschool.com](mailto:jobs@voicescharterschool.com). Thank you.

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## ***Chief Academic Officer – Certificated***

### **Overview**

Though 9 in 10 Latino young adults say a college degree is important for success in life, fewer than 15% age 25 or older hold a bachelor's degree. Voices College-Bound Language Academies exist to change that.

Founded in 2006 by East San Jose native and National Board Certified Teacher Frances Teso, Voices is a public charter school network with a mission to prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. With the Voices dual-immersion model, students receive 80% of instruction in Spanish and 20% in English starting in kindergarten. The percentages shift by 10% per year until reaching 50:50 in third grade. As a result, every student, regardless of home language, graduates bilingual and biliterate in English and Spanish.

In 2017-18, Voices will operate three public charter schools: Voices-Franklin McKinley School District (K-8), Voices-Morgan Hill and Voices-Mt. Pleasant (both Transitional Kindergarten - 3rd, growing to Transitional Kindergarten - 8th). As we expand to serve more traditionally underserved students in Santa Clara County and surrounding counties, Voices seeks additional team members who share a commitment to its mission and believe joyful learning and world-class academic preparation are not mutually exclusive.

### **Voices Academies' Vision**

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future, and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

### **Role Summary:**

Voices Academies' Chief Academic Officer (CAO) will be an inspiring leader and educator with an entrepreneurial spirit. Reporting to Chief Executive Officer (CEO), the CAO will oversee Academic Program Associate, Curriculum Specialist and Data Manager. Responsible for all the academic functions of Voices with specific responsibility for codifying our model and improving upon the instructional practices that lead to improved academic outcomes at all school sites. As the CAO at Voices Academies he/she has the primary authority and accountability for the academic performance of the schools. The ideal candidate will not only be innovative, but also have an unwavering commitment to carrying and setting the academic vision for the organization and have a proven track record of attaining exemplary academic results.

The academic school leaders, as well as the curriculum and instructional support staff, will report directly to the CAO who will have primary authority and accountability for the academic performance of the school.

## **Key Responsibilities**

### **Managerial Leadership and Team Development:**

- Build a strong, cohesive team culture that reflects core Voices Academies' values.
- Participate as a member of the Voices leadership team to set and oversee the strategy for all programming to develop a vision and comprehensive long-term plan for the design of the schools
- Manage the academic network team, which includes curriculum and instruction, data, special populations, professional development, school oversight and compliance functions
- Collaborate with the Talent team to select school leaders and educators and support pipeline programs.
- Supervise principals in the creation and implementation of effective professional development opportunities for their staff, provide input to quarterly performance evaluations of principals and academic team leaders
- Set a strong Special Education program; including academic curriculum vision-setting and implementation.

### **Leadership:**

- Assist the Executive Director in the implementation of the Strategic Plan, with a focus on student success and academic excellence.
- Lead the strategic planning of network academic priorities.
- Implement the school's educational design, including standards, assessments, instructional guidelines, ability grouping, and school culture.
- Participate in professional conferences, community outreach, and regional, state, and national educational organizations to stay current with relevant academic developments and to establish Voices Academies as an academic leader.

### **Student Success:**

- Evaluate program effectiveness and acquire appropriate program resources to ensure that curricula are student focused and aligned with the school's missions, core values, academic standards, and strategic goals.
- Analyze student, school, and network-wide data in order to drive instructional changes; includes coaching and supporting school leaders to implement consistent data-driven practices.
- Ensure that curricula align with and exceed national and state standards and help create curricula that allow for efficient and effective pacing, sequencing, and lesson planning.
- Create school-wide continuity in the academic sequence and unify school culture.

### **Professional Environment & Culture:**



- Empower Principals and school leaders to take ownership and be accountable.
- Focus on teacher development and establish an effective annual teacher evaluation plan.
- Develop and lead professional development for Principals, Instructional Coaches and Deans in their roles as instructional leaders.
- Create systems and implement unique strategies to increase retention of teachers.
- Assist Executive Director to increase job satisfaction and retain exceptional educators.

Voices Academies Chief Academic Officer candidates will have the following

**Required Qualifications:**

- Bachelor's degree required
- CA Multiple Subject Clear Credential with Bilingual Authorization (BCLAD/CLAD)
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities; knowledge of and experience working with low-income communities preferred
- Minimum 3 years in a school leadership role, and five years teaching experience at a high performing school serving a similar student population to Voices Academies
- Proven track record of success managing school employees to achieve ambitious goals.
- Entrepreneurial spirit, flexibility, and demonstrated success in building a program, department or organization
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools
- Commitment to accelerated educational progress of children
- Excellent interpersonal skills, including the ability to listen and be responsive to colleagues, funders, administration, Board of Directors, and parents, etc.
- Experience or commitment to public education, social justice, efficacy and equity

**Preferred Qualifications:**

- Master's Degree
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress
- Outstanding leadership and management skills, particularly as it relates to building teams, promoting collaboration, managing conflict, goal setting, and holding people accountable.

**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 evening and or weekend work

- Occasional travel
- Willingness to be trained as needed

**PRIOR TO EMPLOYMENT** - Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

**KEY COMPENSATION:**

- Highly competitive salary
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

**CONTRACT:**

- Reports directly to Chief Executive Officer (CEO)
- Permanent Salaried, Exempt Position
- At-Will Contract

If you have any questions about this position, please contact our hiring team by email at [jobs@voicescharterschool.com](mailto:jobs@voicescharterschool.com). Thank you.

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## ***Chief Financial Officer - Non-Certificated***

### **Overview**

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### **Role Summary**

Voices Academies' Chief Financial Officer (CFO) will be an inspiring leader with an entrepreneurial spirit. Reporting to the Chief Executive Officer (CEO), the CFO will oversee day-to-day financial operations for the Charter Management Organization (CMO) and the schools with responsibility in the areas of accounting, banking, budgeting, procurement, and financial planning. The ideal candidate will have the knowledge and experience to manage the Voices Network accounting, finance, and organization-wide budgets in accordance with generally accepted accounting principles (GAAP). Together with the leadership team, the CFO will oversee all organizational-wide contracts, review and update financial policies and procedures and internal controls, ensuring the protection of the organization's assets.

The role is a hands-on and requires the ability to handle day-to-day staff management and administrative duties as well as the long-range planning and leadership activities of the position. The CFO will help create and manage financial policies and systems that support the schools' mission and culture of achievement. The CFO will lead the network and the schools in all areas of finance. The ideal candidate will have proven leadership, project management, strategic thinking, communication, relationship building, and an unwavering commitment to improve and ensure the Network's financials. This role will oversee a Director of Accounting

### **Key Responsibilities**

#### **Management and Leadership**

- Serve on the organization's leadership team while managing the finance team
- Works with the CEO to develop and maintain multi-year financial forecasts to inform growth and strategic planning

- Develops recommendations to the CEO, the Board and related Committees in all matters pertaining to the overall financial objectives
- Develops and implements a strategic plan for financial planning and budgeting
- Contributes to increasing the financial literacy and business acumen of the organization through professional development and coaching
- Creates department goals and performs ongoing analysis and process improvements
- Educates and supports school leaders to prepare annual budgets and manage school-based expenses

### **Finance and Accounting**

- Develops, prepares and monitors annual budgets. Analyzes and reviews budgetary and financial data;
- On a monthly basis, prepares network-wide financial statements, including statement of activities, the statement of financial position, budget versus actual variance reports and accompanying narratives for the board and as required.
- Provides financial data, cost analysis, and recommendations for all new and current programs.
- Provides mid-year review and recommendations re: operating budget, revenue and expense.
- Oversees the accounting records for the CMO, monthly closes, and compliance reporting
- Oversees the schools' accounting, ensuring completeness and accuracy
- Oversees banking and investments, including cash management
- Manages the cash flow position of the networks' accounts
- Ensures an effective and efficient system of internal controls
- Maintains compliance with governmental regulations and GAAP

### **Process Improvement And Development:**

- Manages relationships and negotiates with vendors, auditors and government agencies
- Develops streamlined purchasing, payroll systems and on-going expense tracking
- Prepares reports for the Board of Directors that analyze budget performance, variance and trends to ensure continuous flow of information for financial transparency.
- Develops a financial dashboard to track key financial metrics and report results regularly.
- In addition, the CFO will work with the Development Team to develop and monitor grant budgets and assist with other fundraising activities as necessary.

### **General Financial Compliance:**

- Responsible for risk management and crisis planning
- Keeps the CEO and Board apprised of risk management issues, liability, rates, coverage and claims.
- Point of contact for legal / legislative issues impacting the school, acts as liaison with professional community (attorneys, accountants, etc.).
- Seeks and explores opportunities to gain efficiencies in his/her role in the organization, when appropriate

Voices Academies CFO candidates will have the following

**Required Qualifications:**

- Bachelor's degree required, CPA or MBA preferred
- Minimum 3 years of experience in Accounting, and/or Finance preferred
- Experience with accounting software required, QuickBooks or Sage Intacct preferred
- Strong accounting, analytical and reporting skills
- Proficiency in net asset accounting
- Detail- and results-oriented team player who is dedicated to getting the job done
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.

**Preferred Qualifications:**

- Comfort with working in a fast-paced environment and for a non-profit
- Proven track record of success managing employees to achieve ambitious goals.
- Entrepreneurial spirit, flexibility, and demonstrated success in
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Tolerate high levels of stress

**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 evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

**Prior to Employment:** Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

**Key Compensation:**

- Highly competitive salary
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

**Contract:**

- Reports directly to CEO
- Permanent Salaried, Exempt Position
- At-Will Contract

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## ***Dean of Culture***

### **Overview**

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In 2018-19, Voices will operate four public charter schools: Voices-Franklin McKinley (K-8), Voices-Morgan Hill and Voices-Mt. Pleasant (both Transitional Kindergarten - 4th, growing to Transitional Kindergarten - 8th) and Voices West Contra Costa (Transitional Kindergarten- 2nd). As we expand to serve more traditionally underserved students in Santa Clara County and surrounding counties, Voices seeks additional team members who share a commitment to its mission and believe joyful learning and world-class academic preparation are not mutually exclusive.

### **Voices Academies' Vision**

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future, and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

### **Role Summary**

Voices Academies' Dean of Culture will be an inspiring leader with an entrepreneurial spirit, passionate to lead the school in furthering the college-bound model by building and maintaining a positive, conscientious, achievement-oriented student culture where students thrive. Reporting to the Principal, the Dean of Culture will oversee student programs, students, and Associate Teachers. The ideal candidate will not only be innovative, but also have an unwavering commitment to uphold rigorous academic and behavioral expectations and have an unswayable belief that ALL students can achieve high academic levels. This is an ideal role for a strong Teacher or Leader eager to build new systems, manage multiple projects and pilots, as well as serve as the thought-partner to the school principal. The role requires a creative and inspiring leader with high energy, excellent organizational abilities, and a keen eye for creating a

space that is warm, inclusive, and expansive. She/He is responsible for acting as the liaison between school leaders, teachers, parents, and the school's surrounding community.

### **Key Responsibilities**

#### **Establish and Cultivate a "Si Se Puede" Culture:**

- Model respectful, professional relationships and promote Voices' values and mission
- Shape and evolve role responsibilities according to student and staff needs
- Create and manage school-wide activities that enhance student emotional well-being
- Refine and uphold a behavior management system for nearly 500 students with meaningful incentives to reward good behavior and with effective consequences to correct misbehaviors
- Execute decisions that are student-centered, that strive to provide fair and equitable treatment and consideration for all
- With the Principal, lead recognition and celebration events (e.g., for perfect attendance or academic achievement) and other school-wide student culture building activities
- Conduct regular school culture walkthroughs to maintain a high bar of excellence
- Monitor and analyze discipline records; create new systems and structures to proactively address school's areas of need
- Lead school-wide student culture initiatives, such as oversight of after school programs and the development of an enrichment strategy, which serve as part of Voices' socio-emotional program
- Assist schools in investigating and monitoring bullying and student complaints
- Collaborate with the principal to implement a dynamic and distinct middle school student culture

#### **Parent/Family Engagement:**

- Fully immerse in local school community to understand family experiences, student needs, and education climate in region
- Develop and lead parent workshops, family and community service events and other school-wide culture-building initiatives
- Serve as liaison between parents, staff and students
- Act as first line of communication to parents who have questions or appeals regarding discipline issues
- Motivate and organize parent involvement and foster strong school morale and academic achievement
- Meet regularly with teachers/associate teachers to discuss school wide issues, trends, and upcoming events
- Assist Principal in monitoring complaints and conducting investigations
- Monitor attendance and truancy process and develop and lead initiatives to address challenges
- Maintain and prepare reports and records regarding students and classroom matters
- Disseminate information which may pertain to educational opportunities; student code of conduct; parent conferences; Parent/Teacher committee activities; student performances



**Teacher Support:**

- Plan and lead behavior management professional development in collaboration with Principal
- Collaborate with the Principal, Student Services Manager, and/or Director of Special Populations to refine and maintain a behavior intervention process; includes monitoring and evaluating the effectiveness of the behavior intervention process and modify student plans as necessary to ensure maximum response to intervention
- Observe, identify, and cultivate areas of growth for Associate Teachers in order to build their capacity as future Dual-Immersion Teachers
- Support and coach 3-4 Teachers on classroom management techniques through weekly observations, frequent feedback sessions and follow-ups
- Actively train Teachers in developing clear and consistent classroom expectations and routines in alignment with Voices' mission, vision and evaluation methods
- Demonstrate leadership, public-speaking and project management skills needed to facilitate a group or project
- Assist schools in investigating and monitoring bullying and student complaints
- Create a sense of urgency and relentlessness within staff, resulting in a record of outstanding student achievement

Voices Academies Dean of Culture candidates will have the following

**Required Qualifications:**

- Bachelor's degree required
- Interest in providing only the highest quality educational, social and emotional experiences for students and their families
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Minimum 3 years working with similar student and community demographic.
- Excellent oral and written communication skills in English and Spanish.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Commitment to accelerated educational progress of children.
- Experience or commitment to public education, social justice, efficacy and equity.

**Preferred Qualifications:**

- CA Multiple Subject Preliminary Credential or Clear Credential with BCLAD/CLAD
- Knowledge of and experience working with low-income communities
- Proven ability to proactively lead by example, effectively manage adults
- Entrepreneurial spirit, flexibility, and demonstrated success in parental engagement
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress

**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 evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

**Prior to Employment:** Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

**Key Compensation:**

- Highly competitive salary
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

**Contract:**

- Reports directly to Principal
- Permanent Salaried, Exempt Position
- At-Will Contract

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## ***Dual Immersion Teacher - Certificated***

### **Overview**

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In 2019-20, Voices will operate four public charter schools: Voices-Franklin McKinley (K-8), Voices-Morgan Hill and Voices-Mt. Pleasant (both Transitional Kindergarten - 5th, growing to Transitional Kindergarten - 8th) and Voices West Contra Costa (Transitional Kindergarten- 3rd). As we expand to serve more traditionally underserved students in Santa Clara County and surrounding counties, Voices seeks additional team members who share a commitment to its mission and believe joyful learning and world-class academic preparation are not mutually exclusive.

### **Voices Academies' Vision**

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future, and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

### **Role Summary**

Voices Academies' Elementary Teacher will be an inspiring educator with an entrepreneurial spirit. Under the supervision of the Principal, teachers have the opportunity to create a learning environment and to plan an instructional program to fulfill the educational objectives of the grade level/classes assigned. The ideal candidate will not only be innovative, but also have an unwavering commitment to ensure that a student receives quality instruction, makes accelerated educational progress, and reaches or exceeds their academic goals. This role supervise associate teachers, student teachers, and parent volunteers when applicable.

## **Key Responsibilities**

### **Teaching:**

- Develop lesson plans consistent with California State Standards, instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.
- Plan learning activities appropriate to subject(s), grade level(s), abilities, and cultural background of individual students.
- Create an atmosphere through personal example and efficacious relationships with students which inspire academic achievement and an enthusiasm for learning.
- Organize classroom systems/procedures/routines and manage student behavior to ensure all students are fully engaged in learning
- Establish a culture of high expectations and college preparation for all students
- Teach for mastery and establish clear content and language objectives for all lessons, units, and projects
- Provide instruction to students with special needs in accordance with IEP utilizing support services as appropriate; participate in IEP meetings as appropriate.
- Motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation for elementary education
- Challenge and accelerate ALL students, no matter at what level they enter the classroom
- Develop and evaluate independent study programs
- Implement Voices Instructional Guidelines and Best Practices at all times

### **Assessing:**

- Monitor student's progress and evaluate the student's achievement in relation to learning objectives and revises learning objectives when necessary.
- Assess students regularly, records results, examine student assessment data, and refine classroom activities to differentiate instruction for each student
- Track student information and maintains accurate student records, including attendance.
- Analyze qualitative and quantitative student data
- Administer standardized tests and other school-selected tests in accordance with the school testing program.
- Plan, implement, monitor, and assess a classroom instructional program which is consistent with School and Board goals and Mission, and specific objectives based on assessment of student needs.

### **Collaboration:**

- Work collaboratively to achieve Voices' vision
- Work cooperatively with staff toward resolution of mutual concerns.
- Collaborate closely with other teachers, consultants, and the principal to align curriculum across subjects, improve own and others' instructional practices and share best practices
- Participating in collaborative curriculum development, grade-level activities, and school-wide functions, events, and trips

- Reflect, improve and collaborate with colleagues, parents and community
- Identify unique student needs and collaborates with other team members and outside service providers to diagnose and address learning challenges
- Mentor and co-plan with Associate Teacher; keeping him/her informed of weekly plans and goals

**Professional Activities:**

- Actively participate in professional development activities, including retreats
- Demonstrate knowledge of, and support, Voices mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior and teacher compact.
- Participate in daily grade-level meetings and professional development
- Attend evening and weekend school programs and parent meetings as needed.
- Motivate and organize parent involvement and foster strong school morale and academic achievement
- Provide students and their families with regular and timely information on classroom activities. Hold parent conferences and provide regular progress reports as required.

Voices Academies Dual Immersion Teacher candidates will have the following

**Required Qualifications:**

- Bachelor's degree required
- CA Credential: Multiple Subject or eligible for intern credential
- Valid bilingual authorization (BCLAD or equivalent , BCC, ELD, or LDS, etc.)
- Knowledge of subject matter, including California Common Core Standards
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Excellent oral and written communication skills in English and Spanish.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Commitment to accelerated educational progress of children.
- Experience or commitment to public education, social justice, efficacy and equity.

**Preferred Qualifications:**

- Knowledge of and experience working with low-income communities preferred
- Entrepreneurial spirit, flexibility, and demonstrated success in building a dual-immersion curriculum.
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress

**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 evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

**Prior To Employment:** Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Employment Eligibility
- Cleared Criminal Background Check
- Valid TB Clearance

**Key Compensation:**

- Highly competitive salary: \$54,500- \$65,000
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

**Contract:**

- Reports directly to Principal
- Permanent Salaried, Exempt Position
- At-Will Contract

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## ***Education Specialist - Certificated***

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### **Role Summary**

Voices Academies' Education Specialist (SPED) Teacher will be an inspiring educator with an entrepreneurial spirit. Under the supervision of the Principal and Student Services Manager, Education Specialist is responsible for the success of students in the primary academic areas (reading, writing, language, and/or math, etc) through implementing Voices approved curriculum; documenting teaching and student progress/activities/outcomes; modeling the necessary skills to perform assignments; providing a safe and optimal learning environment and providing feedback to students, classroom teachers, parents and administration regarding student progress, expectations, goal, etc. The Educational Specialist will have the responsibility, in consultation with administration, to design and implement curriculum, develop school-wide

instructional strategies, and administer assessments in an effort to best fit the needs of the school's target students. The SPED teacher will be responsible for managing the IEP caseload for students. To achieve our goals, the Education Specialist will implement various instructional strategies and curricula in the following environments: Core classes, Intervention classes, Small group and one-on-one student pull out.

## **Key Responsibilities**

### **Teaching:**

- Provides educational instruction as outlined in the IEP for identified individuals with exceptional needs and monitors the implementation of the IEP.
- Provides leadership for assuring full compliance with legal requirements as prescribed by federal law under IDEA (Individuals with Disabilities Act 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code
- Uses the school's data analysis tools to drive instructional practices, re-teaching strategies, and interventions.
- Responds to student data on a weekly, quarterly, and yearly basis based on student need.
- Provides accommodations and/or modifications to learners with disabilities for assignments and testing as determined by IEP team.
- Instruct students for the purpose of improving their success in assigned basic academic subject areas of reading, writing and/or math, etc.
- Manages student behavior for the purpose of providing a safe and optimal learning environment, develop behavior support plans as needed.
- Plan learning activities appropriate to subject(s), grade level(s), abilities, and cultural background of individual students.
- Create an atmosphere through personal example and efficacious relationships with students which inspire academic achievement and an enthusiasm for learning.
- Organize classroom systems/procedures/routines and manage student behavior to ensure students are fully engaged in learning
- Establish a culture of high expectations and college preparation for all students
- Develop lesson plans consistent with California State Standards, instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.
- Motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation for elementary education
- Challenge and accelerate ALL students, no matter at what level they enter the classroom
- Develop and evaluate independent study programs
- Implement Voices Instructional Guidelines and Best Practices

### **Assessing:**

- Provides ongoing educational assessments and diagnosis of children for the purpose of identifying special learning problems and coordinates the development of individual instructional plans as appropriate for students identified with special needs.
- Evaluates students' abilities in basic academics for the purpose of assisting other



personnel in the diagnosis of learning disorders, development of remediation plans and/or student progress.

- Administers standardized achievement tests, interprets results to determine learners' strengths and areas of need for initial, annual and triennial assessments.
- Drafts and writes professional and compliant IEP's, as well as finalize the data in SEIS (affirm all IEP'S)
- Establish procedures to process and place eligible students: develop screening programs in areas of academics and behavior; use data to determine eligibility for special education services; and provide research-based instruction and interventions of increasing intensity of supports to benefit all students
- Coordinates referral and assessment procedures and facilitates the coordination of IEP team meetings and the implementation of special education services (Speech, Occupational Therapy, etc.).

### **Collaboration:**

- Work collaboratively to achieve Voices' vision
- Work cooperatively with staff and parents toward resolution of mutual concerns.
- Collaborate closely with other teachers, consultants, and the principal to align curriculum across subjects, improve own and others' instructional practices and share best practices
- Participate in daily grade-level meetings and professional development
- Collaborate with other teachers and administrators in the development, evaluation, and revision of lessons, units, and programs
- Identify unique student needs and collaborates with other team members and outside service providers to diagnose and address learning challenges
- Builds close connections and develops solutions with families.
- Participates in various meetings (IEP, , SST, Parent conference, In service training, Staff meetings, etc)
- Participating in collaborative curriculum development, grade-level activities, and school-wide functions, events, and trips
- Collaborate with parents as educational partners and provides ability awareness as needed.
- Coordinates special education services with regular school program for each individual with exceptional needs and monitors the implementation of the IEP.
- Provides consultation, resource information, and materials regarding individuals with exceptional needs to regular staff members. Assists teachers in developing appropriate instructional goals and objectives and assist in their achievement in core classes
- Works with classroom teachers to design and continually refine curricula to successfully propel all students to achieve accelerated results (at least 1 1/2 years growth in one year's time).

### **Professional Activities:**

- Actively participate in professional development activities, including retreats
- Demonstrate knowledge of, and support, Voices mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior and teacher compact.

- Motivate and organize parent involvement and foster strong school morale and academic achievement
- Provide students and their families with regular and timely information. Participate in parent conferences and provide regular progress reports as required.
- Identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Represent the school and program to local and State groups as assigned maintaining a positive and professional image; interact with outside agencies as necessary.
- Maintain and prepare reports and records regarding student matters as directed.
- Mentor and co-plan with Associate Teacher; keeping him/her informed of weekly plans and goals and evaluating Associate Teacher
- Keep anecdotal records about student behavior and progress for use when generating IEPs and in conferences with parents
- Prepares local, state and federal reports, or other documents as may be required for the purpose of disseminating information to appropriate parties.

Voices Academies Education Specialist Teacher candidates will have the following

**Required Qualifications:**

- Bachelor's degree required
- CA Education Specialist Credential (Special Education - Mild to Moderate)
- CA Credential: Multiple Subject or eligible for intern credential
- Valid bilingual authorization (BCLAD or equivalent , BCC, ELD, or LDS, etc.)
- Knowledge of subject matter, including California Common Core Standards
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Excellent oral and written communication skills in English and Spanish.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Commitment to accelerated educational progress of children.
- Experience or commitment to public education, social justice, efficacy and equity.

**Preferred Qualifications:**

- Knowledge of and experience working with low-income communities preferred
- Entrepreneurial spirit, flexibility, and demonstrated success in building a dual-immersion curriculum.
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress

**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 evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

**Prior To Employment:** Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Employment Eligibility
- Cleared Criminal Background Check
- Valid TB Clearance

**Key Compensation:**

- Highly Competitive Salary
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

**Contract:**

- Reports directly to Principal, Student Services Manager
- Permanent Salaried, Exempt Position
- At-Will Contract

If you have any questions about this position, please contact our hiring team by email at [jobs@voicescharterschool.com](mailto:jobs@voicescharterschool.com). Thank you.



## ***Instructional Coach – Certificated***

### **Overview**

Though 9 in 10 Latino young adults say a college degree is important for success in life, fewer than 15% age 25 or older hold a bachelor's degree. **Voices College-Bound Language Academies exists to change that.**

Voices is a public charter school network with a mission to prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. Every student, regardless of home language, graduates bilingual and biliterate in English and Spanish. As we expand to serve more traditionally underserved students, Voices seeks additional team members who share a commitment to its mission and believe joyful learning and world-class academic preparation are not mutually exclusive.

### **Role Summary**

Voices Academies' Instructional Coach will be an inspiring leader and educator with an entrepreneurial spirit. Reporting to the Principal, the Instructional Coach serves as part of the school's leadership team, providing job-embedded and ongoing professional development for teachers, and staff. The ideal candidate will not only be innovative, but also have an unwavering commitment to accelerate students academic achievements while assessing and coaching Teachers and Associate teachers. He/She will provides professional development and guidance for teachers to improve their content knowledge and effective delivery of instructional strategies to build the capacity of the school and its teachers to enhance instructional practices.

### **Key Responsibilities**

#### **Instructional Coach:**

- Implement Voices professional development program and best practices.
- Provides on-site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the instructional program meets the standards.
- Conducts demonstration lessons, in-class coaching, classroom walkthroughs, observations and coaching sessions, co-planning, and facilitates peer observation/coaching to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.
- Provides support through reflective coaching through paraphrasing, guiding questions, and 6 Steps to Effective Feedback.
- Assists teachers in building and implementing interactive classroom environment

focused on the content and learning strategies embedded in the program in order to maximize student engagement.

- Support teachers in preparation and pacing for instruction and developing lesson plans and curriculum as needed
- Schedule and keep track of observations and coaching sessions through an observation log.
- Monitor instructional effectiveness and student progress using tools and strategies gained through professional development.
- Participate and/or lead collaborative grade level data meetings to assist in or model the analysis and utilization of assessment data to correct instruction and improve student achievement.
- Serves as a knowledgeable resource in identifying appropriate research-based instructional strategies and interventions to improve student achievement for all students, including English learners, students enrolled in Special Education programs, and students with diverse learning needs.
- Analyze student needs and provide strategies for differentiated instruction.

**Professional Activities:**

- Assist grade level teams and individuals in setting goals for improved instruction.
- Design (individually or in collaboration with others) high quality professional development for teachers/school staff.
- Identify school teaching and learning needs, barriers and weaknesses by analyzing student data, and organizing and implementing problem-solving actions with teachers (in teams and individually) to refine their knowledge and skills.
- Establish and maintain cooperative and supportive relationships with teachers.
- Maintain communication with supervisor and site administration through a weekly schedule/log of activities.
- Trains site staff in the implantation of network-wide diagnostic, benchmark, and interim assessments.
- Attend trainings, professional development meetings and participates on the school's Academic Leadership Team
- Performs other instructional and non-instructional duties as assigned.

Voices Academies Instructional Coach candidates will have the following

**Required Qualifications:**

- Bachelor's degree from an accredited college or university
- CA Multiple Subject Clear Credential with BCLAD or CLAD
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Minimum 3 years of classroom experience, proven track record of results, exemplary references and classroom evaluations
- Focus on Data-Driven Results: Relentlessly pursues the improvement of school leadership, instruction, and operations, and is driven by a desire to produce quantifiable student achievement gains.

- Excellent oral and written communication skills in English and Spanish.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Commitment to accelerated educational progress of children.
- Experience or commitment to public education, social justice, efficacy and equity.

**Preferred Qualifications:**

- Knowledge of and experience working with low-income communities preferred
- Prior coaching/mentoring experience
- Entrepreneurial spirit, flexibility, and demonstrated success in building a dual-immersion curriculum.
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress

**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 evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

**Prior to Employment:** Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

**Key Compensation:**

- Highly competitive salary
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

**Contract:**

- Reports directly to Principal
- Permanent Salaried, Exempt Position
- At-Will Contract

If you have any questions about this position, please contact our hiring team by email at [jobs@voicescharterschool.com](mailto:jobs@voicescharterschool.com). Thank you.

***Voices College-Bound Language Academies 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.



## ***Principal- Certificated***

### **Overview**

Though 9 in 10 Latino young adults say a college degree is important for success in life, fewer than 15% age 25 or older hold a bachelor's degree. Voices College-Bound Language Academies exist to change that.

Founded in 2006 by East San Jose native and National Board Certified Teacher Frances Teso, Voices is a public charter school network with a mission to prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. With the Voices dual-immersion model, students receive 80% of instruction in Spanish and 20% in English starting in kindergarten. The percentages shift by 10% per year until reaching 50:50 in third grade. As a result, every student, regardless of home language, graduates bilingual and biliterate in English and Spanish.

In 2019-20, Voices will operate four public charter schools: Voices-Franklin McKinley (K-8), Voices-Morgan Hill and Voices-Mt. Pleasant (both Transitional Kindergarten - 5th, growing to Transitional Kindergarten - 8th) and Voices West Contra Costa (Transitional Kindergarten- 3rd). As we expand to serve more traditionally underserved students in Santa Clara County and surrounding counties, Voices seeks additional team members who share a commitment to its mission and believe joyful learning and world-class academic preparation are not mutually exclusive.

### **Voices Academies' Vision**

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future, and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

### **Role Summary**

Voices Academies' Principal will be an inspiring leader and educator with an entrepreneurial spirit. Reporting to the Principal Manager, the Principal oversees Teachers, Associate Teachers, and school support staff. The ideal candidate will not only be innovative, but also have an unwavering commitment to ensure that students receive quality instruction, makes accelerated educational progress, and reach or exceed their academic goals. 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. This



interaction will include providing guidance and support in the classroom as appropriate. The Principal interacts extensively with teachers, staff, students, parents, the CEO, Board members and the community through site-based management. 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 Responsibilities**

### **Principal:**

- Submits to the CEO recommendations relative to all matters requiring Board action or attention, together with the materials needed for informed decisions
- Reports on school operations to Chief of Staff
- Interviews, Train, supervise and evaluate staff
- Develop and implement a school-wide and individual staff development plan and provides 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
- Advise the CEO or/and Chief of Staff regarding the leave, classification, resignation, promotion, suspension or dismissal of school employees
- Assigns personnel within the school in accordance with Board policy
- 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 students
- Plans, leads, and conducts staff professional development and staff meetings
- Manage and/or oversee all daily school operations, including student admissions and discipline, facilities, food service, front office, school scheduling, etc.

### **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 CEO with regular evaluations of school programs and student progress
- Studies the curriculum and makes decisions regarding the course of study, major changes and time schedules, and sound innovative programs
- Under appropriate circumstances, recommends to the Board a student's suspension or expulsion
- Participates in student study teams and IEP meetings

**Non-instructional Operations:**

- Maintains and updates adequate census and scholastic records, business and property records, and personal records as applicable
- Annually prepares and submits to the Financial Department the school's budget for the upcoming year, revises this budget or takes other related action as the Board /CEO designates
- Approves all expenditures in accordance with Board policy and within Board-approved appropriate limits
- Makes recommendations to the CEO regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment and transportation services.

**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
- Serves on local committees such as ELAC, VPAC, Schools Leadership, etc.
- 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
- Develops and maintains cooperative, collaborative working relationships with and among various stakeholders, including staff, students, families, Board members, District personnel, and the broader community
- Facilitates and builds community among people from diverse backgrounds and perspectives

Voices Academies Principal candidates will have the following

**Required Qualifications:**

- BA/BS Degree in Education or related field
- CA Multiple Subject Clear Credential with Bilingual Authorization (BCLAD/CLAD)
- Demonstrated classroom level achievement results
- Skill in fiscal management
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Minimum 3 years working with similar student and community demographic.
- Excellent oral and written communication skills in English and Spanish.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Commitment to accelerated educational progress of children.
- Experience or commitment to public education, social justice, efficacy and equity.

**Preferred Qualifications:**

- Masters Degree in Education
- Tier II Administration Credential

- Knowledge of and experience working with low-income communities preferred
- Proven track record of success managing school employees to achieve ambitious goals.
- Entrepreneurial spirit, flexibility, and demonstrated success in Administration, Organizational Management
- Successful completion of results-oriented leadership training program (ex. Innovate Fellowship, NLNS)
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress

**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 evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

**Prior to Employment:** Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

**Key Compensation:**

- Annual Salary Range \$80,000 to \$100,000
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

**Contract:**

- Reports directly to Principal Manager
- Permanent Salaried, Exempt Position
- At-Will Contract

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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.



## ***Principal Manager-Certificated***

### **Overview**

Though 9 in 10 Latino young adults say a college degree is important for success in life, fewer than 15% age 25 or older hold a bachelor's degree. **Voices College-Bound Language Academies exists to change that.**

Voices is a public charter school network with a mission to prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. Every student, regardless of home language, graduates bilingual and biliterate in English and Spanish. As we expand to serve more traditionally underserved students, Voices seeks additional team members who share a commitment to its mission and believe joyful learning and world-class academic preparation are not mutually exclusive.

### **Role Summary**

Voices Academies' Principal Manager will play an essential role in realizing our mission for our students and communities. Reporting to the Chief Academic Officer, the Principal Manager will lead principal coaching and management, oversight of school performance and health, and the development of a principal pipeline. The ideal candidate must have an unwavering commitment to driving academic results through developing high functioning principals. This role will oversee four principals at our Mount Pleasant, Morgan Hill, Franklin-Mckinley and West Contra Costa. The Principal Manager will serve as a link between the schools and the Charter Management Organizations' support of the schools.

### **Key Responsibilities**

#### **Coaching and Management**

- Conduct regular, focused meetings with Principals to maintain a high performing school.
- Communicate with and invest Principals in the Voices vision and organizational goals.
- Support Principals with school strategy and planning; including leading Principals through planning cycles to reflect on progress of annual goals.
- Model both technical and adaptive instructional leadership behaviors.
- Collect evidence to identify school and Principal weekly action steps by getting "on the ground" at each school, including leading weekly walkthroughs.
- Support Principals as a resource in thought partnerships and decision making.
- Coach and manage Principals to drive healthy, high-performing Voices schools and hone critical leadership skills in other ways as needed.

#### **School Performance**

- Analyze each school using network metrics to determine the differentiated support required to improve all schools.
- Ensure the organization and its schools create strong and equitable learning environments including clear expectations for leaders, teachers, and students on school-wide routines, procedures and practices.
- Observe professional development, leadership team and one on one meetings led by Principals in order to provide feedback for improvement.

### **Development of Principal Pipeline**

- Ensure strong leadership pipelines and staffing for each Voices School.
- Manage Voices Principal In Training program by coordinating professional development, developing growth plans, and leading coaching and feedback.
- Lead processes to select and onboard Principals, including holding career conversations with aspiring school leaders.

### **Required Qualifications:**

- Bachelor's degree required
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Experience or commitment to public education, social justice, efficacy and equity.
- Proven record of managing all aspects of a successful project throughout its lifecycle
- Adept at data analysis; ability to extract meaningful insights across school-wide data
- Experience in developing and leading professional development sessions.
- Excellent project management skills
- Ability to set direction for a team and motivate others to action
- Minimum 4 years of management experience, preferably as a Principal working with similar student and community demographic.
- Excellent oral and written communication skills in English and Spanish.
- Outstanding organizational skills with experience interacting with a broad range of stakeholders.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps

### **Preferred Qualifications:**

- Knowledge of and experience working with low-income communities preferred
- Proven track record of success managing school employees to achieve ambitious goals
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions
- Tolerate high levels of stress

**Personal and Professional** – Finally, the ideal candidate will hold the following personal and professional competencies:

- Entrepreneurial Spirit – Commit deep passion and thought to the work of building an

innovative, mission-driven school

- Leadership – Couple strong management with excellent interpersonal skills in leading an organization in one's functional domain
- Relationship – Develop relational trust across constituencies, by maintaining a positive attitude with students, parents and staff, while also maintaining confidentiality
- Organization – Be intensely execution-oriented and frighteningly organized, allowing one to work in a fast paced, but sometimes unpredictable, environment
- Perspective – Combine maturity, humility, a strong work ethic, a sense of humor, and a roll-up-my sleeves attitude to celebrate successes as well as navigate times of ambiguity and high levels of stress
- Professionalism – See oneself as an ambassador of the school, presenting oneself both positively and professionally at all times and with all constituents

**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 evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

**Prior to Employment:** Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

**Key Compensation:**

- Annual Salary Range
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

**Contract:**

- Reports directly to Chief Academic Officer
- Permanent Salaried, Exempt Position
- At-Will Contract

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## ***Student Services Manager-Certificated***

### **Overview**

Though 9 in 10 Latino young adults say a college degree is important for success in life, fewer than 15% age 25 or older hold a bachelor's degree. Voices College-Bound Language Academies exist to change that.

Founded in 2006 by East San Jose native and National Board Certified Teacher Frances Teso, Voices is a public charter school network with a mission to prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. With the Voices dual-immersion model, students receive 80% of instruction in Spanish and 20% in English starting in kindergarten. The percentages shift by 10% per year until reaching 50:50 in third grade. As a result, every student, regardless of home language, graduates bilingual and biliterate in English and Spanish.

In 2018-19, Voices will operate four public charter schools: Voices-Franklin McKinley (K-8), Voices-Morgan Hill and Voices-Mt. Pleasant (both Transitional Kindergarten - 4th, growing to Transitional Kindergarten - 8th) and Voices West Contra Costa (Transitional Kindergarten- 2nd). As we expand to serve more traditionally underserved students in Santa Clara County and surrounding counties, Voices seeks additional team members who share a commitment to its mission and believe joyful learning and world-class academic preparation are not mutually exclusive.

### **Voices Academies' Vision**

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future, and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

### **Role Summary**

Voices Academies' Student Services Manager (SSM) will be an inspiring educator with an entrepreneurial spirit. Reporting to the Principal and Director of Special Populations. The SSM must have demonstrated experience with behavior management systems, special education services, and crisis intervention. In addition, the position contributes to the development of long-range and short-term goals and operating plans for the school sites' specialized programs by participating with other leadership team members in the formulation of goals and priorities. The SSM will not only be innovative, but also have an unwavering commitment to lead the

planning, development, implementation, and maintain the day-to-day operations of special education and crisis intervention services at a Voices Academies site (K-8). SSM must hold the belief that all students can achieve at a high academic levels with adequate support, resources and individual academic plans for student with learning needs. This role will oversee, train, manage, and support Special Education department: seven (7) special services team members; (2) Education Specialists, (2) Intervention Teachers and (3) Special Education Associate Teachers at K-8 site.

## **Key Responsibilities**

### **Student Services Manager:**

- Support the mission, vision, and core values of Voices College-Bound Language Academies.
- Serve as the Section 504 administrator, collaborate with Voices' school site leaders to identify students who are eligible for 504 plans, maintain a centralized system for 504 documentation and implementation
- Promote student culture in conjunction with the Dean of culture, to build a positive school culture and set clear behavioral expectations for students and families.
- Administer ongoing training and support to school site teachers and staff on all student support related matters; including but not limited to mandated reporter training, crisis intervention training, and professional development on Student Services policies, procedures, and functions.
- Work with site leadership(Principal, Dean of Culture) on the development of high quality innovative Special Education programming; ensure school site has data-driven strategies that are likely to accelerate performance for students with special needs.
- Be responsible for staying up-to-date on best practice and research in Special Education; connect organizational and site leadership with new research and professional development opportunities as appropriate.
- Collaborate with the Director of Special Education in the development of new SPED programs and project manage the implementation/operationalizing of new programs.
- Manage and coordinate school Crisis Intervention Plan. Be point person in the event of a crisis situation (death of student, suicide, etc.). Provide consultation to all staff, as needed, in the event of a crisis situation to solve difficult emotional issues
- Foster and maintain positive relationships with outside stakeholders, including county, state, and federal agencies relative to student services.
- Assist with school or system student support initiatives, such as restorative practices, social emotional learning programs, etc.
- Interpret, prepare, and disseminate information regarding Education Codes and legal mandated changes in regard to attendance, student discipline, and due process.

### **Coach and Manage:**

- Train, manage, observe and support Special Services team: Education Specialists, Intervention Teachers and Special Education Associate Teachers at K-8 site.
- Ensure compliance of policies and procedures related to special services are met and upheld by all school staff.
- Support the Education Specialist(s) in monitoring student performance data and

effectiveness of instructional responses.

- Complete special projects as assigned, assist administrators with problem identification and solution, mediate disputes, and develop written reports as appropriate.
- Develop staff professional development trainings and growth-plans based on weekly observations and feedback sessions.

**Special Education Site Leader:**

- Support the Director of Special Education in leading site professional development; ensure PD plans are powerful, effective, and in alignment with Voices' values and mission.
- Ensure legal compliance of all Special Education programs, staff, and IEPs; audit IEPs regularly for compliance and quality
- Meet regularly with the Special Services Team regarding coaching practice, professional development, data analysis, etc.
- Lead and manage all contracts and partnerships to support Special Education students
- Work with the Director of Special Education, teachers and support staff to problem solve and to identify innovative, practical, and effective differentiation strategies to meet student learning needs.

Voices Academies Student Services Manager candidates will have the following

**Required Qualifications:**

- Bachelor's degree required
- CA Multiple Subject Clear Credential
- Minimum 5 years of teaching experience and 2 Coaching/Instruction leadership
- Proven experience working effectively with special student populations
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Proven leadership skills and experience supervising, coaching, and evaluating the performance of assigned staff.
- Excellent oral and written communication skills in English and Spanish.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Commitment to accelerated educational progress of children.
- Experience or commitment to public education, social justice, efficacy and equity.

**Preferred Qualifications:**

- Knowledge of and experience working with low-income communities preferred
- Proven track record of success managing school employees to achieve ambitious goals.
- Ability to plan, organize, assess and direct student support services programs and activities
- Knowledge of and the ability to interpret, apply, and explain current applicable laws, codes, regulations, policies, and procedures relating to student support services programs.
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.

- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress

**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 evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

**Prior to Employment:** Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

**Key Compensation:**

- Highly competitive salary
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

**Contract:**

- Reports directly to Principal and Director of Special Populations
- Permanent Salaried, Exempt Position
- At-Will Contract

If you have any questions about this position, please contact our hiring team by email at [jobs@voicescharterschool.com](mailto:jobs@voicescharterschool.com). Thank you.

***Voices College-Bound Language Academies 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 Academies 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 Academies,

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 Academies 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 Academies.
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 Academies retreats, in-services and professional development.
14. To teach at Voices Academies 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: \_\_\_\_\_

## Attendance

It is the intent of the Governing Board of the Voices College-Bound Language Academies (“School” or “Voices”) to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

### Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
  - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
  - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/ daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with School Policy:
  - a. The student shall be excused for this purpose on no more than four (4) school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons. When practicable, advance written request by the parent/guardian and approval of the principal or designee shall be required for absences list below. If advance written request is not feasible, the student shall provide a method of verification as described below. Absences that may be excused for justifiable personal reasons include:

1. Appearance in court;
2. Observation of a holiday or ceremony of his/her religion;
3. Attendance at a funeral;
4. Attendance at religious retreats for no more than four (4) hours during a semester;
5. Attendance at the pupil's naturalization ceremony to become a United States citizen.

Student

### Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student;
  - b. Name of parent/guardian or parent representative;
  - c. Name of verifying employee;
  - d. Date or dates of absence; and
  - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification
  - a. When excusing students for confidential medical services or verifying such appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
  - b. When a student has had 10% of the number of school days to date or 14 or more absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness must be verified by a physician or the student and parent must be brought in to discuss with a Voices administrator whether he/she may attend School. A physician can only verify absences for days the child is seen and the days the doctor expects the child to remain out of school. All notes must be turned into the office within 3 days of the child's return to school. If these procedures are not followed, after three days the absences will be unexcused.

In so far as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours or if necessary in the afternoon.

Students in grades TK-6 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Students in grades 7-8 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.

Student absence for religious instruction or participation in religious exercises away from school

Student

property may be considered excused subject to administrative regulations and law.

### Unexcused Absences/Truancy for Classroom Based Attendance

The Principal, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. In addition, the School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. Students who are habitual truants or habitually insubordinate or disorderly during attendance at School may be referred to the appropriate law enforcement agency.

When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to the district attorney or probation officer for truancy mediation. Further, the School attendance review board or probation officer may request a juvenile court petition on behalf of the student.

A student's grades or promotion to the next grade may be affected by excessive unexcused absences in accordance with Board policy.

Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date.

If all the School's attempts to resolve the student's attendance problem are unsuccessful, Voices will implement the processes described below.

### Process for Upholding Attendance Policy

#### First Day of School Process:

When students are not in attendance on the first three (3) days of school Voices will attempt to reach the parent/guardian on a daily basis for each of the first three (3) days to determine whether the student has an excused absence, consistent with the process outlined in this Policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this Policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the third day of school will be disenrolled from the School roster, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the second day will receive a letter sent certified mail, or some other form of mail that can be



Student

tracked, indicating the student will be disenrolled after the third day of school if the student has not attended school without valid excuse.

3. Students who have indicated their intent to enroll, but have not attended by the third day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the third day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. Voices will use the contact information provided by the parent/guardian in the registration packet.
6. The District of Residence will be notified of the student's failure to attend Voices and the disenrollment.

### Truancy Process Unexcused Absences over the Course of the Whole School Year, Including After Winter Break

The parent/guardian of a student classified as a truant shall be notified in writing of the following:

- a. The student is truant;
  - b. The parent/guardian is obligated to compel the student to attend school;
  - c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution;
  - d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
  - e. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Education Code 48264 if found away from home and absent from school without a valid excuse;
  - f. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.
1. Upon his/her first and second unexcused absence, the student will receive a phone call home by the Principal or designee.
  2. Upon his/her third unexcused absence, the Principal or designee will call home to the parent/guardian. In addition, Voices may send the parent an e-mail notification. In addition, the following actions shall be taken:
    - Official Truancy Notice #1 sent to the parent/guardian from the School. This letter must be signed by the parent/guardian and returned to Voices. This letter

Student

shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.

3. Upon the fourth, fifth, and sixth unexcused absences, the Principal or designee shall continue to call home to the parent/guardian. In addition, Voices may send the parent e-mail notifications.

Home visit (at 4<sup>th</sup> unexcused absence)

- Intervention Conference with the student, parents, and teachers (at 6<sup>th</sup> unexcused absence)

4. Upon the seventh unexcused absences, the parent/guardian will receive a “Truancy Letter #2 – Conference Request” requesting another conference and the conference will be scheduled to review the student’s records and develop/revise an intervention plan/contract. In addition, the School may consult with a school counselor regarding appropriateness of additional home visits and/or case management.

5. Upon the eighth and ninth unexcused absences, the Principal or designee shall continue to call home to the parent/guardian. In addition, Voices may send the parent e-mail notifications and will be asked to attend an assembly for parents of chronically absent students.

6. Upon ten (10) unexcused absences, the student will be referred to the School Attendance Review Team (“SART”). In addition, the parent/guardian will receive a “Habitual Truancy Re-classification Letter #3.”

7. The SART panel will be composed of the Principal; the Parent Liaison/Dean of Student Culture; and Academic Program Associate. The Panel members may also invite other appropriate personnel (e.g., social worker, nurse, police officer, etc.) to participate on the panel on a case-by-case basis, as appropriate. The SART panel will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

- a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
- b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
  - i. Parent/guardian to attend school with the child
  - ii. Student retention
  - iii. After school detention program
  - iv. Required school counseling

Student

- v. Loss of field trip privileges
  - vi. Loss of school event/activities privileges
  - vii. Required remediation plan as set by the SART
  - viii. Notification to the District Attorney
- c. The SART panel may discuss other school placement options.
  - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student's district of residence.
  7. For all communications set forth in this process, Voices will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update Voices with any new contact information.

#### Truancy Process When a Student is Absent for 10 Consecutive Days without Any Contact from Family

If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the School's communication attempts, as set forth in steps 1-7 above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence.

#### Removal from Voices

If, after the above procedures have been followed, the student continues to have unexcused absences, the parent/guardian may receive notice that the student is in violation of the SART contract. The student will then be required to appear before the SART panel again to discuss the unexcused absences. After such meeting, or after reasonable attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel may recommend that the student be deemed to have voluntarily disenrolled from Voices. The parent will receive written notice of the SART panel's recommendation.

The SART panel shall then forward its recommendation to the Governing Board for review of the matter and final decision. The parent/guardian will receive written notice of the date and time of the Governing Board review. Such notice shall be sent at least five (5) days prior to the Board review. The Board's decision shall be final as to that recommendation.

If there is a Board decision to disenroll, notice will be sent to the student's district of residence within thirty (30) days.

A Board decision not to disenroll the student does not prevent the SART panel from making a similar recommendation in the future.

Student

Referral to Appropriate Agencies or County District Attorney:

It is the School's intent to identify and remove all barriers to the student's success, and Voices will explore every possible option to address student attendance issues with the family. For any unexcused absence, the School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, Voices shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to 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).

Reports

The Principal, or designee, shall gather and transmit to the Board the number of referrals and types of referrals made to the SART Panel and the steps taken to remedy the problem.

## Fiscal Policies

### A. Budget Development, Oversight, Calendar and Responsibilities

The Voices College-Bound Language Academies (Voices) is a California nonprofit public benefit corporation that operates multiple California public charter schools. Voices will develop and monitor its budget in accordance with the annual budget development and monitoring calendar as specified below.

#### **January – February**

- The Board Treasurer and Finance Committee in an oversight capacity works with the Chief Finance Officer and Chief Executive Officer to review the Governor’s proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school’s upcoming fiscal year (July 1-June 30).  
[Board Treasurer, Chief Finance Officer/Director of Accounting (CFO), Chief Executive Officer/Executive Director (CEO)]
- The Charter management Office(CMO)leadership team (CMO Team), led by the Chief Finance Officer, works with the schools’ management and staff (Principal) to develop a rough planning budget for the upcoming fiscal year, including projected enrollment and any proposed staffing changes.  
[CMO Team: CEO, CFO, Chief Operating Officer (COO), Chief Academic Officer (CAO), and Community Engagement Strategist; Principal, and key stake holders]
- The CMO Team, led by the CFO, reviews and updates the rolling five-year budget projection in accordance with the established strategic and growth plans of Voices and each Voices charter school. The Board Treasurer and the Finance Committee reviews the rolling five-year budget projection in a fiscal oversight role.  
[CMO Team, in conjunction with the Board Treasurer and Finance Committee]

#### **March – April**

- The CMO Team, led by the CFO, and in conjunction with the schools’ management and staff, prepares a formal budget plan for the upcoming fiscal year. The plan is first reviewed by the finance committee and then the full Board as presented by the Board Treasurer.  
[CMO Team, in conjunction with the schools’ management and staff and Board Treasurer]

## Fiscal

- The CEO submits the 2nd interim financial report to the appropriate authorizers, the state and county by the March 15th due date. The interim report is prepared by the CMO led by the CFO. [CFO and CEO]
- The Audit Committee refers the auditor engagement letter for Board approval.  
[Audit Committee of the Board and Board]

## May – June

- The CFO as lead, working in conjunction with the CMO Team and the schools' management and staff, update the formal budget plan for upcoming fiscal year and reviews revenue projections subsequent to the Governor's annual "May Revise" budget figures. The CMO Team and the Schools, fine-tune the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board Treasurer reviews and finalizes the proposed budget for the upcoming fiscal year and forwards to the finance committee. If approved by the Finance Committee, the budget is then presented to the full Board by the Board Treasurer.  
[CMO Team, schools' management and staff, and Board Treasurer]
- On an annual basis the board will review the salaries of the officers and key employee. Annually an adjustment for COLA maybe approved by the board. Research should be done on a regular basis (at least every two (2) years to verify that salaries of officers and key employees are not unreasonable in comparison to other key roles at other CA charter schools.  
[Board, CEO/CFO]
- The Board reviews and formally adopts the budget for the upcoming fiscal year no later than June 30th unless required by authorizer MOU. A copy of the final budget is provided to the authorizers and the county superintendent of schools no later than June 30th.  
[Board and CFO]

## July – August

- Books for prior fiscal year are closed, all transactions are posted, and records assembled for audit.  
[CFO, Principals, Business Managers, CMO Bookkeeper/Accountant]

## September – December

- Independent auditor performs audit of the just-closed fiscal year and prepares audit report for submission to the Audit Committee.  
[Auditor, CFO, and staff as requested by the Auditor, Audit/Finance Committee]

## Fiscal

- CEO submits the unaudited actual report to the authorizers, state and county by the September 15th due date. The interim report is prepared by the CMO led by the CFO.  
[CFO in conjunction with CEO]
- After actual attendance figures are known (either at the end of the first full week of school or 20 day report of new schools), the CMO office, as needed, will revise the budget to match likely revenues. The CMO led by the CFO and CEO presents the revised budget to the finance committee and full Board.  
[CEO and CFO]
- The Audit Committee of the Board reviews the audit. The CFO, CEO and Audit Committee address any audit exceptions, management letter comments (and corresponding responses), or adverse findings. Audit Committee presents the audit results to the Board, suggest any recommendations for any findings, and request Board approval, based on the audit timeline within the petition. The audit report and any follow-up plans are submitted to charter-granting agency.  
[Finance/Audit Committee, CEO, CFO, and Board]
- The Audit Committee of the Board solicits bids for a multi-year audit contract and recommends an auditor. Solicitation is to be made every five (5) years.  
[Audit Committee of the Board and Board]
- The CEO submits the 1st interim financial reports to the authorizers by the December 15th due date. The 1st interim report is prepared by the CMO led by the CFO.  
[CEO in conjunction with CFO]
- The CMO led by the CFO confirms that the auditor has submitted the annual audit report to the authorizers, California Department of Education, the County Office of Education and the State Controller by December 15th.  
[CFO]

## Monthly

- Principals review current year actual versus budgeted revenues and expenditures and report to the CFO.
- The monthly Board package is compiled by the CMO lead by the CFO. Monthly meetings occur to review the financial activity. Meeting participants include the CEO and CFO. The monthly Board package reforecasts the annual budget on a monthly basis The Board approves any needed changes to the annual budget.

## Fiscal

- On a monthly basis the bank statement, bank reconciliation and balance sheet are due to the Santa Clara County Office of Education (SCCOE), for any Voices charter schools they have authorized. These documents are due on the 20th following the month closed. The CMO and schools will work jointly to compile these documents for the SCCOE.

### **Quarterly**

- On a quarterly basis starting January 30th, loan covenants are to be submitted by the CFO to the appropriate bank representative for the previous quarter. [CFO]

### **B. Controls, Budget, and Fiscal Management**

Voices will maintain in effect the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accord with amounts specified in the Board-adopted budget, (2) the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and (3) all transactions are recorded and documented in an appropriate manner.

### **Segregation of Duties**

Voices will maintain simple accounts payable and purchase request processes to document the authorization of all non-payroll expenditures. In addition, there are regular monthly expenditures that are taken through an ACH or credit card transaction, the records are to be maintained and reviewed annually for proper coding of expenditures and appropriateness of expenditures to the organization. Purchase request forms will be used when deemed necessary.

All proposed school expenditures must be approved by the Principals who will review the proposed expenditures to determine whether they are consistent with the Board-adopted budget and sign the invoice/payment request showing approval. All checks and purchase requests by a school that are over \$5,000 must be approved by the CEO/CMO and co-signed by the Principal.

All proposed CMO expenditures must be approved by the CEO/CFO who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the invoice/payment request showing approval. All checks and purchase requests over \$15,000 must be approved by the CEO and co-signed by CFO or designated Board members.

All transactions will be posted in an electronic general ledger. The transactions will be posted on the ledger by the Business Manager at the School site and the accounting staff at the CMO. Oversight of school transactions will occur at the CMO by the Finance and Accounting department to ensure an additional layer of control procedures.



Journal entries will be prepared by the Bookkeeper or Director of Accounting. A binder of entries will be maintained and approved by the CFO on a monthly basis. Any transaction performed by the CFO will include detail (hand written documentation or physical supporting documents) for the reason of the transaction.

### **Budget Transfers**

The CFO, in conjunction with the Principals, may transfer up to \$10,000 from one expenditure account in an unrestricted budget series to another expenditure account without Finance Committee approval, but shall notify the Finance Committee of the transfer at the next regularly scheduled meeting.

For budget transfers between series and greater than \$10,000, the request for transfer is to be brought to the Finance Committee prior to the budget adjustment and a recommendation is to be brought to the Board for approval.

### **Banking Arrangements**

Voices will maintain its accounts in the County Treasury and/or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies and all school checks over \$5,000 and CMO checks over \$15,000 must be signed by two authorized signatories. See Appendix A for annual updated authorized signatories.

Accounts with funds exceeding the FDIC limits, shall have a sweep account set up to mitigate the risk of funds being held at one location in amounts greater than \$250,000.

The CMO finance personnel will reconcile the school's ledger(s) with its bank accounts or accounts in the County Treasury on a monthly basis. The CMO bookkeeper will prepare the bank reconciliation by the 10th following the month close. The CMO finance personnel on a monthly basis will review and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The Principals, Business Managers, CEO and Board Treasurer will review these statements monthly. Interim statements will also be analyzed by the CFO and the outsource provider as they prepare the monthly Board package.

The Schools and CMO will deposit or transfer into the schools' account all funds received at the earliest possible convenience and in no event should cumulative deposit amount greater than \$1,000 be made later than 48 hours after receipt.

A petty cash fund may be established, the Schools' balance may not exceed \$300 and the CMO's

balance is not to exceed \$500. The petty cash fund must remain separate from other collected funds and must maintain an appropriate ledger. The ledger is to be updated regularly, and to be reconciled monthly (more often if deemed necessary) by the school sites' Business Managers. Reconciliations will be provided to the CMO on a monthly basis as well as request for replenishment. CMO Accountant and Business Managers are not authorized to expend petty cash. Only the CEO and Principals shall be authorized to expend petty cash.

The CEO will have the primary role in authorizing payments and dealing with the distribution of funds. The CFO will have the ability to communicate and transact non-financial bank decisions, as well as the submission of payroll and employee benefits performed through electronic withdrawals by the service providers.

### **Purchasing Procedures**

All purchases over \$15,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Principals shall not approve purchase requests or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three vendors were contacted and such documentation shall be maintained for three years.

### **Record Keeping**

Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law and the School's policies, whichever is longer. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

### **Property Inventory**

The Principals shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$5,000. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the schools' assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the CMO for review.

All non-consumable school property lent to students and staff, unless other arrangements were made, shall be returned to the school no later than 5 working days after end of the school year.

### **Payroll Services**

Voices will contract with a reputable, bonded, and insured payroll contractor to prepare payroll

checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The Business Managers with the support of the CMO will oversee a time and attendance reporting system and submit monthly payroll. The CMO finance personnel will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority.

All staff expense reimbursements will be on checks separate from payroll checks. An additional layer of internal controls will exist with oversight of payroll from the CMO finance and operations departments. The CMO will support payroll and human resource activities as part of school management.

Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick and personal necessity leave.

### **Attendance Accounting**

The Business Managers and Principals will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the School and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance (ADA). Therefore:

- ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the School using Power School.
- ADA reporting for P1, P2, P Annual and 20 day report (new schools) will be filed timely based on reporting deadlines.
- The School's instructional calendar will meet minimum at least the minimum instructional days as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.
- Independent study must be pre-arranged by the student's adult guardian and the School and the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. Such study shall be in full compliance with the Board's independent study policy.

- In addition, the number of independent study days will be tracked, in order to verify that the percentage of total independent study ADA does not exceed 20% of total ADA.

### **Annual Financial Audit**

The Board will annually appoint the audit committee by October 1. Any persons with expenditure authorization or recording responsibilities within the School or CMO may not serve on the committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the school’s financial statements under *Governmental Auditing Standards*, and (2) an audit of the school’s compliance with the *Standards and Procedures for Audit of California K-12 Local Education Agencies*. If the school receives revenue from federal sources greater than the Single Audit limit, the audit shall be prepared in accordance with any relevant Office of Management and Budget Single Audit Act Amendments of 1996 and Title 2 U.S. Code of *Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. The Audit shall be completed, reviewed by the Audit Committee, approved by the Board, and submitted to required agencies per state requirements per state requirements.

### C. Required Budget and Other Fiscal Reports

The CFO, working in conjunction with the support of the CMO will produce and submit to the authorizers any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school’s charter unless amended through a Memorandum of Understanding (MOU) with the authorizers. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Data System, and other related data.

### D. Property and Liability Insurance

The CMO and COO shall ensure that the School retains appropriate property and liability insurance coverage, as required by its charter and MOU(s). Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school’s Property Inventory and consumables. Premises and Board errors and omissions liability insurance shall also be obtained and kept in force at all times on a “claims made” form with a self insured retention of no more than \$50,000 per occurrence and limit of no less than \$2 million per occurrence.

### E. Board Compensation

Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses. Necessary travel expenses incurred to attend Board meetings and Board committee meetings need not be approved in advance by the Board. All other expenses shall be approved in advance by the Board. Travel expenses reimbursed shall not exceed levels that

would be subject to federal or state income tax. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

#### F. Authority to Enter Into Contracts and Agreements

Voices shall develop and maintain a written procurement and contracts administration system that complies, if applicable, with the federal regulations governing contracts and procurement, otherwise known as 34 Code of Federal Regulations 80.36. As part of its procurement and contract standards, Voices shall;

1. Maintain a copy of a signed contract, agreement, or purchase order for services to be performed, and document the rationale and procedure used for selecting a particular contractor,
2. Describe the conditions under which the contract or agreement may be terminated, including the basis for settlement, for all contracts in excess of \$10,000;
3. Maintain evidence that contracts were given only to contractors and consultants possessing the ability to perform successfully under the terms and conditions of the proposed contract; Select contractor and consultants on the basis of demonstrated competence, qualifications, experience, and reasonableness of costs. Give consideration to contractor integrity, compliance with public policy, record of past performance, and financial and technical resources in selecting contractors;
4. We will always review and award contracts consent with the Voices Board approved Conflict of Interest Policy.
5. Maintain records on the services performed, including the date the service was performed and the purpose of the service, and ensure that the services are consistent and satisfactory with those described in the signed contract/purchase order;
6. Make payments only after the service was performed;
7. Use price as the primary criterion for purchasing all goods and services;
8. Provide appropriate insurance as requested.

Except as otherwise provided in these policies, the Principals may enter into contracts and agreements not to exceed \$10,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's Board-adopted budget.

Contracts and agreements in excess of \$10,000 must be submitted for Board approval and may be executed by the Principals or other person specifically designated by the Board after the Board has duly approved the contract or agreement. The CMO Team may enter into contracts

and agreements not to exceed \$15,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's Board-adopted budget. Contracts and agreements in excess of \$15,000 must be submitted for Board approval and may be executed by the CMO or other person specifically designated by the Board after the Board has duly approved the contract or agreement.

Additionally, Voices shall maintain a Financial Management System with strong internal control, cash management procedures, contract management procedures and time distribution procedures.

**G. Fundraising, Grant Solicitation, and Donation Recognition**

All non-student fundraising or non-government grant solicitation activities on behalf of Voices must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds. The Board shall be notified no later than the next regular Board meeting of any awards with restrictions, that were not previously approved, prior to their deposit in the school's accounts.

Adapted with permission from *California Charter School Finance, Revised 2003 Edition or Charter School Development Center, Revised 2007.*

**Appendix A**

**Authorized Signatures**

Fiscal Year '18-19

Fiscal Year: '18-19 Board Treasurer: Edward Lee Approval Acknowledgement

**Charter Management Office**

Primary: Frances Teso

Secondary: Edward Lee, Jonnetta Quesada & Servando Sandoval (Checks over \$15,000)

**Voices College-Bound Language Academy**

Primary: Frances Teso & Raul Lomeli

Secondary: Frances Teso, Edward Lee, Jonnetta Quesada, Servando Sandoval  
(Checks over \$5,000)

**Voices College-Bound Language Academy at Morgan Hill**

Primary: Frances Teso & Juan Carlos Villasenor

Secondary: Frances Teso, Edward Lee, Jonnetta Quesada, Servando Sandoval

Fiscal

(Checks over \$5,000)

**Voices College-Bound Language Academy at Mt. Pleasant**

Primary: Frances Teso & Maria Madrigal \_\_\_\_\_

Secondary: Frances Teso, Edward Lee, Jonnetta Quesada & Servando Sandoval \_\_\_\_\_

(Checks over \$5,000)

**Voices College-Bound Language Academy at West Contra Costa County**

Primary: Frances Teso & Jose Gonzalez \_\_\_\_\_

Secondary: Frances Teso, Edward Lee, Jonnetta Quesada, Servando Sandoval \_\_\_\_\_

(Checks over \$5,000)

## Health And Safety Requirements Policy

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

### Tuberculosis Test

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee’s previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting “food handlers” who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School’s reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The school will have three recommended providers and shall reimburse costs at the maximum of recommended provider’s rate. The availability of this testing may be announced by the School.

This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

### Fingerprinting

The Executive Director or Designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chair of the Charter School Board will review.



## Personnel

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks.

The Charter School shall also fingerprint and background check regular school volunteers and occasional volunteers at the discretion of the principal, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direction of a paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval for the Charter School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer in contact with any Charter School students.

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

### Procedures for Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

### First-Aid and CPR Training

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

All new teachers are required to complete one approved three-hour course in Cardiopulmonary Resuscitation (CPR) and one approved three-hour course in first aid before the first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid. Teachers will make their own arrangements for such training and will provide documentation of completion and cost to the school. As allowed by the school's budget, the school may reimburse the teacher for the cost of the course(s) up to a maximum of \$75.00 for a 6-hour CPR/First Aid course, and up to \$40.00 for a CPR refresher course.

### Child Abuse Reporting

Any employee or other mandated reporter who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the San Jose Police Department, any other police department, sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department.

Mandated reporters of child abuse include but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees, administrators and employees of a licensed day care facility, Head Start teachers, school police or security officers, administrators, and/or presenters or counselors of a child abuse prevention program.

Child abuse or neglect includes the following:

1. A physical injury inflicted in a manner other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.
6. Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5.

Mandated reporters are required to report instances of child abuse when the mandated reporter has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Child abuse should be reported immediately or as soon as practically possible by phone to the San Jose Police Department or child protective services. The phone call must be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

## Personnel

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The reporting duties are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, Principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168) Mandated reporters may obtain copies of the form from either the school or the appropriate agency or go online to <http://ag.ca.gov/childabuse/forms.php#doj>.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parent/guardians.
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

## Personnel

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Principal or designee as soon as possible after the initial telephone report to the appropriate agency.

The Principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Principal may assist in completing and filing these forms.

The mandated reporter shall not be required to disclose his/her identity to the Principal. He/she may provide or mail a copy of the written report to the Principal or designee without his/her signature or name.

### 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 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 State 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" Policy.) 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.

### Smoke-Free Environment

The Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on Charter School property. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

### Exposure Control Plan For Bloodborne Pathogens

The Principal or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or

## Personnel

designee, shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School’s “Exposure Control Plan,” employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School’s exposure determination may petition to be included in the Charter School’s employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

### Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

### Independent Study Policy

Independent Study (“IS”) is an option for any student who will be absent for a period of time. IS requires written approval from the Principal.

Independent Study is conducted solely for the educational benefit of the students attending Voices College-Bound Language Academy (“Voices”) and provides the opportunity for daily engagement in school work even during times of extended absence. No student is required to participate in IS. When possible, parents are to request IS no fewer than 5 school days prior to the absence. In an extenuating circumstance (i.e. a serious illness, injury or family emergency), and with Principal approval, a certificated staff member/teacher may work with the parent to implement IS in an expedited manner.

The following written policies have been adopted by the Voices Board of Directors for implementation at Voices in accordance with Education Code Section 51747:

- (a) For students in all grade levels offered by Voices, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be two (2) school days.
- (b) When any student fails to complete two (2) or more assignments during any period of five (5) school days, the Principal or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the student to remain in IS. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record shall be forwarded to that school.
- (c) Voices shall maintain on file a written independent study master agreement for each student participating in IS. Before the IS may begin, the master agreement shall be signed and dated by the student, the student’s parent, the certificated employee who has been designated as having responsibility for the general supervision of IS, and all persons who have direct responsibility for providing assistance to the student. The master agreement shall include:
  - The manner, time, frequency and place for submitting a student’s assignments and for reporting his or her progress.

Student

- The objectives and methods of study for the student’s work, and the methods utilized to evaluate that work.
- The specific resources, including materials that will be made available to the student.
- A statement of the policies adopted herein regarding the maximum length of time allotted between the assignment and the completion of a student’s assigned work, and the number of missed assignments prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- The duration of the independent study agreement, including the beginning and ending dates for the student’s participation in IS under the agreement.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- A statement that independent study is an optional educational alternative in which no student may be required to participate.

(d) Voices recognizes that families may not evenly distribute student’s work assignments over weekdays. However, due to strict State law requirements for charter school attendance, the Charter School expects each student to be engaged in an educational activity required of them in the assignment on each weekday that Voices is in session, and

requires this “daily engagement” shall be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period.

A parent/guardian shall refrain from documenting any “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

(e) Voices shall claim apportionment credit only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher.

Student

- (d) Voices shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.



## Policy On Education For Homeless Children And Youth

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435)

The Board of Directors of Voices College-Bound Language Academies (“Voices”) desire to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state of California academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

### Definition of Homeless Children and Youth

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and

Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison for Homeless Students.

### School Liaison for Homeless Students

The Principal or designee designates the following staff person(s) as the School Liaison for homeless students (42 USC 11432(g)(1)(J) & (e)(3)(C)(iv).):

Dean of Culture  
Grades K -8  
Voices College-Bound Language Academy

Instructional

715 Hellyer Ave.  
San Jose, CA 95111

Parent Liaison  
Grades TK-2  
Voices College-Bound Language Academy at Mt. Pleasant  
14271 Story Rd.  
San Jose, CA. 95127

Parent Liaison  
Grades TK-2  
Voices College-Bound Language Academy at Morgan Hill  
16870 Murphy Ave.  
Morgan Hill, CA. 95037

The School Liaison for Homeless Students shall ensure that the following occur (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, (where applicable).
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services.
8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

### Enrollment

Voices shall immediately admit/enroll the student (subject to the school's capacity and pursuant to the procedures stated in the Voices Academies charter and Board policy), even if the student lacks records normally required for enrollment. Records will immediately be requested from the previous school. (42 USC 11432(g)(3)(C).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Principal or designee shall refer the parent/guardian to the School Liaison for Homeless Students. The School Liaison for Homeless Students shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 USC 11432(g)(3)(C).)

### Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted, pending resolution of the dispute. (42 USC 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison. (42 USC 11432(g)(3)(E).)

The School Liaison for Homeless Students shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 USC 11432(g)(3)(E).)

### Written Notice

Voices shall provide written notice, at the time any child or youth seeks enrollment in the School, and at least twice annually while the child or youth is enrolled in the School, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:

1. Shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth);
2. Sets forth the general rights provided in this policy;
3. Specifically states:
  - a. The choice of schools homeless children and youths are eligible to attend, as provided in 42 U.S.C Section 11432(g)(3)(A);
  - b. That no homeless child or youth is required to attend a separate school for homeless children or youths;

Instructional

- c. That homeless children and youths shall be provided comparable services described in this policy, including transportation services, educational services, and meals through school meals programs; and
  - d. That homeless children and youths should not be stigmatized by school personnel; and
4. Provides contact information for the School Liaison and the State Coordinator for Education of Homeless Children and Youths.

Such notice shall be provided to the parent or guardian (or, in the case of an unaccompanied youth, the youth) in a manner and form understandable to such parent or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth).

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Voices such as:

- Educational services for which the child or youth meets eligibility criteria, such as ELD or special education programs Programs for “at risk” students
- School nutrition programs

## Preventing Sexual Abuse Policy

### Training Requirements

#### 1. General Training Requirements

- a. All Personnel are required to complete a basic orientation prior to contact with students. New Personnel are required to review this policy and agree to comply with the school Code of Ethics.
- b. All Personnel are required to complete basic abuse prevention training within 30 days of beginning work with students.
- c. All personnel are required to complete additional abuse prevention training every two years.
- d. Documentation of training is maintained in personnel files.

#### 2. Additional Training Requirements

- a. Personnel who are responsible for screening and selecting Personnel to work with students are required to complete specialized training in screening and selection.
- b. Personnel in supervisory positions are required to complete training in monitoring, supervision and responding to concerns.

### Conduct with Students

The following guidelines are intended to assist Personnel in making decisions about interactions with students in Voices College-Bound Language Academies. For clarification of any guideline or to inquire about behaviors not addressed here, contact the Principal of Voices College-Bound Language Academies.

#### 1. General Conduct

- a. Personnel are responsible for releasing students in a custodial care relationship only to parents, legal guardians or other persons designated by parents or legal guardians. In the event that Personnel are uncertain of the propriety of releasing a student, they should locate or contact their immediate supervisor before releasing the student.
- b. Personnel will report unmanageable or unusual behavior of students to parents or legal guardians as soon as possible.

- c. Personnel are prohibited from the use, possession, distribution, or being under the influence alcohol, tobacco products, or any illegal drugs while in the presence of students.
- d. Personnel will respond to children with respect and consideration and treat all children equally, regardless of sex, race, religion, culture, socio-economic, or other protected status. Personnel will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.
- e. Personnel are prohibited from speaking to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Personnel are expected to refrain from swearing in the presence of students.
- f. Personnel are cautioned against initiating sexually oriented conversations with students. Staff in a mentoring or counseling relationship may respond to sexually oriented questions or comments from students, but will do so in a manner consistent with school values and the position statements of Voices College-Bound Language Academies. Personnel are not permitted to discuss their own sexual activities with students.
- g. Money or gifts will not be given to children or youth, except for within the context of a group gift, given to all participants in celebration of special events or recognition.
- h. Personnel will never be rude or inappropriately dressed in presence of students. Personnel must be well groomed and appropriately dressed at all times.
- i. Personnel are prohibited from possessing any sexually oriented or morally inappropriate printed materials (magazines, cards, videos, films, clothing, etc.) on Voices College-Bound Language Academies property or in the presence of students.
- j. Personnel are prohibited from viewing or downloading any sexually oriented or morally inappropriate internet materials on Voices College-Bound Language Academies property or in the presence of students.

## 2. Discipline Procedures

- a. Personnel are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students.

- b. Personnel are prohibited from using the following techniques for behavior management under any circumstances:
  - Isolation, except as needed for the child to gain self-control, and then only under the supervision of an adult, and no longer than 15 minutes
  - Withholding food or water
  - Degrading punishment
  - Work assignments unrelated to a natural or logical consequence without parental consent
  - Group punishment for one child's behavior
  - Excessive exercise
  - Withholding access to contact with parents or guardians
  - Withholding or using medications for punishment
  - Mechanical restraint such as rope or tape to restrict movement
  - Physical restraint
- c. Personnel must use positive techniques of guidance, including redirection, positive reinforcement and encouragement rather than inappropriate competition, comparison and criticism.
- d. Personnel will have age appropriate expectations and guidelines that minimize the need for discipline.

### Supervision of Programs

#### 1. General Monitoring

- Personnel will never leave a student unsupervised.
- Personnel must avoid being alone with a single student where they cannot be observed by others.
- In special programs that require one to one contact, additional safeguards must be in place. Examples of safeguards include surveying of students, contact with students by supervisors and contact logs which are kept by Personnel

- A minimum of two screened adults should be available in each program facility.
- The adult-child ratio should meet state guidelines and should be directly related to the goals of the program, the design of the facility, and the use of other community resources.
- The adult-child ratio should be adjusted for those programs that serve students with special needs.
- Parents and guardians are encouraged to be part of any and all school activities in which their children are involved. Parents have an open invitation to observe activities in which their children are involved. However, parents who desire to participate in or have continuous, ongoing contact with their child's programs are required to complete the volunteer application process.
- Voices College-Bound Language Academies schools offices will maintain up to date list of approved Voices College-Bound Language Academies sponsored programs for students. The list will include activities, purpose, sponsors or coordinators of the programs, meeting times and locations.
- Personnel are not permitted to develop new activities for children and youth without approval from the Principal. Requests to develop new activities should be submitted in writing.

## 2. Facility Monitoring

- All unused rooms, storage areas, and closet doors must be kept locked at all times.
- All unused buildings and areas must be designated, posted and enforced as off-limits to children.
- All students are required to remain in facility areas that are easily viewed by Personnel.
- All facilities are required to utilize open doors, open blinds and windows to allow informal monitoring by passerby, unless safety warrants otherwise.

## Reporting of Problems

### 1. Reporting of *Inappropriate Behaviors* with Students

- a. Because Voices College-Bound Language Academies is dedicated to maintaining a zero tolerance for abuse, it is imperative for every member of this community to participate actively in the protection of children and youth. In the event that Personnel observe any suspicious or inappropriate behaviors on the part of other Personnel, it is their personal responsibility to immediately report their observations.



Examples of suspicious or inappropriate behaviors would be policy violations, neglectful supervisions, seeking private time with students, taking students off-premises without adhering to procedures, buying unusual gifts for children and youth, poor roles modeling, swearing or making suggestive comments to students.

Inappropriate behaviors or policy violations that relate to interactions with students should be reported to the Principal.

- b. All reports of suspicious or inappropriate behavior with children and youth will be taken seriously. Applicable law and Voices College-Bound Language Academies procedures will be carefully followed to ensure that the rights of all those involved are protected.
- c. If at any point in gathering information about suspicious or inappropriate behavior, a reasonable suspicion arises that there is a possibility of abuse, the state authorities will be contacted and a report filed.
- d. If at any point, policy violations with students are confirmed, Personnel will be subject to disciplinary action up to and including termination and possible prosecution.

### Employee Discipline Procedures

1. It is the policy of Voices College-Bound Language Academies to maintain the highest quality personnel who exhibit exemplary conduct and superior performance. To this end, all Personnel are to be informed by administration of what is expected of them in the performance of their roles, how to conform to Voices College-Bound Language Academies policies and how well their performance meets expectations.
2. When Personnel performance or conduct does not meet expectations of Voices College-Bound Language Academies, it is the responsibility of administration to address the problems (s) in a timely and equitable manner. Violations of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.
3. All documents associated with the discipline procedure are to be retained in the personnel file of the employee.

### Policy Prohibiting Unlawful Harassment

Voices College-Bound Language Academies (“Voices” or “Voices Academies”) is committed to providing a work and educational atmosphere that is free of unlawful harassment. Voices’ policy prohibits sexual harassment and harassment based upon:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act (“FEHA”);
- Genetic information;
- Sexual orientation;
- Military and veteran status, or
- Any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be discriminated against or harassed based upon the characteristics noted above.

Voices does not condone or tolerate unlawful harassment on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Chief Executive Officer or designee.

#### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Differential or preferential treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

Voices Academies is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Chief Executive Officer. See Appendix A for the "Harassment Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

## Personnel

- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Voices Academies policy.

**APPENDIX A**

**HARASSMENT COMPLAINT FORM**

*It is the policy of Voices College-Bound Language Academies (“Voices” or “Academy”) that all of its employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*You may file this form with the Chief Executive Officer or, if the complaint is about the Chief Executive Officer, with the Board Chair.*

*Please review the Academy’s policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.*

*Voices will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the Academy will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the Academy will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize Voices to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the Academy will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the Academy both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe sexually harassed you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

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Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the Academy to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

### Staff/Student Interaction Policy

Voices Academies recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the most safe and learning conducive environment possible.

#### Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

#### A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

#### Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable

## Personnel

standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

### Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Unacceptable Staff/Student Behaviors (Violations of this Policy)

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making or participating in sexually inappropriate comments.
6. Sexual jokes.
7. Seeking emotional involvement with a student for your benefit.
8. Listening to or telling stories that are sexually oriented.



## Personnel

9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

### Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

1. Giving students a ride to/from school or school activities.
2. Being alone in a room with a student at school with the door closed.
3. Allowing students in your home.

### Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

1. Remarks about the physical attributes or development of anyone.
2. Excessive attention toward a particular student.
3. Sending emails, text messages or letters to students if the content is not about school activities

### Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity.
2. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
3. E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
4. Keeping the door open when alone with a student.
5. Keeping reasonable space between you and your students.
6. Stopping and correcting students if they cross your own personal boundaries.
7. Keeping parents informed when a significant issue develops about a student.

## Personnel

8. Keeping after-class discussions with a student professional and brief.
9. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
10. Involving your supervisor if conflict arises with the student.
11. Informing your Director about situations that have the potential to become more severe.
12. Making detailed notes about an incident that could evolve into a more serious situation later.
13. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
14. Asking another staff member to be present if you will be alone with any type of special needs student.
15. Asking another staff member to be present when you must be alone with a student after regular school hours.
16. Giving students praise and recognition without touching them.
17. Pats on the back, high fives and handshakes are acceptable.
18. Keeping your professional conduct a high priority.
19. Asking yourself if your actions are worth your job and career

## Suicide Prevention Policy

The Board of Directors of Voices College-Bound Language Academies (“Voices” or “School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

The policy has been developed in consultation with Voices and community stakeholders, Voices -employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

### Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with Voices and is characterized by caring staff and harmonious interrelationships among students.

The School’s instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Principal or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the School’s suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or Voices and community resources that can help youth in crisis.

The School’s instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the School’s instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, Voices resources, and/or community crisis intervention

## Student

resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

## Staff Development

Suicide prevention training for staff will be provided and be designed to help staff identify and find help for students at risk of suicide. The training may be offered under the discretion of the Principal and/or Board of Directors and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. Voices and community resources and services for students and families in crisis and ways to access them.
5. Voices procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.
6. Materials approved by Voices for training shall include how to identify appropriate mental health services, both at the Voices site and within the larger community, and when and how to refer youth and their families to those services.
7. Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

## Intervention and Emergency Procedures

Student

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Principal or designee. The Principal or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at Voices or in the community.

When a suicide attempt or threat is reported, the Principal or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred;
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the Voices counselor, psychologist, nurse, Principal, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Voices.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Voices campus, the Principal or designee shall follow the crisis intervention procedures contained in Voices safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Voices staff may receive assistance from Voices counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in Voices activities to notify a

Student

teacher, Principal, another Voices administrator, psychologist, Voices counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

#### Voices Employees Acting Within Scope

Voices shall ensure that employees act only within the authorization and scope of the employee's credential or license. Nothing in this Policy shall be construed as authorizing or encouraging a Voices employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

## Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

### Purpose

To provide students with access to an environment that is safe, secure and conducive to learning. This policy provides guidelines for staff and students to follow for the purpose of providing all students with an environment that is focused on learning.

### Policy

Voices College-Bound Language Academies (“Voices” or “Charter School”) believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Voices prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used herein, “discrimination, sexual harassment, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, or local law, ordinance, or regulation. In addition, bullying encompasses any conduct described in the definitions set forth here. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, Voices will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address, and report on such behaviors in a timely manner. Voices staff who witness acts of misconduct prohibited by this Policy shall take immediate steps to intervene, so long as it is safe to do so.

Moreover, Voices will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Voices does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Voices will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

## **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**

Rodrigo Soto  
Human Resource Associate  
14271 Story Rd., San Jose, CA 95127  
408-791-1609  
rsoto@voicescharterschool.com

### Definitions

#### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

#### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Voices.

Voices is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.



Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy

Bullying is defined as 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 that constitutes sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the transmission 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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
  - 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.
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" 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.

- Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying” 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.

An act of “Cyber sexual bullying” including, but not limited to :

- 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 definition of “bullying,” above. 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.
- “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.

Notwithstanding the definitions of “bullying” and “electronic act” 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.

## **Grievance Procedures**

### **Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Rodrigo Soto  
Human Resource Associate  
14271 Story Rd., San Jose, CA 95127  
408-791-1609  
rsoto@voicescharterschool.com

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, staff person, or a family member so that she/he can get assistance in resolving the issue.

Voices acknowledges and respects every individual's rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Voices prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

### Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee

reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

### Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action, up to and including suspension and/or expulsion or termination.

### Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook. In those instances when the complaint filed also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

### Appeal

Should the Complainant find the Coordinator’s resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated Voices employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final disposition.

### Uniform Complaint Policy And Procedures

Voices College-Bound Language Academies (“Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, sex, sexual orientation, gender, gender identity, gender expression, genetic information, ethnic group identification, race or ethnicity, ancestry, nationality, national origin, religion, color, or disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.
3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided

for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
  - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
  5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose

Student

information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Executive Director  
14271 Story Road  
San Jose, CA 95127  
408-791-1609

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chair person of the Charter School Board of Directors.

### Notifications

The Human Resources Manager or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents and/or guardians, advisory committees, private school officials, and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Human Resources Manager or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.



- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

### Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the

investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusions) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts

Student

are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Student

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**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adult Education            | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Agricultural Vocational Education |
| <input type="checkbox"/> American Indian Education  | <input type="checkbox"/> Consolidated Categorical Aid      | <input type="checkbox"/> Career/Technical Education        |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Child Nutrition                   | <input type="checkbox"/> Foster/Homeless Youth             |
| <input type="checkbox"/> Migrant Education          | <input type="checkbox"/> No Child Left Behind Programs     | <input type="checkbox"/> Regional Occupational Programs    |
| <input type="checkbox"/> Special Education          | <input type="checkbox"/> State Preschool                   | <input type="checkbox"/> Tobacco-Use Prevention Education  |
| <input type="checkbox"/> Pupil Fees                 | <input type="checkbox"/> Local Control Funding Formula     | <input type="checkbox"/> Lactating Pupils                  |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Age                             | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived)   |
| <input type="checkbox"/> Ancestry                        | <input type="checkbox"/> Genetic Information                          | <input type="checkbox"/> Sexual Orientation (Actual or Perceived)  |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> National Origin                              | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity                            |  |
| <input type="checkbox"/> Ethnic Group Identification     | <input type="checkbox"/> Religion                                     |  |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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Student

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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.  Yes  No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

**Voices College-Bound Language Academies**  
**Executive Director**  
**14271 Story Road**  
**San Jose, CA 95127**



# Safety Plan

2018-2019

**Introduction** \_\_\_\_\_ page 3

[Statement of Purpose](#)

[Voices Safe School Vision](#)

[Physical Environment](#)

[School Climate](#)

**General Safety Procedures** \_\_\_\_\_ page 8

[Introduction](#)

[Preventing and Intervening: Pupil Aggressive Behavior](#)

[Drug, Alcohol, and Tobacco Free](#)

[Campus Violence Safety Procedures](#)

[School Dress Code Policy](#)

[Mental Health Programs](#)

[Registered Sex Offender Policy](#)

[Personnel-Student Interactions](#)

[Harassment, Intimidation, Discrimination, and Bullying Policy](#)

[Staff Contact List](#)

**Health and Safety Requirement Policy** \_\_\_\_\_ page 31

[Tuberculosis Test](#)

[Head Lice](#)

[First-Aid and CPR](#)

[Communicable, Contagious, or Infectious Disease Prevention Policy](#)

[Smoke-Free Environment](#)

[Diabetes](#)

[Exposure Control Plan For Bloodborne Pathogens](#)

**Medical Emergency Procedures** \_\_\_\_\_ page 38

[Medical Emergency Reporting Procedure](#)

[Medical Emergency General Guidelines](#)

[Severe Allergic Reaction \(Anaphylaxis\)](#)

[Severe Allergy Medical Management Plan](#)

[Resuscitation Orders](#)

**Emergency Response Plan** \_\_\_\_\_ page 45

[Activities by Phases of Emergency Management](#)

[Evacuation Routes](#)

[Primary On-Site Evacuation/Assembly Location](#)

[Secondary Off-Site Evacuation/](#)

[Assembly Location](#)



[Special Information For Parents](#)  
[Responding to Emergencies](#)  
[Emergency Drills](#)

**Interactions with the Media** \_\_\_\_\_ page 91

**Appendices** \_\_\_\_\_ page 92

- [A. Monthly School Site Safety Checklist](#)
- [B. Classroom Safety Checklist](#)
- [C. Employee/Student Minor Incident/Accident Report](#)
- [D. Self Harm/Suicide Risk Assessment Form](#)
- [E. Complaint and Investigation Procedures](#)
- [F. Staff Contact List](#)
- [G. Medication Doctor & Parent Authorization Form](#)
- [H. Severe Allergy Medical Management Plan Signature Page](#)
- [I. Emergency Phone Numbers](#)
- [J. Homeland Security Advisory Recommendations](#)
- [K. School Crisis Response Box Checklist](#)
- [L. Evacuation Maps](#)
- [M. Telephone Bomb Threat Reporting Procedure](#)
- [N. Safety Drill Schedule](#)
- [O. Student Release/Runner Form](#)
- [P. Command Center Chart](#)

## Introduction

### Statement of Purpose

Voices College-Bound Language Academies (Voices) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, Voices has thoroughly reviewed and updated the school's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters. The comprehensive school safety plan may be evaluated and amended, as needed, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of Voices is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency. California law declares that all public employees are "civil defense workers subject to such civilian defense activities as may be assigned to them by their supervisors or by law."

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster.

### Voices Safe School Vision

1. Voices will provide a safe, orderly, and secure environment conducive to learning in which students will be safe from both physical and social-psychological harm.
2. Voices will develop a plan to work cooperatively and collaboratively with parents, students, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
3. Voices will create a learning and working environment where parents can be confident that their students are safe and secure.
4. Voices will identify clear procedures for emergencies.
5. Voices is aware of very few conditions on campus that could potentially cause accidental injury to students or staff and the school staff is working hard on preventing accidental injury to all those present on campus (students, staff, parents, etc.).

## Physical Environment

### The School's Location and Physical Environment

Voices campuses are located in Santa Clara County, some in areas that have a higher poverty level and crime rate. The immediate area around the schools includes single family dwellings and rental

homes. Present safety hazards may include high resident turnover, underemployment, juvenile crime, high percentage of renters, unsafe public spaces and gang activity.

### **Description of School Grounds**

Currently Voices has four separate school sites. The Voices Flagship is in a building at 715 Hellyer Ave, Voices Mount Pleasant is on a shared campus of The Foundation For Hispanic Education 14271 Story Rd., Voices West Contra Costa is on a shared campus with Pinole Middle School in Pinole 1575 Mann Dr., and Voices Morgan Hill is in a building located at 610 Jarvis Dr., Voices Flagship, Voices Mount Pleasant and Voices West Contra Costa are completely enclosed by a fence with gates. During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It shall be the practice of Voices to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

### **Maintenance of School Buildings/Classrooms**

The school's physical facility is well maintained and generally looks neat and clean. School personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. See [Appendix A](#) for a [Monthly School Site Safety Checklist](#). Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. See [Appendix B](#) for a Classroom Safety Checklist. Teachers and administrators can report facility maintenance issues to the business manager or the principal who are responsible for resolving all general as well as urgent maintenance issues. The staff and students take pride in the appearance of the school.

### **School Support Staff**

Voices employs school support staff during recess and lunch as well as a Dean of Culture or Parent Liaison whose jobs are designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The staff has developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal at Voices is available for a pupil to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principals and their pupils help initiate appropriate investigations, help staff learn of

suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

### **Campus Disturbances and Crimes**

Voices recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes sometimes occur because of parental custody disputes. The staff at Voices will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement, as needed.

### **Registration of Visitors/Guests Policy**

#### **Posting of Notice**

At each entrance to Voices school grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

#### **Conditions for Campus/Classroom Visitation**

Voices endeavors to create a safe environment for students and staff. Accordingly, visits during regular school days must be conducted in the manner set forth below:

1. Visits during school hours should first be arranged with the Principal or designee, preferably at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) days in advance. Visitors seeking to visit a classroom during school hours must first obtain the written approval of the Principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, occupation, purpose for entering school grounds, and proof of identity if requested. For purposes of school safety and security, the Principal or designee may provide a visible means of identification for visitors while on school premises. Visitors must wear visitor lanyard and/or visitor sticker at all times while visiting school site.
3. The Principal or designee may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor's presence or conduct would:
  - a. Disrupt Voices' operations, its students, its teachers, or its other employees;
  - b. Result in damage to Voices property (or the property of Voices staff and/or students); or
  - c. Result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus whenever there is reasonable basis, in the judgment of the Principal or designee, for concluding that the

visitor's presence on school grounds would: disrupt or is disrupting Voices' operations, its students, its teachers, or its employees; endanger Voices property (or the property of Voices staff and/or students); or result in the distribution or use of unlawful or controlled substances.

5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds.
6. The Principal or designee may seek the assistance of the police (when appropriate) in dealing with or reporting any visitor in violation of this policy.
7. Visitors may not use electronic listening or recording devices in a classroom without prior written approval by the Principal or designee.

## School Climate

### The School's Cultural Environment

There is a high level of cohesiveness among the staff members at Voices. In fact, leadership at Voices' schools is a shared process. Cooperation and support between teachers and the administration is evident. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. The current management team is committed to developing Voices toward excellence in the areas of academic and social behavior.

The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible, contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Efforts are made by the administration and staff to show concern for all students. Further, all students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to the principal, business manager, school support staff, teacher, counselor, or other staff members.

### Parent Involvement Policy

Parents have the opportunity and are encouraged to volunteer in a variety of ways. Any regular volunteer that works with children must have a TB test and fingerprint background check. For more information, please see the [Parent Involvement Policy](#).

### **Classroom Organization and Structure**

Voices teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including: using projects, presentations, hands-on activities, small group, partner work and whole group configurations, journals, writing, and others.

The teachers at Voices are highly qualified. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

### **Gather and Analyze Data About School Climate and Community**

Voices recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.

Data is collected, reported, and reviewed on all crimes committed on the school campus. Principals also keeps track of office referrals and and continuously evaluate these cases in order to identify ongoing issues and create a plan towards reducing these incidents.

### **Non-Negotiable Expectations for Voices Students**

Voices encourages adherence to the Voices Four Core Values:

1. In La’Kech
2. Si Se Puede
3. Scholarship
4. Activism

The academic and behavior efforts of pupils are recognized and rewarded at school assemblies (Plaza Comunitaria).

### **Professional Development and Parent Education**

Voices provides professional development and parent trainings for teachers, and parents. Amongst the goals of such programs are to help students establish and nurture a healthy sense of self-confidence and self-control, to develop personal and social responsibility and to enhance academic success.

## **General Safety Procedures**

### **Introduction**

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Voices promotes educationally and psychologically healthy environments for all students. Voices recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Voices further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Voices efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

### **Preventing and Intervening: Pupil Aggressive Behavior**

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at Voices have received training in conflict resolution skills via Safeschools. Voices uses a comprehensive approach to school violence prevention. Pupils are identified in their school career measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

### **Discipline Policy**

Effective and safe schools develop and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety is enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity.

Voices uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils. Voices has developed plans to promote positive behaviors in the playground, cafeteria and assembly areas.

See the “ [Suspension and Expulsion Policy](#)” policy in the [Family Handbook](#).

### **Notice of Disciplinary History**

The appropriate school districts shall provide to the administration of Voices schools information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except *E.C. 48900 (h)*) or (2) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. In the event of a suspension, the Notice of Suspension is copied to the student’s cumulative file. Each year, teachers review the cumulative file of their incoming students, thus ensuring that they will be aware of suspensions within the last three years. Additionally, the principal reviews all incoming cumulative files.

### **Gang Affiliation**

Gang affiliation and gang activity will not be tolerated at Voices. The staff at Voices shall work closely with the local law enforcement / Gang Unit (**Gang Hotline 408-293-GANG (4264), Youth Against Violence Hotline 1 800 680-4264 or 911**) regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student’s parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

### **Gangs and Graffiti**

Students are expected to respect their school and will be required to clean up any graffiti immediately. Any gang affiliated/racist graffiti will be reported to the San Jose Police or Richmond Police Department.

### **Drug, Alcohol, and Tobacco Free**

Voices recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Voices buildings, facilities and vehicles. Voices supports abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social and physical potentials. Students who use, possess, and/or sell controlled substances are subject to disciplinary action, up to and including a recommendation for expulsion. For further information see the [Suspension and Expulsion Policy](#).

### **Campus Violence Safety Procedures**

**School staff should follow these guidelines when a fight occurs:**



1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. **Do not intervene or try to break up the fight if the students are in 5<sup>th</sup> grade or above.**
4. Obtain help from other teachers if at all possible.
5. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
6. Call out the names of the involved students and let them know they have been identified.
7. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
8. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
9. Remember that no one can "cool down" instantly; give the student's time to talk in a calm setting and gradually change the climate of the situation.

**School Staff should follow these guidelines when a riot occurs:**

1. The School principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Activate needed emergency plans, which may include:
  - a. Instructing office staff to handle communications and initiate lockdown orders.
  - b. Informing the Team Z..
  - c. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
  - d. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
  - e. Direct a teacher or designee to initiate lockdown and immobilize the campus.
  - f. Team Z will brief a representative to meet the media.
  - g. Assign staff to a pre-designated medical treatment/triage facility.

**Assaults**

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School

principal, or his/her designee. The school principal (or designee) will determine if law enforcement officials should be notified. If a serious assault occurs, the school principal (or designee) shall:

1. Dial 911.
2. Seek first aid or medical attention, if indicated.
3. Have photographs taken of any injuries.
4. Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
5. Obtain names and telephone numbers of any witnesses.
6. Draft incident report and submit it to the principal, or his/her designee and the Team Z . See [Appendix C](#) for Employee/Student Minor Incident/Accident Report.
7. Submit incident report to the local law enforcement, if serious bodily injury has occurred. See [Appendix C](#) for Employee/Student Minor Incident/Accident Report.

### **Civil Disturbance**

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. In the event of a civil disturbance, the following precautionary measures should be taken:

1. Notify local law enforcement authorities and-Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school principal, or his/her designee and Team Z.
3. Do not argue with participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside building, unless instructed otherwise by the principal or police officials. Lock all doors. Stay away from windows and exterior doors.
6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for school principal, or his/her designee. See [Appendix C](#) for Employee/Student Minor Incident/Accident Report.

## **School Dress Code Policy**

### **School Philosophy**

Voices College-Bound Language Academies recognizes the need for students of the School to dress appropriately for school. The School believes that students should focus their energy and attention upon their academic development and not on style or the clothes of their peers. In addition, dress code is important to school pride and safety because it fosters a sense of belonging and students in uniform are easily recognized by all school staff.

### **General Guidelines**

Students will be required to wear a school uniform. See [Family Handbook](#). The code shall allow students to wear sun protective clothing, including hats. Inappropriate apparel and accessories includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The Board is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment.

### **Prohibited Conduct and Sanctions**

Students who repeatedly violate the School Dress Code may be subject to discipline. Staff should refer to the [Employee Handbook](#) for the staff dress code.

### **Mental Health Programs**

The staff of Voices shall identify students in need and bring forth the student and the family to the school's Student Study Team (SST). The staff of Voices shall implement the response plan for suicide detailed below in the Suicide section below in cases where a student exhibits specific characteristics.

#### **Suicide**

Suicide prevention training for staff will be provided and be designed to help staff identify and find help for students at risk of suicide. The training may be offered under the discretion of the Principal and/or Board of Directors and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in

students' appearance, personality, or behavior.

3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. Voices and community resources and services for students and families in crisis and ways to access them.
5. Voices procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.
6. Materials approved by Voices for training shall include how to identify appropriate mental health services, both at the Voices site and within the larger community, and when and how to refer youth and their families to those services.
7. Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

#### **Attempted Suicide / Suicide Threat**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Principal or designee. The Principal or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at Voices or in the community.

When a suicide attempt or threat is reported, the Principal or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred;
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the Voices counselor, psychologist, nurse, Principal, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.

3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Voices.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Voices campus, the Principal or designee shall follow the crisis intervention procedures contained in Voices safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Voices staff may receive assistance from Voices counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in Voices activities to notify a teacher, Principal, another Voices administrator, psychologist, Voices counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

- ALWAYS TAKE THREATS OF SUICIDE SERIOUSLY
- CALL 911 for medical assistance.
- Do not leave suicidal person unattended. Send a runner to inform your immediate supervisor or other responsible person, principal/designee.
- The principal/designee will:
  - Contact the parent/guardian, apprise them of the situation and make recommendations. Put all recommendations in writing to the parent/guardian.
- If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.
- If the parent refuses to cooperate, and there is any doubt regarding the child's safety, the school employee who directly witnessed the threat will pursue a 302 involuntary mental health assessment by calling **Santa Clara County Emergency Services at 408-299-2501** or **Contra Costa County Emergency Services at 925-646-4461** and ask for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from

the principal/designee.

- If the county delegate authorizes a 302 mental health assessment, then the county will authorize transportation to the assessment. If a school employee should transport the student, then one school employee should drive and another should be seated next to the student. Do not drive the student in personal vehicles. Do not leave the student alone at any time. Depending on the level of the student's distress, the 302 petitioner (the employee who learned firsthand of the threat) may need to travel in a separate vehicle.

**Note:** If a threat is made during an after-school program, and no school personnel is available, call **Santa Clara County Crisis Emergency Services at 408-299-2501, Contra Costa County Emergency Services at 925-646-4461 or 1-800-SUICIDE or 1-800-273-TALK** for help. Immediately inform the principal of the incident and actions taken.

The law requires that you do only what is reasonable under the circumstances; for example, do not try to remove a gun or other weapon from the person.

### **Suicidal Act**

The first school employee on the scene must call for help from another staff member, locate the individual and follow school emergency medical procedures, such as calling 911.

- A staff member must notify the principal/designee.
- Staff members should move all other students out of the immediate area and arrange appropriate supervision. Students should not be allowed to observe the scene.
- Principal/designee will involve the Leadership Response Team (LRT) to assist as needed and inform the Team Z.
  - The Leadership Response Team consists of any of the following people:
    - Principal
    - Business Manager
    - Parent Liaison/Dean of Culture
    - Academic Coach
    - Technology Coordinator
  - Teacher informs office, "I need the Leadership Response Team (LRT)," either by telephone, AT, or student runner.
  - The office drops everything and the LRT mobilizes.
- Principal/designee will contact parent/guardian and ask them to come to the school or hospital.
- Principal/designee will call for assistance from the Santa Clara County's on-call crisis response team at 408-279-3312 or Contra Costa Crisis Center - 800-833-2900

- Principal/designee will document in writing all actions taken and recommendations.
- If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.
- Principal/designee will involve the Leadership Response Team (LRT) for follow-up and support.
- Principal/designee will request written documentation from any treating facilities prior to a student's return to school.
- Staff will promptly follow up with any students or staff who might have witnessed the attempt, and contact their parents/guardians. Staff will provide supportive counseling and document all actions taken. Please refer to [Appendix D](#) for Voices College Bound Language Academies Self Harm/Suicide Risk Assessment Form.
- Media representatives should be referred to the appropriate school spokesperson [e.g., principal, COO, or CEO]. School staff should make no statements to the media.

### **Procedure to Handle the Death of a Student**

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student's or family's privacy. The school principal and a counselor might consider moving from room to room to tell the students what has happened, as developmentally appropriate. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.

5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

### **Registered Sex Offender Policy**

For the protection of students while they are traveling to and from school, attending school, or at a school-related activity, principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of a Voices school, or otherwise may be likely to attempt to visit a Voices school for any reason whatsoever.

In accordance with “Megan’s Law”, the principal or designee shall notify parents/guardians annually of the availability of the CD-ROM from local law enforcement regarding registered sex offenders, and recommend that they utilize the information contained on the disk, and that information about registered sex offenders may be obtained from the California Attorney General’s Megan’s Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4 and Parra Act), subject to the disclaimer found on said website.

Voices and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outside registration, and teachers. If the principal or designee informs any staff member of the information about a registered sex offender, the principal or designee shall also inform the staff member of the following:

- Voices will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
- Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.



If a suspected registered sex offender is seen on or near by school grounds, and is not a parent or guardian of a student at the school, staff members shall immediately inform the principal or designee. When the principal or designee receives information that a suspected registered sex offender may be on or near by school grounds or around any student, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a student at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a student attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more students who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- To establish a positive, cooperative working relationship to the extent possible;
- To discuss the incident(s) leading to the registration requirement, (Voices recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Voices);
- To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of students or staff, and in that event, it may be held at a location within the principals or designees discretion. If this meeting with the parent is not held, the principal or designee shall notify the parent/guardian in writing of the information contained in this policy. Voices recognizes the following rights of the parent/guardian to participate in his/her child's education:

- To transport his/her child to and from school;
- To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
- To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- Serve as a school or class volunteer;
- Act as a chaperone on a school field trip;
- Be in the presence of children for any reason other than for the parent rights stated herein; and
- Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders. Any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

### **Staff/Student Interaction Policy**

Voices Academies recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the most safe and learning conducive environment possible.

### **Corporal Punishment**

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

astudent.

For purposes of this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following

lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as,sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities.

Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

#### Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

#### Unacceptable Staff/Student Behaviors (Violations of this Policy)

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making or participating in sexually inappropriate comments.
6. Sexual jokes.
7. Seeking emotional involvement with a student for your benefit.

8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

#### Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

1. Giving students a ride to/from school or school activities.
2. Being alone in a room with a student at school with the door closed.
3. Allowing students in your home.

#### Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

1. Remarks about the physical attributes or development of anyone.
2. Excessive attention toward a particular student.
3. Sending emails, text messages or letters to students if the content is not about school activities

#### Acceptable and Recommended Staff/Student Behaviors

1. Getting parent's written consent for any after school activity.
2. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
3. Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
4. Keeping the door open when alone with a student.
5. Keeping reasonable space between you and your students.
6. Stopping and correcting students if they cross your own personal boundaries.
7. Keeping parents informed when a significant issue develops about a student.
8. Keeping after class discussions with a student professional and brief.

9. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
10. Involving your supervisor if conflict arises with the student.
11. Informing your supervisor about situations that have the potential to become more severe.
12. Making detailed notes about an incident that could evolve into a more serious situation later.
13. Recognizing the responsibility to stop unacceptable behavior of students or Coworkers.
14. Asking another staff member to be present if you will be alone with any type of special needs student.
15. Asking another staff member to be present when you must be alone with a student after regular school hours.
16. Giving students praise and recognition without touching them.
17. Pats on the back, high fives and handshakes are acceptable.
18. Keeping your professional conduct a high priority.
19. Asking yourself if your actions are worth your job and career.

## **Harassment, intimidation, discrimination and bullying policy**

### **Title IX, Harassment, Intimidation, Discrimination and Bullying Policy**

#### **Purpose**

To provide students with access to an environment that is safe, secure and conducive to learning. This policy provides guidelines for staff and students to follow for the purpose of providing all students with an environment that is focused on learning.

#### **Policy**

Voices College-Bound Language Academies (“Voices” or “Charter School”) believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Voices prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used herein, “discrimination, sexual harassment, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, or local law, ordinance, or regulation. In addition, bullying encompasses any conduct described in the definitions set forth here. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, Voices will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address, and report on such behaviors in a timely manner. Voices staff who witness acts of misconduct prohibited by this Policy shall take immediate steps to intervene, so long as it is safe to do so.

Moreover, Voices will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Voices does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Voices will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**

Rodrigo Soto  
Human Resource Associate  
14271 Story Rd., San Jose, CA 95127  
408-791-1609  
rsoto@voicescharterschoool.com

Definitions

**Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis

- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Voices.

Voices is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience



- o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
- o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
  - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
  - o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
  - o Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy

Bullying is defined as 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 that constitutes sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act means the transmission 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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
  - 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.
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying” 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.
  - Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying” 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.

An act of “Cyber sexual bullying” including, but not limited to :

- 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 definition of “bullying,” above. 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.
- “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.

Notwithstanding the definitions of “bullying” and “electronic act” 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.

## **Grievance Procedures**

### **Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Rodrigo Soto  
Human Resource Associate  
14271 Story Rd., San Jose, CA 95127  
408-791-1609

rsoto@voicescharterschoool.com

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, staff person, or a family member so that she/he can get assistance in resolving the issue.

Voices acknowledges and respects every individual's rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Voices prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

### Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

### Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action, up to and including suspension and/or expulsion or termination.

### Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook. In those instances when the complaint filed also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

### Appeal

Should the Complainant find the Coordinator’s resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated Voices employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final disposition.

## Staff Contact List

When an emergency situation occurs, contact school office staff immediately so that they may determine what type of response is necessary. Please refer to [Appendix F](#) for the school's staff contact list.

## Health and Safety Requirements Policy

The 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 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 School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### Tuberculosis Test

Except for employees transferring from other Voices schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active

tuberculosis.

The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The school will have three recommended providers and shall reimburse costs at the maximum of recommended provider's rate. The availability of this testing may be announced by the School.

#### Fingerprinting

The CEO shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chair of the Charter School Board will review.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks.

The Charter School shall also fingerprint and background check regular school volunteers and occasional volunteers at the discretion of the principal, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direction of a paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval for the Charter School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary.

Additionally, the Charter School may, on a case by case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and

whether the contractors will be working by themselves or under the supervision of Charter School personnel.

#### Procedures for Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

#### First-Aid and CPR Training

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

All new teachers are required to complete one approved three hour course in Cardiopulmonary Resuscitation (CPR) and one approved three hour course in first aid before the first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid. Teachers will make their own arrangements for such training and will provide documentation of completion and cost to the school. As allowed by the school's budget, the school may reimburse the teacher for the cost of the course(s) up to a maximum of \$75.00 for a 6hour CPR/First Aid course, and up to \$40.00 for a CPR refresher course.

#### Child Abuse Reporting

Any employee or other mandated reporter who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the Police Department, any other sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. Mandated reporters of child abuse include but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees, administrators and employees of a licensed day care facility, Head Start teachers, school police or security officers, administrators, and/or presenters or



counselors of a child abuse prevention program.

**Child abuse or neglect includes the following:**

1. A physical injury inflicted in a manner other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.
6. Abuse or neglect of a child in out of home care, including at school, as defined in Penal Code 11165.5.

Mandated reporters are required to report instances of child abuse when the mandated reporter has a “reasonable suspicion” that child abuse or neglect has occurred.

Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Child abuse should be reported immediately or as soon as practically possible by phone to the San Jose Police Department or child protective services. The phone call must be followed by a written report prepared by the employee within thirty six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child’s parents.

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The reporting duties are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, Principal, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall

thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168) Mandated reporters may obtain copies of the form from either the school or the appropriate agency or go online to <http://ag.ca.gov/childabuse/forms.php#doj>.

Reports of suspected child abuse or neglect shall include, if known:

- A. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- B. The child's name and address, present location and, where applicable, school, grade, and class.
- C. The names, addresses, and telephone numbers of the child's parent/guardians.
- D. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- E. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167) Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Principal or designee as soon as possible after the initial telephone report to the appropriate agency.

The Principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporters request, the Principal may assist in completing and filing these forms.

The mandated reporter shall not be required to disclose his/her identity to the Principal. He/she may provide or mail a copy of the written report to the Principal or designee without his/her signature or name.

#### 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 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 State 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](#)" Policy.) 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.

#### Smoke-Free Environment

The Charter School maintains a smoke-free environment.

**Smoking is not allowed anywhere on Charter School property.** It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

## 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 of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

## Exposure Control Plan For Bloodborne Pathogens

The Principal or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from preexposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee inservice training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when

there is no reasonable anticipation of contact with infectious material.

### Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

## **Medical Emergency Procedures**

### **Medical Emergency Reporting Procedure**

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

1. Medical emergencies involving any student or employee must be reported to the school principal, or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information
  - a. School name and phone number
  - b. Building address including nearest cross street(s)
  - c. Exact location within the building
  - d. Your name and phone number
  - e. Nature of the emergency
  - f. Do not hang up until advised to do so by dispatcher
3. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
4. Ask someone to dispatch a first aid/CPR trained employee to the victim.
5. Stay calm. Keep victim warm with a coat or blanket. Do not leave person unattended.
6. Do not move the victim unless there is danger of further injury.
7. Do not give the victim anything to eat or drink.
8. Draft written incident report and submit it to School principal, or his/her designee, before the end of the next workday. See [Appendix C](#) for Employee/Student Minor Incident/Accident Report.

## Medical Emergency General Guidelines

For minor accidents, use first aid kit in classroom.

If child complains of **illness**, question him/her to determine severity.

- a. For minor illness, have child rest head on desk for 10 to 15 minutes. If he/she still complains, send him/her with note to the front office (or call office for escort).
- b. If student is too ill to walk to office, call front office for immediate help and explain severity of situation.

If a child has **convulsions**:

- a. Keep calm
- b. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
- c. Turn his/her head to one side so his/her tongue will not block his/her airway
- d. Do not attempt to insert anything in his/her mouth
- e. Send someone to the office or call the office for assistance

**Chemical Burns** of skin or eyes should be flushed with large quantities of water at the nearest source. Then send or call the office.

**Insect Bites:**

- a. Remove stinger if possible.
- b. Apply cold, wet towel
- c. Send to office if systemic symptoms occur (labored breathing, swelling of entire body, etc.)

If a **Tooth is displaced** by traumatic injury, wrap tooth in moist gauze. Send tooth with injured child to office. Office needs to call parent immediately.

**Playground Accidents:**

- a. Render first aid on playground if necessary
- b. If child is mobile, take to office
- c. If a stretcher is needed, call 911

In addition, the Red Cross offers the following guidelines:

<b>RESCUE BREATHING</b>	<ul style="list-style-type: none"> <li>● Tap shoulder and shout, “Are you ok?”</li> <li>● Call 911 if no response</li> <li>● Open airway: tilt head back slightly, lift chin</li> <li>● Check for breathing: check quickly for no more than 10 seconds</li> <li>● If no breathing, give 2 rescue breaths <ul style="list-style-type: none"> <li>○ Tilt head back and lift the chin up</li> <li>○ Pinch the nose shut, then make a complete seal of child’s mouth</li> <li>○ Blow in for about 1 second to make the chest clearly rise</li> <li>○ Give rescue breaths one after the other</li> </ul> </li> </ul> <p>Rescue breathing count:</p> <p><b>Adult:</b> 1 breath every 5 seconds</p> <p><b>Child:</b> 1 breath every 3 seconds</p> <p><b>Infant:</b> 1 breath every 3 seconds</p>
<b>Nose Bleed</b>	<ul style="list-style-type: none"> <li>● Put on disposable gloves</li> <li>● Sit, leaning slightly forward</li> <li>● Pinch the nose shut for about 10 minutes</li> <li>● Apply ice or a cold pack that has been wrapped in cloth or towel to the bridge of the nose</li> <li>● If the bleeding does not stop: <ul style="list-style-type: none"> <li>○ Apply pressure on the upper lip just beneath the nose</li> <li>○ Call or have someone else call 911</li> </ul> </li> </ul>
<b>Wounds</b>	<p>If minor:</p> <ul style="list-style-type: none"> <li>● Put on disposable gloves</li> <li>● Have victim sit down</li> <li>● Wash wound</li> <li>● Apply bandage</li> <li>● Apply ice, if desired</li> </ul> <p>If severe:</p>

	<ul style="list-style-type: none"> <li>● Put on disposable gloves</li> <li>● Have person sit or lie down</li> <li>● Control bleeding by: <ul style="list-style-type: none"> <li>○ Covering the wound with a dressing and firmly pressing against the wound with a gloved hand until the bleeding stops</li> <li>○ Applying a pressure bandage over the dressing to maintain pressure on the wound and to hold the dressing in place</li> <li>○ If blood soaks through the bandage, do not remove the blood-soaked bandages. Instead, add more dressings and bandages, and apply additional direct pressure.</li> </ul> </li> <li>● Continue to monitor the person's condition. Observe the person closely for signs that may indicate that person's condition is worsening, such as faster or slower breathing, changes in skin color, and restlessness</li> <li>● Care for shock. Keep person from getting chilled or overheated</li> <li>● Have person rest comfortably and provide reassurance</li> <li>● Wash your hands immediately after giving care, even if you wore gloves</li> </ul>
<b>Choking</b>	<p>If unable to: Breathe, Cough, Speak then:</p> <ul style="list-style-type: none"> <li>● Give 5 back blows: Bend the person forward at the waist and give 5 back blows between the shoulder blades with the heel of one hand.</li> <li>● Give 5 abdominal thrusts: <ul style="list-style-type: none"> <li>○ Place a fist with the thumb side against the middle of the person's abdomen, just above the navel.</li> <li>○ Cover your fist with your other hand.</li> <li>○ Give 5 quick, upward abdominal thrusts.</li> </ul> </li> <li>● Continue care: Continue sets of 5 back blows and 5 abdominal thrusts until the: <ul style="list-style-type: none"> <li>○ Object is forced out</li> <li>○ Person can cough forcefully or breathe</li> <li>○ Person becomes unconscious</li> </ul> </li> </ul>
<b>Electric Shock</b>	<ul style="list-style-type: none"> <li>● Do NOT touch individual if they are still in contact with the electrical source</li> </ul>



	<ul style="list-style-type: none"><li>● Turn off source of electricity, if possible</li><li>● Call 911</li></ul>
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## Severe Allergic Reaction (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are:

- peanuts
- tree nuts
- fish
- shellfish
- egg
- cow's milk
- sesame
- soy
- insect stings
- latex
- certain medications. Note that the school may only administer medication upon the receipt of parent and physician authorization. See [Appendix G](#) for the Authorization to Administer Medication form.

**Anaphylaxis is potentially life threatening and always requires an emergency response.**

It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

### Symptoms and signs of anaphylaxis

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

### **Emergency treatment procedures – Immediate Reaction Required**

#### For students WITH an Action Plan for Anaphylaxis

- Follow emergency response plan as outlined in a student's Severe Allergy Medical Management Plan
- If Action Plan indicates the use of an Epinephrine auto injector (EpiPen), trained staff shall administer the EpiPen
- Seek urgent medical assistance – call an ambulance (tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- If unconscious and no pulse is evident, commence CardioPulmonary Resuscitation (CPR) and continue until ambulance arrives
- Contact parents/caregivers
- Maintain airway, breathing and circulation at all times
- Maintain close observation for possible relapse while waiting for ambulance or medical assistance.

## For students WITHOUT Severe Allergy Medical Management Plan

California Education Code (EC) Section 49414, as amended by Senate Bill 1266, effective January 1, 2015,<sup>5</sup> requires school districts to provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered, and provides that school nurses or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction.<sup>6</sup>

Severe allergic reactions or anaphylaxis can occur when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

- A trained staff member or volunteer shall administer the Epinephrine Auto-Injector (EpiPen)
- Seek urgent medical assistance – call an ambulance (if suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
- Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give at a high flow rate.
- Contact parents/caregivers
- Maintain airway, breathing and circulation at all times
- Maintain close observation for possible relapse while waiting for ambulance or medical assistance.

## **Severe Allergy Medical Management Plan**

Steps in the Emergency Use of an Epinephrine Auto-Injector (EpiPen):

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.
2. **If anaphylaxis symptoms occur, call 911 or activate the emergency medical system (EMS). Stay with the victim.** Have others notify the paramedics, school nurse, parents and principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.
4. **Prepare to administer EpiPen.**

- a. For students in second grade or below, or if less than 55 lbs, use **White label** EpiPen Jr (0.15 mg)
  - b. For adults and students in third grade or above, or if more than 55 lbs, use **Yellow label** EpiPen (0.30 mg). The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911.*
5. EpiPen Administration Procedure:

**Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.**

- a. **Hold the black tip near the outer thigh. Never put thumb, fingers, or hand over the black tip.** (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)
  - b. **Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click.** (The EpiPen can be injected through the victim's clothing, if necessary.)
  - c. **Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh.** (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)
  - d. **Remove the EpiPen and massage the injection area for several seconds.**
  - e. **Check the black tip:**
    - If the needle is exposed, the dose has been delivered
    - If the needle is not exposed, repeat steps b through e
  - f. **Dispose of the EpiPen in a "sharps" container or give the expanded EpiPen to the paramedics.**
  - g. **Call 911, if not previously called.**
6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.
7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.
9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharp's container, give the

expanded EpiPen to the paramedics.

10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. See [Appendix C](#) for Employee/Student Minor Incident/Accident Report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information. Send a copy of the report to the school nurse.

#### **Quick Reference:**

- DO NOT HESITATE to administer EpiPen and to call 911 even if the parents cannot be reached.
- Call 911 immediately. 911 must be called if EpiPen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and EpiPen is being administered.
- Student should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival. See [Appendix H](#) for Severe Allergy Medical Management Plan Signature Page.
- Notify the administrator and parent/guardian.
- Call the CDE's School Health Connections Office at 916-319-0914.

### **Resuscitation Orders**

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The principal, or designee, shall ensure that all parents/guardians are informed of this policy.

## Emergency Response Plan

The intent of this plan is to clarify school procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents/guardians to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

### Initial Response to Emergencies

School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections.

### Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the types of emergencies listed below are provided herein.

Fire on School Grounds

Earthquake

Bomb Threat  
Intruder, Hostage Taking, Lockdown  
Severe Weather  
Extended Power Loss  
Poisoning, Chemical Spills, Hazardous Materials  
Biological or Chemical Attack  
Radiation Threat  
Armed Assault on Campus  
Drive-by Shooting  
Air Pollution / Smog  
Fallen Aircraft  
Explosion  
Unlawful Demonstration/Walkout  
Emergency phone numbers can be found at [Appendix I](#).

In identifying the type of emergency, Voices will follow the Homeland Security Advisory Recommendation (see [Appendix J](#)), as necessary.

### **Identify Level of Emergency**

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### **Notification Procedures**

1. In case of an emergency at any school facility, the flow of information after calling 911, shall be from the school principal to the Voices CMO office. Information should include the nature of the incident and the impact, on the facility, students and staff.
2. In the event of a fire, anyone discovering the fire shall activate the building fire alarm system. Unless there is a lockdown incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lockdown or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
3. In the event the Voices main office is in receipt of information, such as a weather warning that may affect a school within Voices, the information shall be provided to the school principal.

### **Determine Immediate Response Actions**

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The principal/designee will be responsible for activating the school emergency operations plan and the initial response. The most common immediate response actions initiated during school emergencies are:

Duck and Cover  
Shelter-In-Place  
Lockdown  
Evacuate Building  
Off-Site Evacuation  
All Clear

### **Immediate Response Actions**

#### **Duck and Cover**

This action is taken to protect students and staff from flying or falling debris.

#### **Description of Action**

1. This action is to be taken immediately in case of an earthquake once shaking is perceived by the teachers and staff, even without the initial announcement by the principal.
2. If possible, the principal will make the following announcement on the PA system. If the PA system is not available, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring



comments that the situation is under control and give clear directions.

**“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR YOU ARE GIVEN FURTHER INSTRUCTIONS.”**

3. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
4. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
5. Teachers and students should move away from windows.

### **Shelter-in-Place**

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

### **Description of Action**

1. The principal will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

**“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A**

**HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."**

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the business manager will assist in completing the procedures as needed: shut down the classroom / building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

#### **Lockdown (or "Code Red")**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

#### **Description of Action**

1. The principal will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., PHONES, TEXT, ETC. **DO NOT SEND messengers to deliver instructions IN CODE RED SITUATION.** The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

**"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT**

OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE TO THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Custodian will check and lock all bathrooms.
5. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
6. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, shall be allowed on campus.

### **Evacuate Building**

This action is taken after the decision is made that it is unsafe to remain in the building.

### **Description of Action**

1. The principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The principal will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.

5. Once assembled, teachers and students will stay in place until further instructions are given.

### **Off-Site Evacuation**

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

### **Description of Action**

1. The principal will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Evacuation Map.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the principal may authorize students and staff to return to the classrooms.

### **Staff Responsibilities:**

#### **Principal**

- Orders evacuation via all-call system and with bell system.
- Takes student accounting as classes leave school site.

- Does final check of buildings and leaves for evacuation site.
- Communicates with Designee as needed

#### **Principal's Designee**

- Takes student accounting as classes leave school building.
- Does final check of buildings and leaves for evacuation site.
- Communicates with principal as needed.

#### **Teachers**

- Teachers prepare to evacuate by:
- Getting **Emergency Backpack**.
- Turning **off** air/heating.
- Taking student count before exiting room.
- Students **take** jackets, but **leave** backpacks, etc.
- Walk class in an orderly and quiet manner to assigned evacuation point.

#### **Custodian**

- Evaluates overall campus condition and takes precautionary action.
- Takes necessary emergency precautions with gas, electricity, etc.
- Reports to principal when the preceding actions are complete.

#### **All Clear**

This action is taken to notify teachers that normal school operations can resume.

#### **Description of Action**

1. The principal will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions.

**“YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”**

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

## **Training and Exercise**

Voices understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

1. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the Summer Professional Development. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.
2. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials. Input from all employees is encouraged.
3. Voices will plan for 1) Earthquake, 2) Fire and 3) Evacuation drills 4) Code Red.

This plan addresses emergency actions that are conducted during all four phases of emergency management.

## **Mitigation/Prevention**

Voices will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

1. Identifying hazards
2. Recording hazards
3. Analyzing hazards
4. Mitigating/preventing hazards

5. Monitoring hazards
6. Security Audit

### **Preparedness**

Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in the emergency operations program are:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Completing an After Action Review after drills, exercises and actual emergencies.
6. Revise plan as necessary.

Please refer to [Appendix K](#) for the School Crisis Response Box Checklist.

### **Response**

Voices will respond to emergency situations effectively and efficiently. The focus of most of this plan is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

### **Recovery**

If a disaster occurs, Voices will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

## Emergencies Occurring During Summer or Other School Breaks

If a school administrator is notified of an emergency during the summer, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

- i. Disseminate information to the principal/designee, the business manager, and the parent liaison.
- ii. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- iii. Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
- iv. Notify general faculty/staff by letter or telephone with appropriate information.
- v. Schedule faculty meeting for an update the week before students return to school.
- vi. Be alert for repercussions among students and staff.

When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

## Evacuation Routes

Evacuation route maps have been posted in each work area. Please refer to [Appendix L](#) for Evacuation Maps. The following information is marked on evacuation maps:

- Emergency Exits
- Primary & Secondary Evacuation Routes
- Locations of Fire Extinguishers
- Fire Alarm Pull Stations Locations
- Assembly Points

**All Site personnel know 2 evacuation routes.**

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

## Primary On-Site Evacuation/Assembly Location



Organization	Voices Flagship	Voices Mount Pleasant	Voices Morgan Hill	Voices WCC
Assembly Location	South Parking Lot	Lancelot Ln Parking Lot	Rear Parking Lot	Basketball Courts

These will be the primary evacuation areas for Voices Schools. Students will exit the facility in an orderly manner and congregate according to their classes in the parking lot or field area, which is an open space void of any trees or power lines. If this space is unavailable or we require more open space in an emergency, we will utilize the secondary off-site evacuation location

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

### Secondary Off-Site Evacuation/Assembly Location

Organization	Voices Flagship	Voices Mount Pleasant	Voices Morgan Hill	Voices WCC
Assembly Location	Family Life Christian Center 801 Hellyer Ave. 408-226-3700	Starbucks 1080 S White Rd, San Jose, CA 95127	Walmart 170 Cochrane Plaza, Morgan Hill, CA 95037	Shannon Elementary School 685 Marlesta Rd. Pinole, CA 94564

### Special Information For Parents

#### Telephones/Communications

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

In the event of an emergency, we will share information with families via the school’s automated calling system. Please make sure your updated contact information is in our system.

**“YOUR ATTENTION PLEASE. THIS IS (NAME & TITLE) WITH AN IMPORTANT MESSAGE CONCERNING ALL OF VOICES COLLEGE-BOUND LANGUAGE ACADEMIES. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, KEEP YOUR RADIOS TURNED TO YOUR LOCAL RADIO STATION FOR ADVISORY INFORMATION. PLEASE DO**

NOT CALL THE SCHOOL AS WE MUST HAVE THE LINES OPEN FOR EMERGENCY CALLS. WE WILL UPDATE YOU AS SOON AS WE HAVE FURTHER INFORMATION.”

### **Dismissal**

Should there be a major earthquake or other disaster, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

### **Student Release Procedure**

1. Go directly to the entrance of the school or evacuation area.
2. Inform teacher, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with child back to Student Release Tables to sign a Student Release/Runner Form ([Appendix O](#)) form for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is if someone else arrives later looking for the child.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.
5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center ([Appendix P](#)) where the business manager will give you an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.

### **If You Can't Get to the School**

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.

The school principal or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

## **Responding to Emergencies**

The following pages outline how staff should respond in the event of specific emergency situations:

### **Fire**

#### **When the fire is discovered:**

Activate the nearest fire alarm (if installed)

Notify the local Fire Department by calling: **911**

If the fire alarm is not available, notify the site personnel about the fire emergency: Call Teachers' 2-way radio

#### **Evacuation Process for Teachers:**

1. Get emergency backpack
2. Get your class roster (clipboard).
3. Get the evacuation map (clipboard).
4. Count your students before you leave the room.
5. Close your door upon exiting the room.
6. Zero noise is to be adhered as the class walks to and waits at the Assembly Area.
7. Take roll at the Assembly Area.
8. Listen for direction from the principal.

The School needs to:

1. Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
  - a. School name, address, and phone number:

Voices

Franklin

McKinley  
715 Hellyer Avenue  
San Jose, CA 95111  
(408) 361-1960

Voices Morgan Hill  
610 Jarvis Drive  
Morgan Hill, CA 95037  
(408) 791-1700

Voices Mount Pleasant  
14271 Story Road  
San Jose, CA 95127  
(408) 571-6404

Voices West Contra Costa  
1575 Mann Drive  
Pinole, CA 94564  
(510) 480-0540

- b. Exact location of the fire within the building
- 2. Have students and staff evacuate the building in accordance with established procedures.

Fight the fire ONLY if:

The fire department has been notified; The fire extinguisher is in working condition  
The fire is small and is not spreading to other areas  
Escaping the area is possible by backing up to the nearest exit

**Upon being notified about the fire:**

Leave the building using the designated escape routes  
Assemble in the designated area (see evacuation map)  
Remain outside until directed that it is safe to reenter

**Business manager and school support staff must:**

Disconnect utilities & equipment unless doing so jeopardizes his/her safety  
Coordinate an orderly evacuation of personnel  
Perform an accurate headcount of personnel reported to the designated area  
Determine a rescue method to locate missing personnel  
Provide the Fire Department personnel with the necessary info about the facility  
Perform assessment & coordinate weather forecast office emergency closing procedures

**School support staff must:**

Ensure that all employees have evacuated the area / floor  
Report any problems to the principal/designee at the assembly area  
Assist all physically challenged employees and students in emergency evacuation

**\*\*\*The principal/designee is the ONLY PERSON authorized to sign out a child in the event of ANY emergency\*\*\***

**Scenario 1: Fire In Surrounding Area**

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

**Procedure**

- The principal/designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
- The principal/designee will notify “911” and will provide the location and nature of emergency.
- The principal/designee will instruct the business manager to prevent students from approaching the fire and keep routes open for emergency vehicles.
- The principal/designee will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.

- If the principal/designee issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
- In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the business manager of missing students.
- The principal/designee will keep a battery-powered radio tuned to a local radio station for emergency information.
- As appropriate, the principal/designee will activate the BrightArrow Parent Alert System.
- The principal/designee will notify Team Z of the emergency situation.
- The principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

### **Fire On School Grounds**

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

#### **Procedure**

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the principal/designee.
2. The principal/designee will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the business manager of missing students.
4. The principal/designee will call “911” and will provide the exact location (e.g., building, room, area) of the fire.
5. Attempt to suppress fires and initiate rescue procedures until the local fire department arrives ONLY if the fire is small and is not spreading to other areas and/or escaping the area is possible by backing up to the nearest exit.
6. The business manager will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

7. A School Administrator will direct the fire department to the fire and brief fire department official on the situation.
8. The business manager will notify the appropriate utility company of damages.
9. The principal/designee will notify Team Z of the fire.
10. Any affected areas will not be reopened until the Santa Clara County Fire Department or appropriate agency provides clearance and the principal/designee issues authorization to do so.
11. For fires during non-school hours, the principal/designee and Team Z will determine if the school will open the following day.
12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

### **Earthquake Procedure**

#### **What to Expect During an Earthquake**

The first indication of a damaging earthquake may be a gentle shaking, the swaying of hanging objects or the sound of objects wobbling on shelves. You may be jarred by a violent jolt. You may hear a low, loud, rumbling noise and then feel shaking, making it very difficult to move from one place to another. The following may occur:

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them
- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into the room
- The accompanying noise may cause considerable stress

During an actual earthquake, the signal to begin the emergency procedure is the sensation of severe quaking.

**If you are NOT told to Evacuate, each teacher needs to:**

Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.

**DUCK**, or **DROP** down on the floor.

Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

**HOLD** onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

After shaking stops, check for injuries, and render first aid.

**If you are instructed to evacuate, each teacher needs to:**

1. Get your class roster (backpack).
2. Get the evacuation map (backpack).
3. Count your students before you leave the room.
4. Be last to leave the classroom but once out of the room get to the front of the student line.
5. Ensure that your door is open upon exiting the room.
6. Bring your emergency backpack to the outdoor Assembly Area.
7. Zero noise is to be adhered as the class walks to and waits

### **Staff Responsibilities**

The staff responsibilities during an earthquake are slightly different from the responsibilities during a fire drill. Please read the following carefully:

<b>Principal or designee</b>	Initiates fire/evacuation drill. Evacuates students. Evaluates overall campus condition and takes precautionary action. Determines if conditions warrant forming a search and rescue team to find missing students. Determines when it is safe to return to class. Follows fire / evacuation written procedures at appropriate time.
<b>Business Manager</b>	Calls 911. Follows fire / evacuation drill procedures at appropriate



	time.
<b>Custodian</b>	Evaluates overall campus condition and takes precautionary action. Takes necessary emergency precautions with gas, electricity, etc. Reports to principal when the preceding actions are complete.
<b>Teachers</b>	Initiate <b>drop and cover</b> procedures. Follow fire/evacuation drill procedures at appropriate time.
<b>Students</b>	Respond to the earthquake drill in a quick, calm and orderly manner. Listen and respond quickly to all instructions from staff.
<b>Other Personnel</b>	Drop and cover procedures. Follow fire/evacuation plan at appropriate t time. Support teachers, assist students

### Re-entry into Classrooms

The principal/designee will consider the severity of the emergency. If deemed safe, students will re- enter the campus. In **drill** situations, the announcement: “**All Clear**” will be announced on the PA system.

### Procedures of Injured Parties

In the event that the emergency situation warrants a lockdown of the campus, injured parties should be taken to the cafeteria or designated triage area.

### Release of Staff

Once the student body is as safe and secure as possible, teachers will remain with their students until the principal or designee releases staff to attend to personal situations, families and home.

***Building evacuation following an earthquake is vital due to secondary hazards (explosions, fire, etc.)***

When evacuating, please follow the Evacuation Map. Follow Fire/Evacuation Drill Procedures once assembled.

**\*\*The principal/designee is the only person who may check out a child in the case of any emergency.\*\***

### Bomb Threat

### General Information

*Every person answering the telephone must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance! Please see [Appendix M](#) for the Telephone Bomb Threat Reporting Procedure.*

### **Person Receiving the Threat**

Attempt to keep the caller on the line. Get as much information as possible from the caller. Refer to Bomb Threat Reporting Procedure and record appropriate data.

Immediately after receiving the threat, report all information to the principal or closest designee to the office. The principal or designee will coordinate procedures and make reports to the proper authorities.

### **Staff Responsibilities**

#### **Principal**

- Assumes command of the crisis until replaced by the fire department/Sheriff's Department.
- Uses the bell system to signal (short bells in series) and the all-call system to announce,  

**"Your attention please. Your attention please. Evacuate the building – Evacuate the building."**
- With the business manager or custodian, makes a search of the entire campus.
- Upon consultation with law enforcement/fire department (usually after inspection by law enforcement) declares the buildings to be unsafe.
- If school buildings are deemed unsafe, students will be transported (Directed Transportation) and parents will be notified.
- If the campus is inspected and declared safe, students will re-enter classrooms.

#### **Principal's Designee**

- Searches the office and reports any relevant information to the principal.

- Reports to the principal and assists as necessary.

### **Teachers**

- Make a prompt visual search of the classroom and report any relevant information to the administration by phone, (missing students.)
- If teacher receives bomb threat refer to bomb threat reporting checklist.
  
- Call office and inform them of the threat. Office to call 911.
  
- If evacuation is ordered, **take students** to designated evacuation area along with **emergency backpack**.
  
- Leave room unlocked and turn off lights as you leave.

### **Custodian**

- Check all restrooms and perimeters around buildings, back and side gates.
  
- In the event the custodial staff is not on campus for any reason, the following backup plan will be followed: The **principal** and **principal's designee** will split the duties of the custodian.
  
- Will lock all gates

### **Intruder / Hostage Taking / Lockdown Procedure (Code Red)**

#### **If someone enters the school grounds or buildings with a deadly weapon:**

- 1) Avoid confronting the student or gunman.
- 2) Notify the School principal, or his/her designee, or school office immediately.
- 3) Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

#### **The school principal, or his/her designee, should follow these guidelines:**

- 1) Notify law enforcement immediately.
- 2) Identify the student or gunman (if known), the student or gunman's location, and the location

of the weapon.

- 3) Determine the level of threat. If the level of threat is high, call for additional backup.
- 4) Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- 5) If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

**In case there is a HOSTAGE SITUATION at the school, staff should:**

- 1) Stay Calm / Do NOT be a Hero
- 2) Follow instructions of captor.
- 3) Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- 4) Inform captors of medical or other needs.
- 5) Be prepared to wait; elapsed time is a good sign.
- 6) Don't try to escape; don't try to resolve situation by force.
- 7) Be observant and remember everything that is seen or heard.
- 8) If a rescue takes place, lie on the floor and await instructions from rescuers.
- 9) The school principal, or his/her designee, should be responsible for the following:
- 10) Immediately notify law enforcement.
- 11) Move other students and teachers completely away from those who are in the hostage situation.
- 12) Keep everyone as calm as possible.
- 13) Be prepared to answer questions from media or family.

**Lockdown Procedure**

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the student or gunman.
2. Notify the school principal, or his/her designee, or school office immediately.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The school principal, or his/her designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
3. Determine the level of threat. If the level of threat is high, call for additional backup.
4. Give the "Lockdown Order" to all Teachers.

Classroom Teacher Should:

1. Lock the classroom door when the “Lockdown Order” is given.
2. Barricade the door and any entrance to the classroom
3. Build a separate barricade for the students to hide behind
4. Quiet the students
5. Take roll
6. Wait for the “All Clear” order

**REMEMBER- Students will model their emotional reaction after yours.  
STAY CALM.**

### **Armed Assault on Campus**

An **Armed Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

#### **Procedure**

1. Upon first indication of an armed assault, personnel should immediately call “911” and then notify the principal/designee.
2. The principal/designee will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The principal/designee will call “911” and provide the exact location and nature of the incident. The principal/designee should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the principal/designee will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The school staff will work with local authorities to ensure injured students and staff receive medical attention.
8. The business manager will control all points of entry to the school.
9. The principal/designee will prepare a verified list of casualties, and the locations to which they were transported. The Principal/designee will ensure the notification of parents and family

members.

10. All media inquiries will be referred to the principal/designee.
11. The principal/designee will debrief staff and school police officers.

**REMEMBER- Students will model their emotional reaction after yours.  
STAY CALM.**

### **Drive-by Shooting**

With the availability of weapons and the increase in gang activity, it is possible that a drive-by shooting could occur at or near a school site. The immediate concern is the safety of students and staff.

If you suspect that shots may be fired from a passing vehicle:

1. Have staff and students lie flat on the ground and keep as low as possible.
2. If safe, look at the vehicle, try to identify:
  - a. License plate number
  - b. Type of vehicle
  - c. Occupants
  - d. Weapons

Immediately after the vehicle is gone:

1. Contact School Office
2. Office Staff will call 911
3. Principal/Designee will order Secure Building
4. Assess injuries, if any.
5. Have students move safely and quickly to their classrooms.
6. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
7. Immediately notify the office of the situation and report the extent of any injuries.
8. Stay with the injured until emergency services arrive.
9. Assist the authorities with as much detail as possible.
10. Alert CMO of the incident.
11. If the media arrives, they should be directed to the principal/Designee, COO or CEO.

**REMEMBER- Students will model their emotional reaction after yours.  
STAY CALM.**

## **Severe Weather**

### **Flood**

#### *If Indoors:*

Be ready to evacuate as directed by the principal and/or the designated official

Follow the recommended primary or secondary evacuation routes

#### *If Outdoors:*

Climb to high ground and stay there

Avoid walking or driving through flood water

If car/bus/van stalls, abandon it immediately and climb to a higher ground

### **Tornado**

When a warning is issued by sirens or other means, seek inside shelter

#### *Consider the following safe places:*

Small interior rooms on the lowest floor and without windows

Hallways on the lowest floor away from doors and windows

Rooms constructed with reinforced concrete, brick or no windows

Stay away from outside walls & windows

Use arms & protect head & neck

Remain sheltered until the tornado threat is announced to be over

### Extended Power Loss

In the event of extended power loss to a facility certain precautionary measures should be taken depending on the geographical location and environment of the facility:

Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and affecting sensitive equipment

Facilities with freezing temperatures should turn off and drain the following lines in the event of a long term power loss:

- o Fire sprinkler system
- o Standpipes
- o Potable water lines
- o Toilets

Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids or provided with auxiliary heat sources

Upon Restoration of Heat & Power:

Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensation from forming on circuitry

Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on

### Poisoning, Chemical Spills, Hazardous Materials Safety

#### Poisoning

If a student ingested a poisonous substance:

Call **Poison Control Center Link Line 1-800-222-1222**. Take appropriate first aid measures.

Call parents.

Notify principal/designee.



When a large chemical spill has occurred:

- Immediately notify the principal or his/her designee
- Contain the spill with available equipment
- Secure the area & alert other site personnel
- Do not attempt to clean the spill unless trained to do so
- Attend to injured personnel & call the medical emergency number if required
- Call a local spill cleanup company or the Fire Department to perform a large chemical spill cleanup
- Evacuate building as necessary

When a small chemical spill has occurred:

- Notify the principal or his/her designee
- If toxic fumes are present, secure the area to prevent other personnel/students from entering
- Small spills must be handled in a safe manner, while wearing the proper PPE
- Review general spill cleanup procedures

Name of Spill Cleanup Company: [County of Santa Clara – Dept. of Environmental Health \(408\) 918-3400, Contra Costa Health Services \(408\) 925-335-3200](#)

### **Hazardous Substances**

Hazardous Substances include the following, but is not limited to the following:

Gasoline                      Lacquer Thinner

Solvents                      Paint

Motor Oil                      Agricultural Spray

Diesel Fuel                      Paint Thinner

Kerosene                         Stain

Anti-Freeze                      Brake Fluid

Airborne Gases/Fumes

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination

Move people/personnel away or evacuate from contaminated area

### **Biological / Chemical Attack**

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

## Procedure

### Scenario 1: Substance Released Inside a Room or Building

1. The principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The principal/designee will call “911” and the **California Emergency Management Agency, State Warning Center 1-800-852-7550** and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The principal/designee will notify the Team Z of the situation.
4. The principal/designee will instruct school staff to isolate and restrict access to potentially contaminated areas.
5. The business manager will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The business manager should assess the need for medical attention.
7. The business manager will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The business manager will provide the list to the principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County/Contra Costa County HazMat or appropriate agency provides clearance and the principal/designee gives authorization to do so.

### Scenario 2: Substance Released Outdoors and Localized

1. The principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The principal/designee will, if necessary, initiate the EVACUATE BUILDING action.

2. The business manager will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The principal/designee will call "911" and the California Emergency Management Agency, **State Warning Center 1-800-852-7550** and will provide the exact location and nature of emergency.
4. The principal/designee will notify Team Z of the situation.
5. The business manager will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The business manager should assess the need for medical attention.
7. The business manager will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The business manager will provide the list to the principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the principal/designee gives authorization to do so.

### **Scenario 3: Substance Released in Surrounding Community**

1. If the principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the principal/designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the business manager will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the principal/designee, using the PA system or other means without leaving the building.

4. The principal/designee will call "911", and the California Emergency Management Agency, State Warning Center 1-800-852-7550 and will provide the exact location and nature of emergency.
5. The principal/designee will notify Team Z of the situation.
6. The principal/designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the principal/designee.

### **Radiation Threat**

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are outside, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems.
- Steps for self-decontamination:
  - REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
  - WASH SKIN as thoroughly as possible with lukewarm water.
  - LISTEN TO RADIO/PA System for other instructions.

### **Air Pollution / Smog**

#### **Individuals Whom it May Affect**

It is recommended that protective measures be taken by sensitive persons. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

#### **Protective Actions**

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.
- Plan indoor activities for students.

- Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to recirculate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).
- If we are notified, via the health department/CMO, that it is unhealthful for students to be outside, you will be notified, via the all-call system, that recesses are cancelled.
- We will follow the “rainy day” schedule for lunch

### **Stage 1: Advisory/Alert**

- MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.
- REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

### **Stage 2: Warning**

- IF AT HOME, REMAIN HOME. Sites will be closed until the principal or his/her designee is notified that the warning is terminated. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the principal or his/her designee.

### **Stage 3: Declared Emergency**

- IF AT HOME, REMAIN HOME. Sites will be closed until the principal or his/her designee is notified that the emergency is over. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the principal or his/her designee.

### Fallen Aircraft

This procedure addresses situations involving an **Aircraft Crash** on or in proximity to school property. If a crash results in a fuel or chemical spill on school property refer to the section on Biological or Chemical Release. If a crash results in a utility interruption, refer to section on Loss of Power.

### Procedure

1. The principal/designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in the *“Immediate Response Actions”* section.
2. If the principal/designee issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The principal/designee will call “911” and the Police and will provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the business manager will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section titled:

*“Poisoning, Chemical Spills, Hazardous Materials Safety Procedures”*. If the crash results in a utility interruption, refer to section on Loss of Power.

6. The principal/designee will direct the business manager to organize fire suppression activities until the Fire Department arrives.
7. The business manager will check injuries to provide appropriate first aid.

8. The principal/designee will call the office of Team Z.
9. Any affected areas will not be reopened until the Santa Clara County/Contra Costa County HazMat Compliance Division or appropriate agency provides clearance and the principal/designee issues authorization to do so.
10. If it is unsafe to remain on campus, the principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

**REMEMBER- Students will model their emotional reaction after yours.  
STAY CALM.**

### **Explosion**

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion**: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. *[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]* It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to appropriate section.

### **Procedure**

#### **Scenario 1: Explosion on School Property**

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The principal/designee will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the principal/designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance



at the Assembly Area to account for students. Teachers will notify the business manager of missing students.

6. The principal/designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The business manager will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The business manager will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. The principal/designee will notify Team Z of the situation. The business manager will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the principal/designee will advise the business manager to initiate search and rescue activities.
13. The principal/designee will contact the Local Fire Department to ensure buildings are safe for reoccupancy.
14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the principal/designee gives authorization to do so.
15. The principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

### **Scenario 2: Risk of Explosion on School Property**

1. The principal/designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the principal/designee issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance

at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

4. The principal/designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The principal/designee will advise the business manager to initiate rescue operations.
7. The Business Manager will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The principal/designee will notify Team Z of the situation.
9. All affected areas will not be reopened until the appropriate agency provides clearance and the principal/designee issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
11. The principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

### **Scenario 3: Explosion or Risk of Explosion in Surrounding Area**

1. The principal/designee will initiate the SHELTER-IN-PLACE response action.
2. The principal/designee will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.
3. The principal/designee will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal/designee issues further instructions.

### **Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials**

1. The principal/designee will initiate the SHELTER-IN-PLACE response action.

2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The principal/designee will notify "911" and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The business manager will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The principal/designee will monitor radio or television announcements and initiate further actions as appropriate.
7. At the principal/designees discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal/designee issues further instructions.

**REMEMBER- Students will model their emotional reaction after yours.  
STAY CALM.**

### **Unlawful Demonstration / Walkout**

An unlawful demonstration / walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

#### **Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the principal/designee.
2. The principal/designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.

3. The principal/designee will notify Team Z to request assistance and will provide the exact location and nature of emergency.
4. The business manager will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the business manager, in consultation with the principal/designee, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while off site.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the principal/designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The principal/designee should keep accurate record of events, conversations and actions.
8. All media inquiries will be referred to the principal/designee.
9. The principal/designee should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
10. The principal/designee will notify parents of the incident, as appropriate.

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STAY CALM.**

## **Emergency Drills**

The school is proactive when it comes to the safety of staff and students. The school will conduct fire drills, earthquake drills, and Lock Down/Code Red drills (intruder on campus) on a regular basis. See [Appendix N](#) for Safety Drill Schedule.

## **Earthquake Drill Procedure**

Earthquakes strike without warning and the major shock is usually followed by numerous

aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions, and shelves. In the case of an earthquake, the following procedures should be followed:

**Drop procedure** – As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

**1) In the event of an earthquake alarm, if you are NOT told to Evacuate, each student, teacher and other employee needs to begin the Drop Procedure of DUCK, COVER and HOLD.**

1. Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
  - DUCK, or DROP down on the floor.
  - Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
  - HOLD onto the furniture and be prepared to move with it.
  - Stay in this position for at least one minute or, in a real situation, until shaking stops.
2. After shaking stops, check for injuries, and render first aid.

## **2) Evacuation**

An Evacuation should NEVER be automatic. Evacuations shall occur when directed over the walkie-talkies by the principal/designee.

If you are instructed TO evacuate, each teacher needs to:

1. Get your class roster (clipboard).
2. Get the evacuation map (clipboard).
3. Count your students before you leave the room.
4. Ensure that your door is open upon exiting the room.

5. Bring your emergency backpack to the outdoor Assembly Area.
6. Zero noise is to be adhered as the class walks to and waits at the Assembly Area.
7. Take roll at the Assembly Area.
8. Listen for direction from principal/designee.

When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers take roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.

### **3) All Clear:**

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more.

Missing students are reported to the attendance office.

There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

### **Fire Drill Procedure**

Principals shall hold fire drills at least once a month in all elementary schools. The principal or designee shall keep a copy of each drill conducted on the Safety Drill Schedule. See [Appendix N](#).

#### **1) Evacuation:**

Whenever the alarm is given, all students, teachers and other employees shall quickly leave the

building in an orderly manner. Teachers shall ascertain that no student remains in the building.

Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

#### **Standards for a Successful Fire Drill:**

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

#### **Shelter-in-Place**

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

**Signal:** The signal for the “Shelter-In-Place” drill is the following PA announcement.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER

INFORMATION, WE WILL SHARE IT WITH YOU.”

**Procedure:**

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym.
3. Students should be arranged in the shelter area so as to enable them to assume a “**Duck and Cover**” position on command given by the teacher in charge.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

**REMEMBER- Students will model their emotional reaction after yours.  
STAY CALM.**

**Description of Action**

1. The principal will make the following announcement on the PA system. If the PA system is not



available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

**“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”**

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

**Staff Responsibilities during a Lockdown**

<b>Principal</b>	Announces Lockdown procedure on the PA system. Ensures doors are locked in all buildings.
<b>Business Manager</b>	Calls 911. Locks office door. Keeps phone lines open.
<b>Custodian</b>	Locks all gates to campus.
<b>Teachers</b>	Lock classroom door and remain with students. Take roll, list all students missing from class and identify their locations (RSP, Speech, absent, etc.). Notify office, by phone <b>ONLY</b> if they have “lost” children on campus i.e. went to bathroom, were en-route to the office <b>OR</b> if they have a “loose” child from another class.

<b>Students</b>	Respond to campus security drill in a quick and orderly manner. Listen and respond quickly to all instructions from staff. Students at recess, report to cafeteria. Stay in seats and remain quiet. Stay away from windows.
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**No one leaves the classroom!**

The end of the Lockdown will be announced over the PA system. **DO NOT use cell phones to contact office or outside community. Teachers and staff should not initiate contact with parents.**

**Interactions with the Media**

The Chief Executive Officer shall be the first point of contact for all media inquiries. If a staff member, other than the CEO, receives a request from the media, the staff member shall refer the media to the CEO.

Any staff members wishing to initiate a story with the media shall consult with the CEO prior to contacting the media.

## Appendices

### A. Monthly School Site Safety Checklist

On a monthly basis, the principal/designee will complete the following Monthly School Site Safety Checklist, with the assistance of a Voices staff member onsite. **This Checklist is to be completed to ensure that personnel at each school site are complying with the Voices (& State/Federal) School Site Safety policies & procedures.** The principal, business manager and Dean of Culture or parent liaison have critical roles to play in ensuring compliance with the Voices School Site Safety procedures and policies.

**Complete this Checklist the 1<sup>st</sup> week of each month (on prior month data)**

#### **Maintenance and Repair**

- Collect prior month's Maintenance and Repair Log
- Document if any additional maintenance or repairs have taken place:

Description:

Location:

- Previously reported to \_\_\_\_\_ at Voices on \_\_\_\_/\_\_\_\_/\_\_\_\_\_.

#### **Unsafe or Hazardous Conditions**

- Collect prior month's Unsafe or Hazardous Conditions Log
- Document any additional unsafe or hazardous conditions:

Description:

Location:

- Previously reported to \_\_\_\_\_ at Voices on \_\_\_\_/\_\_\_\_/\_\_\_\_\_.

#### **Safety Inspection Report**

##### *Safety Practices*

- Employees are using adequate footwear and clothing
- Employees are following safety rules and procedures food and drinks is not present in work area

##### *Housekeeping*

- Floors are kept clean
- Floors are not slippery

- Working tables are neat and clean
- Hazardous materials are stored properly and labeled
- Equipment and material is kept neat and safely stored
- Hazardous waste is labeled and disposed of properly
- There are adequate trash cans

*Fire Safety*

- Fire extinguishers are accessible, serviced, and tagged
- Fire alarms are accessible and in working order
- Exit doors are accessible and properly marked
- Flammable materials are properly stored and labeled
- Flammable waste and rubbish is disposed of properly
- Overhead fans are clean
- Electrical wiring, connections, boxes, and controls are in good condition
- Fire doors are free from obstructions
- Moving parts and points of operation are properly guarded
- Laminator is secured and properly stored
- Hot surfaces are labeled and shielded from users
- Hot surfaces are kept away from flammable materials
- Employees are trained in proper use and operation of food warmers
- Food is stored safely and at least 6 inches from the floor
- Refrigerators and food warmers are checked regularly to ensure proper temperature
- Servery area is kept clean and neat
- Employees are following sanitation regulations
- Servery is locked each night
- MealTime computer is logged off/secured each night
- AC units are in good working order
- Dumpsters are closed and secured
- Walkie-talkies are properly maintained and in good working order
- Floors are in good condition
- Storage racks are in good condition and earthquake-safe
- Employees are aware of safety rules and procedures
- A no-smoking policy is being enforced
- Bathrooms are clean and in good working order
- Required safety signs are properly displayed
- First aid equipment is properly stocked
- Emergency lighting is available and in good working order
- Supervisor has a working flashlight
- Aisles are properly marked and free of obstructions

*Notes:*



Unsafe or Hazardous Conditions Log

# Unsafe or Hazardous Conditions Log

Date/Time	Unsafe or Hazardous Condition	Description of Action Required	Location of Unsafe or Hazardous Condition	Explain what was done	Referred to (Name of company/person, if any)	Verified by:

## B. Classroom Safety Checklist

Staff Name: \_\_\_\_\_ Building: \_\_\_\_\_ Room #: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Conducted By: \_\_\_\_\_

### Instructions:

- 1) Check YES or NO for each of the following items. Skip any that do not apply.
- 2) Go back and circle each NO; these are the items that you have identified as dangerous to you and your class.
- 3) For each NO, suggest a way to remove the danger (use the comments space).

### YES/NO

	Are desks and tables located where they cannot slide and block exits?
	Are tall file cabinets securely attached to the wall or out of the way from toppling on anyone? Are the heavy items on top of the file cabinets restrained?
	Do file cabinet doors have latches? Are the drawers securely closed?
	Are computers out of the way if a monitor falls over?
	Are storage spaces secured to the wall or attached to each other?
	Are display cases protected against overturning or sliding off tables?
	For freestanding equipment on wheels, are they all secured against overturning or sliding (ex. TV straps)?
	Is freestanding equipment protected against rolling or falling over?
	Are all heavy, sharp, or breakable wall decorations securely mounted, with closed eye hooks, for example?
	Do books or materials stored on shelves have adequate restraints to keep them from falling off the shelves? Are heavy items on lower shelves?
	Are fire extinguishers securely mounted and easy to access?
	Are all your outlets covered so that internal wires are not visible?
	Are wires or other tripping hazards out of the way of walkways?

**Comments:**

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**If you see any other hazards not included on this list, please specify them here:**

**C. Student Accident Report**

*Please fill out an accident report for any injuries beyond first-aid, if professional medical care is recommended or provided (e.i. If you believe there will be medical bills associated with the injury). Student head and eye injuries should always be reported.*

**Student Accident Reports should be reported on-line: <http://www.chartersafe.net/>. Please keep a copy in your file.**

**Student Information**

1. First Name of Injured Student: \_\_\_\_\_
2. Last Name of Injured Student: \_\_\_\_\_
3. Student date of birth: \_\_\_\_\_
4. Student gender: \_\_\_\_\_
6. Student grade: \_\_\_\_\_
7. Charter School Name: \_\_\_\_\_
8. Charter School Address, City/State/Zip: \_\_\_\_\_
9. School Contact Name: \_\_\_\_\_



10. Contact Title/Phone Number/Email: \_\_\_\_\_

### Incident Details

1. Describe the incident in details: \_\_\_\_\_
2. Date of accident/incident: \_\_\_\_\_
3. Incident Time (Please include AM/PM): \_\_\_\_\_
4. If incident did not occur at the site address listed above, please indicate the street address of the incident: \_\_\_\_\_
5. Incident City, State, Zip: \_\_\_\_\_
6. Specific body part(s) injured: \_\_\_\_\_
7. Type of Injury or illness: Bum, cut, Fracture, Other, Scrape, Sprain/Strain
8. If other type of injury, please indicate: \_\_\_\_\_
9. Was on-site nurse contacted?: Yes or No    Date and Time if Nurse contacted: \_\_\_\_\_
10. Was treated refused?: Yes or No    What type of medical treatment was given? \_\_\_\_\_
11. Did paramedics transport student? Yes or No    Paramedic    transport    date/time:  
\_\_\_\_\_
12. Was parent/guardian contacted? Yes or No    Contacted    date/time:  
\_\_\_\_\_

### Parent/Guardian Information

1. Parent/Guardian Name: \_\_\_\_\_
2. Parent/Guardian Address/City/State/Zip: \_\_\_\_\_
3. Parent/Guardian Phone: \_\_\_\_\_
4. Parent/Guardian Email: \_\_\_\_\_

5. Was parent/guardian provided a Gallagher Koster Student Accident Claim Form? Yes or No  
If no, why not? \_\_\_\_\_

**Witness Information**

1. Witness Name: \_\_\_\_\_
2. Witness Address/City/State/Zip: \_\_\_\_\_
3. Witness Phone: \_\_\_\_\_
4. Witness Type: Administrator, Aid, Coach, Guest, Other Staff, Student, Teacher, Volunteer
5. Name of person to whom the accident or incident was reported: \_\_\_\_\_
6. Date the accident was reported to this person: \_\_\_\_\_
7. If the accident was not reported immediately, why not? \_\_\_\_\_

**Prevention Information**

1. If athletic or playground injury, what type of surface was the student on when the injury occurred? \_\_\_\_\_
2. What steps have been taken or recommended to prevent a recurrence? \_\_\_\_\_
3. Any additional information or notes: \_\_\_\_\_

## Employee Incident Report

### School Information:

Charter School: \_\_\_\_\_ Location/Site: \_\_\_\_\_

Supervisor's name: \_\_\_\_\_ Title: \_\_\_\_\_

Address where incident occurred: \_\_\_\_\_

### Employee Information:

Name of injured employee: \_\_\_\_\_ Sex: \_\_\_\_\_ M/F Occupation: \_\_\_\_\_

Date of hire: \_\_\_\_\_ Date of birth: \_\_\_\_\_ SSN: \_\_\_\_\_

Marital Status: \_\_\_\_\_ Dependents? Yes/No If yes, how many? \_\_\_\_\_ Ages? \_\_\_\_\_

Employee address: \_\_\_\_\_

Gross wages/salary: \$ \_\_\_\_\_ per \_\_\_\_\_ (hour/week/month/year) Pay schedule:  
\_\_\_\_ 12mth \_\_\_\_ 11mth \_\_\_\_ 10mth

Employment Status: \_\_\_\_ Full

Time \_\_\_\_ PartTime \_\_\_\_ Temporary/Substitute \_\_\_\_ Contracted \_\_\_\_ Seasonal

Employee usually works: \_\_\_\_ hours per day \_\_\_\_ days per week \_\_\_\_ total weekly hours

### Incident Information:

Date of Injury or illness: \_\_\_\_\_ Time: \_\_\_\_\_ AM/PM \_\_\_\_\_ Time employee began  
work: \_\_\_\_\_ AM/PM

Was employee unable to work at least one full day after date of injury? Yes/No If yes, date last worked:  
\_\_\_\_\_

Has employee returned to work? \_\_\_\_\_ Yes date returned: \_\_\_\_\_ No, still off work \_\_\_\_\_

Paid full day's wages for date of injury or last day worked? Yes/No Salary being continued:  
Yes/No

Name of person to whom the injury or illness was reported: \_\_\_\_\_

Date of your knowledge of injury or illness: \_\_\_\_\_ Was employee provided a claim form (DWC-1) Yes/No

If yes, date of employee was provided claim form (DWC-1): \_\_\_\_\_ If not, why not? \_\_\_\_\_

If the accident was not reported immediately, why not? \_\_\_\_\_

What was employee doing at the time of injury or exposure?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person, object or substance that directly injured employee: \_\_\_\_\_

**Please check one:** \_\_\_ I know the injury occurred on duty. \_\_\_ I have no specific knowledge that the injury occurred on duty.

**Medical Information:**

Was the on-site nurse contacted? Yes/No If yes, date and time: \_\_\_\_\_

Was medical treatment recommended? Yes/No If no, was treatment refused? Yes/No

What type of medical treatment was given? First-Aid \_\_Clinic\_\_Emergency Room\_\_Paramedics\_\_Hospitalization

Did paramedics transport employee? Yes/No If no, why not? \_\_\_\_\_

Medical Facility Name: \_\_\_\_\_ Physician Name: \_\_\_\_\_

Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ ext.: \_\_\_\_\_

Did you refer the employee to an industrial medical provider who specializes in WC and return to work issues? Yes/No

If not, why not? \_\_\_\_\_

Kaiser Medical Record #: \_\_\_\_\_

**Body part injured (check all that apply and indicate left and/or right):**

Head  Face  Eye  Neck  Upper back  Lower back  Arm  Wrist  Finger  Upper leg  Lower leg  Knee  Ankle  Foot  Toe  Other

**Nature of injury or illness:**

Scarpe  Cut  Puncture  Bruise  Burn  Sprain/strain  Foreign body  Poisoning  Fracture  Skin problem  Chemical-related  Heat-related  Non-industrial/cold/virus related  Loss of consciousness  REspiratory problem  Other

**Check any of the following possible causes that may apply:**

Haste/unsafe speed  Unsafe use of equipment  Disregard of instructions/procedure  Failure to use protective gear  Defective equipment  Alcohol/drug use  Horseplay  Inattention  Carelessness  Assault  Unsafe lifting/position  Running/jumping  Environmental condition  Acto of other  Physical disability  Other (please explain): \_\_\_\_\_

**Witness Information:**

Name: \_\_\_\_\_ Relation to Employee: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell phone: \_\_\_\_\_ Email: \_\_\_\_\_

What steps have been taken or recommended to prevent a recurrence?

\_\_\_\_\_  
\_\_\_\_\_

## D. Self Harm/Suicide Risk Assessment Form

Referral Date:	Time Event Occurred:	
1. Student's Name:	Age:	Gender:
2. Parent/Guardian:	Phone Number:	
3. School:	Grade:	
4. Person Completing SSRA:	Title:	Signature:

### 5. Student Referred by:

Self \_\_\_\_\_ Parent \_\_\_\_\_ Teacher \_\_\_\_\_ Counselor \_\_\_\_\_ Other \_\_\_\_\_

### 6. Reasons For Referral (check all that apply) :

\_\_\_\_ Direct Threat (ex., "I am going to kill/hurt myself" ) \_\_\_\_ Indirect threat (ex. "I feel like dying" ...)

TO SELF \_\_\_\_\_ OTHERS \_\_\_\_\_

TO SELF \_\_\_\_\_ OTHERS \_\_\_\_\_

\_\_\_\_ Sudden Change in Behavior

\_\_\_\_ Signs of Depression

\_\_\_\_ Previous Attempt(s)

\_\_\_\_ Truancy/Running Away

\_\_\_\_ Giving Away Possessions

\_\_\_\_ Frequent Complaints of Illness

\_\_\_\_ Mood Swings

\_\_\_\_ Alcohol or Drug Use

\_\_\_\_ Self-Injurious Behavior

\_\_\_\_ Other:

### 7. Please explain what happened:

8.

Given to Crisis Team Member:	Signature:	Time received:
------------------------------	------------	----------------

**For Crisis Team Use Only:**

9. Previous Referral?: \_\_\_\_\_ Date(s): \_\_\_\_\_

10. Student Interview: The above student told me the following:(Check all that apply.)

◆Student said that he/she had been thinking about self-harm/ suicide, the last time he/she thought about self-harm/ suicide was \_\_\_\_\_ BUT IS NOT CLEAR WITH THE THOUGHT.

◆Student said that he/she had A PLAN BUT WILL NOT DIVULGE: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
—

◆Student indicated that he/she had previously attempted suicide/ self-harm on \_\_\_\_\_ by means of: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

◆Other Important Information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
—

This is a recommendation for further psychological evaluation for self-harm/ suicide based on the following:

\_\_\_ Self-Harm/ Suicide Interview

\_\_\_ Other: \_\_\_\_\_  
\_\_\_\_\_

11. Risk Level: \_\_\_ Low \_\_\_ Medium \_\_\_ High \*(Call EMQ or 911 for high)\*  
EMQ Mobile Crisis Team (800)412-7475 Alum Rock Crisis Unit (408) 294-0579

Person conducting interview: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Signature: \_\_\_\_\_

**Intervention/ Action Taken:**

\_\_\_ Parent/Guardian Contact:  
Date/Time: \_\_\_\_\_ Outcome: \_\_\_\_\_

\_\_\_ Parent Signed Self Injury Notification: Parent/Guardian Notification (attach copy):  
Response: \_\_\_\_\_ Date/ Time: \_\_\_\_\_

\_\_\_ Resources Provided to Parent/Guardian:  
INCLUDING: \_\_\_\_\_ Date/ Time: \_\_\_\_\_

\_\_\_ Outside Referral Made:  
To: \_\_\_\_\_ Date/ Time: \_\_\_\_\_

\_\_\_ EMQ Crisis Team Unit Called:  
Time: \_\_\_\_\_ Outcome: \_\_\_\_\_

Child Abuse Report Made (endangerment):  
NAME OF INTAKE WORKER: \_\_\_\_\_

Referred to Police:  
NAME OF OFFICER \_\_\_\_\_

\_\_\_ Hospitalization

\_\_\_ School Based Counseling:  
Date Referred: \_\_\_\_\_ Parent signed permission slip(Date): \_\_\_\_\_

\_\_\_ Program Modification  
INCLUDING: \_\_\_\_\_

\_\_\_ Student Safety plan created (attach copy): \_\_\_\_\_



\_\_\_\_ Other (Please explain): \_\_\_\_\_  
\_\_\_\_\_

**Make 2 Copies for School Principal & Counselor and Place Original Form In Orange Confidential  
Crisis Team File —**

**DO NOT Place in CUM FILE**

## E. Informal and Formal Community Complaint Resolution Procedures

It is the intent of Voices College-Bound Language Academies (“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. If it cannot, the School will use the following procedure:

1. Any complaint shall be put in writing using the “Complaint Form” (available in the school office or by contacting the Principal) and addressed to the Principal. A written complaint shall include:
  - a. The full name of each person involved
  - b. A brief but specific summary of the complaint and the facts surrounding it
  - c. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter
2. The Principal shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Principal, which shall occur no later than twenty (20) school days following the receipt of complaint.
3. If no resolution can be agreed upon between the Principal and the Complainant, the Principal shall submit the complaint to the Board of Directors (or committee).
4. The Board (or committee) may seek additional investigation by the Principal as it deems necessary.
5. The Board of Directors (or committee) shall make recommendations and address the recommendations at the next Regular Board meeting.
6. The Board of Directors will make the final determination regarding the dispute and shall notify the Complainant of the Board’s determination within ten school days of the determination.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, the School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

### Policy for Complaints Against Employees

The School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

It is the responsibility of all employees to comply with school policies noted in the Employment Guidelines and to report violations or suspected violations in accordance with this Whistleblower Policy.

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Principal (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the Principal (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the complainant.

If the complainant files a written complaint and no other school policy or procedure is applicable, the Principal (or designee) shall abide by the following process:

1. Within 10 working days of the receipt of the complaint, the Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary Measures.
3. The Principal's (or designee) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

### I. Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

### II. Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

#### Resolution

The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## **UNIFORM COMPLAINT POLICY AND PROCEDURES**

### Scope

Voices College-Bound Language Academies (“Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, sex, sexual orientation, gender, gender identity, gender expression, genetic information, ethnic group identification, race or ethnicity, ancestry, nationality, national origin, religion, color, or disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical

and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles IVII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education

3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
  - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Executive Director  
14271 Story Road  
San Jose, CA 95127  
408-791-1609

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

Designated employees may have access to legal counsel as determined by the Executive Director or designee.

### Notifications

The Human Resources Manager or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents and/or guardians, advisory committees, private school officials, and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Human Resources Manager or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

#### The annual notice shall include the following:

- a. A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- b. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- c. A statement identifying the responsible staff member, position, or unit designated to receive complaints
- d. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- e. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- f. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

### Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.



All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the

complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

[Purposefully left blank]

**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

**For allegation (s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- Adult Education
- American Indian Education
- Child Development Programs
- Migrant Education
- Special Education
- Pupil Fees
- After School Education and Safety
- Consolidated Categorical Aid
- Child Nutrition
- No Child Left Behind Programs
- State Preschool
- Local Control Funding Formula
- Agricultural Vocational Education
- Career/Technical Education
- Foster/Homeless Youth
- Regional Occupational Programs
- Tobacco-Use Prevention Education
- Lactating Pupils

**For allegation (s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- Age
- Ancestry
- Color
- Disability (Mental or Physical)
- Ethnic Group Identification
- Gender / Gender Expression / Gender Identity
- Genetic Information
- National Origin
- Race or Ethnicity
- Religion
- Sex (Actual or Perceived)
- Sexual Orientation (Actual or Perceived)

Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. Yes No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Executive Director  
14271 Story Road  
San Jose, CA 95127  
408-791-1609

## F. Staff Contact List

<b>Title</b>	<b>Flagship:</b>	<b>Morgan Hill</b>	<b>Mount Pleasant</b>	<b>West Contra Costa</b>
<b>Principal</b>	Raul Lomeli (408) 361-1960	Juan Carlos Villasenor (408) 791-1700	Maria Madrigal (408) 571-6404	Jose Gonzalez (650)773-2177
<b>Business Manager</b>	Lupe Alonzo (408) 516-6867	Yeraldin Gonzalez (408) 791-1700	Miriam Huesca (408) 571-6404	Joanna Diaz (510) 260-9728
<b>Parent Liaison</b>	N/A	Maria de Solorzano (408) 791-1700	N/A	Mercedes de la Riva (559) 645-9599
<b>Dean of Culture</b>	Edward Rosa (323) 272-9591	N/A	Debora Gavarrete (408)464-1893	N/A

## G. Medication Doctor & Parent Authorization Form

Voices College-Bound Language Academy  
Medication Doctor & Parent Authorization (California Education Code 49423)

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Height: \_\_\_\_\_ Weight: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

List any known drug allergies/reactions:

### **DOCTOR'S AUTHORIZATION**

Name of Medication: \_\_\_\_\_ Diagnosis: \_\_\_\_\_  
Dosage: \_\_\_\_\_ Route: \_\_\_\_\_  
Frequency/Time(s) to be given: \_\_\_\_\_  
Begin Medication: \_\_\_\_\_ Stop Medication: \_\_\_\_\_  
Date Date

### ***Special Instructions:***

Does medication require refrigeration? Yes No  
Is the medication a controlled substance? Yes No  
If asthma inhaler or emergency medication, do you recommend this medication be kept "on person" by the student? Yes No

### **Potential Side Effects / Adverse Reactions:**

Treatment Order in the event of an adverse reaction: (Attach additional sheet if necessary)

***Physician Signature*** \_\_\_\_\_ ***Date*** \_\_\_\_\_ ***Phone & Fax Contact Information*** \_\_\_\_\_

### **Parent Authorization**

I authorize Voices College-Bound Language Academy personnel the task of assisting my child in taking the above medication. I understand that additional parent/doctor statements will be necessary if the dosage of medication is changed. I also authorize Voices College-Bound Language



Academy personnel to talk with the physician or pharmacist should a question come up about the medication.

Medication must be registered with the principal or his/her designee. It must be in the original container and be properly labeled with the student's name, Doctor's name, date of prescription, name of medication, dosage, strength, time interval, route of administration and the date of the drug's expiration when appropriate.

**Signature of Parent/Guardian                      Date                      Phone (cell, home, work)**

**AUTHORIZATION FOR SELF-ADMINISTRATION OF MEDICATION**

Is student authorized to self-administer this medication/these medications while at school?

If yes, please complete the following:

**Student:** I certify that I have read and understand the instructions regarding the self-administration of my medication(s). I agree to take these above medications according to my health care provider's recommendation.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_ (student) has been instructed in the proper dosage and administration of the following medication(s):\_\_\_\_\_. I request that she/he be permitted to carry this medication on her/his person and self-administer it as directed by her/his health care provider and in accordance with school policy and procedures.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## I. Emergency Phone Numbers

		<b>Flagship</b>	<b>Morgan Hill</b>	<b>Mount Pleasant</b>	<b>West Contra Costa</b>
<b>Fire</b>	911	408-277-8911	408-354-8600	408-277-8911	510-307-8031
<b>Ambulance</b>	911	911	911	911	911
<b>Police</b>	911	408-277-8911	408-779-2101	408-277-8911	510-233-1214
<b>Gas</b>	911	800-277-8911	800-743-5000	800-743-5000	804-646-4646
<b>Electric</b>	911	800-743-5000	800-743-5000	800-743-5000	855-285-5503
<b>Water</b>	911	408-279-7900	408-776-7333	408-279-7900	855-285-5503
<b>Gang Hotline</b>	911	408-293-GANG			804-646-5387
<b>County Emergency Services</b>	911	408-885-6229 1-800-SUICIDE 1-800-273-TALK			804-333-5089
<b>Crisis Response Team</b>	911	408-279-3312			803-788-6448
<b>Poison Control Center Link</b>	911	1-800-222-1222			
<b>County Dept. Of Environment Health</b>	911	408-918-3400			804- 646-3153
<b>CA Emergency Mgmt. Agency State Warning Center</b>	911	1-800-852-7550			
<b>EMQ Mobile Crisis Team</b>	911	408-379-9085			800-412-7474
<b>Crisis Unit</b>	911	408-294-0579			1-800-273-8255

Flagship Building Manager:  
Lupe Alonso, 408-516-6867

Morgan Hill Building Manager:  
Yeraldin Gonzalez 408-791-1700  
Jarvis Building Manager:  
JR Romero, 408-472-0276

Mount Pleasant Building Manager: Miriam Huesca 408-571-6404  
NHU Building Manager: 1-562-457-9481 (Martin Farfan)

West Contra Costa: Joanna Diaz, 510-260-9728  
WCCPD Liaison: Officer Rude, 510-914-0298

SJPD Liaison: Officer Marc Taylor (408) 690-2178

## J. Homeland Security Advisory Recommendations

<b>SEVERE (Red)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Complete all recommended actions at lower levels.</i></li> <li><input type="checkbox"/> Follow local and/or federal government instructions (listen to radio/TV).</li> <li><input type="checkbox"/> Be alert and immediately report suspicious activity to designated <b>Homeland Security Resident Agent (760-353-9090)</b>.</li> <li><input type="checkbox"/> Close school if recommended to do so by appropriate authorities.</li> <li><input type="checkbox"/> Activate emergency operations plan.</li> <li><input type="checkbox"/> Restrict school access to essential personnel.</li> <li><input type="checkbox"/> Cancel outside activities and field trips.</li> <li><input type="checkbox"/> Provide mental health services to anxious students and staff</li> <li><input type="checkbox"/> 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty.</li> </ul>
<b>HIGH (Orange)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Complete all recommended actions at lower levels.</i></li> <li><input type="checkbox"/> Be alert and immediately report suspicious activity to designated <b>Homeland Security Resident Agent (760-353-9090)</b>.</li> <li><input type="checkbox"/> Review emergency procedures and supplies.</li> <li><input type="checkbox"/> Assign staff to monitor entrances at all times.</li> <li><input type="checkbox"/> Place school emergency response teams on standby alert status.</li> <li><input type="checkbox"/> Address children's fears concerning possible emergency.</li> <li><input type="checkbox"/> Update parents on preparedness efforts.</li> <li><input type="checkbox"/> Prepare to handle inquiries from anxious parents and media.</li> </ul>
<b>ELEVATED (Yellow)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Complete all recommended actions at lower levels.</i></li> <li><input type="checkbox"/> Be alert and immediately report suspicious activity to designated <b>Homeland Security Resident Agent (760-353-9090)</b>.</li> <li><input type="checkbox"/> Review crisis response plans with school staff.</li> <li><input type="checkbox"/> Test alternative communications capabilities.</li> <li><input type="checkbox"/> Ensure all emergency supplies are stocked and ready.</li> </ul>
<b>GUARDED (Blue)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Complete all recommended actions at lower level.</i></li> <li><input type="checkbox"/> Be alert and immediately report suspicious activity to designated <b>Homeland Security Resident Agent (760-353-9090)</b>.</li> <li><input type="checkbox"/> Provide safety training to staff and practice emergency drills pursuant to school emergency procedures.</li> <li><input type="checkbox"/> Review security measures and communications plan and update emergency contact information.</li> <li><input type="checkbox"/> Review emergency supplies and supplement as necessary.</li> <li><input type="checkbox"/> Inventory and restock emergency supplies</li> </ul>
<b>LOW (Green)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assess and update school emergency operations plans/procedures.</li> <li><input type="checkbox"/> Discuss updates to school and local emergency operations plans with emergency responders.</li> <li><input type="checkbox"/> Review duties and responsibilities of emergency response team members.</li> <li><input type="checkbox"/> Conduct training and drills.</li> <li><input type="checkbox"/> Conduct 100% visitor ID check.</li> </ul>

## K. School Crisis Emergency Backpack Checklist

Determine specific needs and ensure that all the contents are in the appropriate backpack and are current.

Last updated:

By (print name):

Signature: \_\_\_\_\_

- Map or diagram of campus with evacuation sites marked
- Staff emergency vest(s) of appropriate color (if required)
- Student/staff emergency cards/roster
- Student/staff attendance for current day
- Student/staff sign out sheet (not official)
- Appropriate facility keys
- Latex gloves in zip lock bag
- Flashlight with batteries bagged separately
- Whistle
- Two pens
- Large marker
- Small notebook and/or legal pad
- Scissors and/or utility tool
- Post it notes
- Assorted Band-Aids
- Lifesavers or other hard candy
- Class activity or game (if appropriate)

L. Evacuation Maps

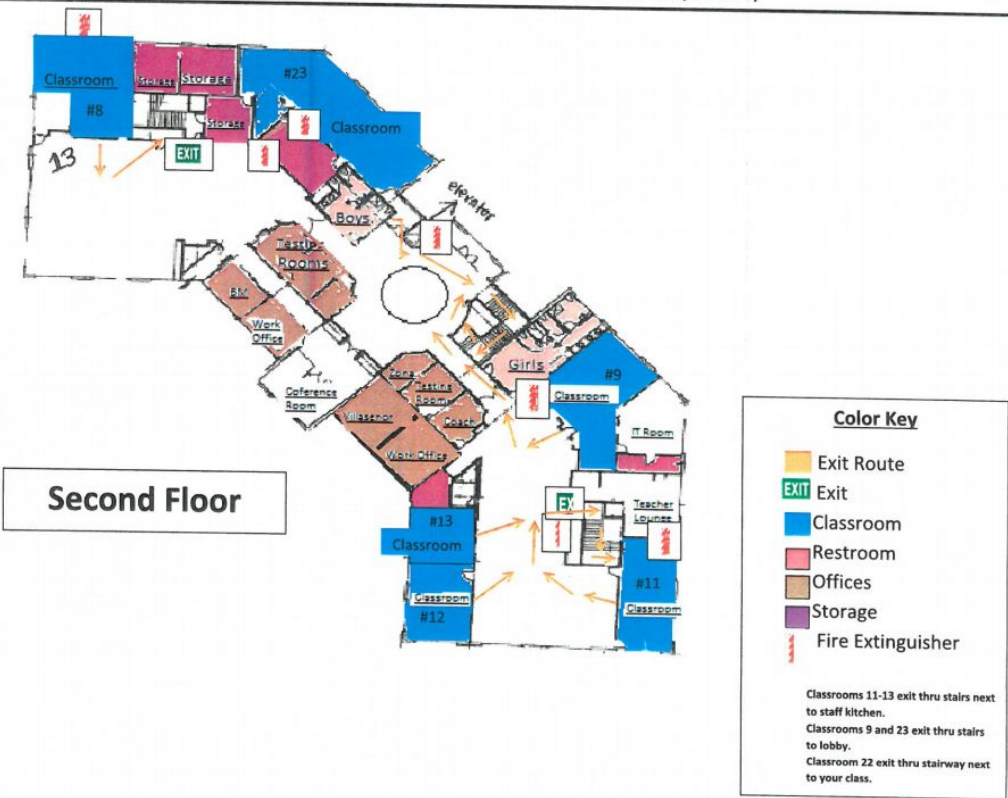
Voices College Bound Language Academy-

West Contra Costa Evacuation Map



# Voices College Bound Language Academy- Morgan Hill Evacuation Map

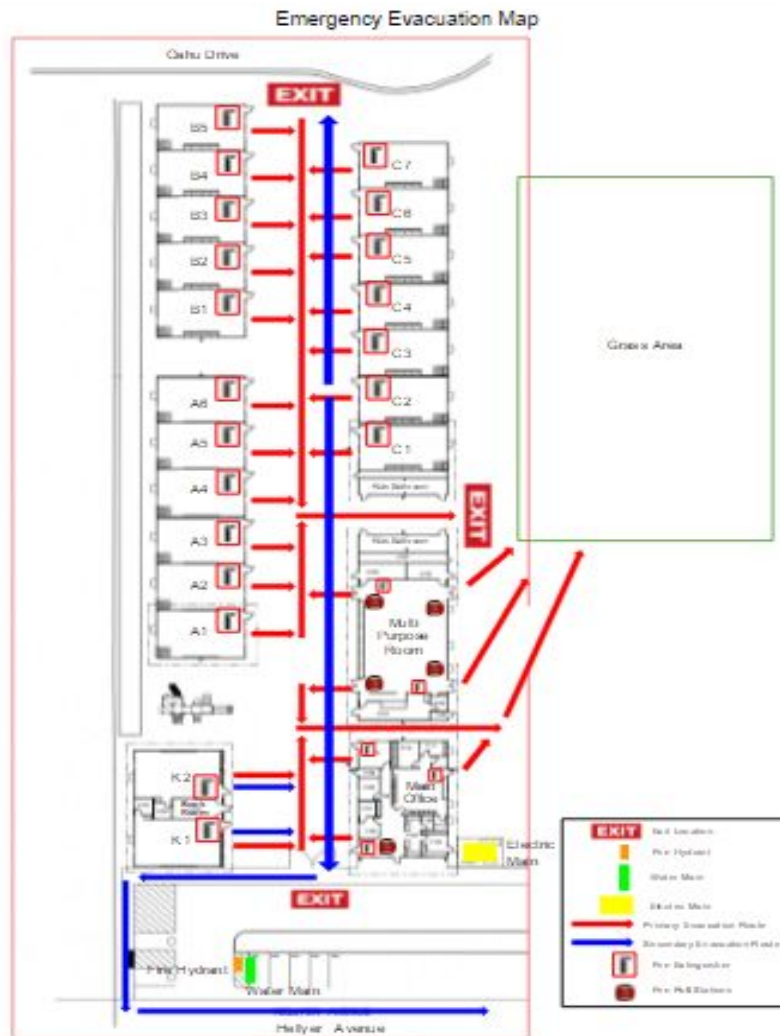
Jarvis Dr. (street)



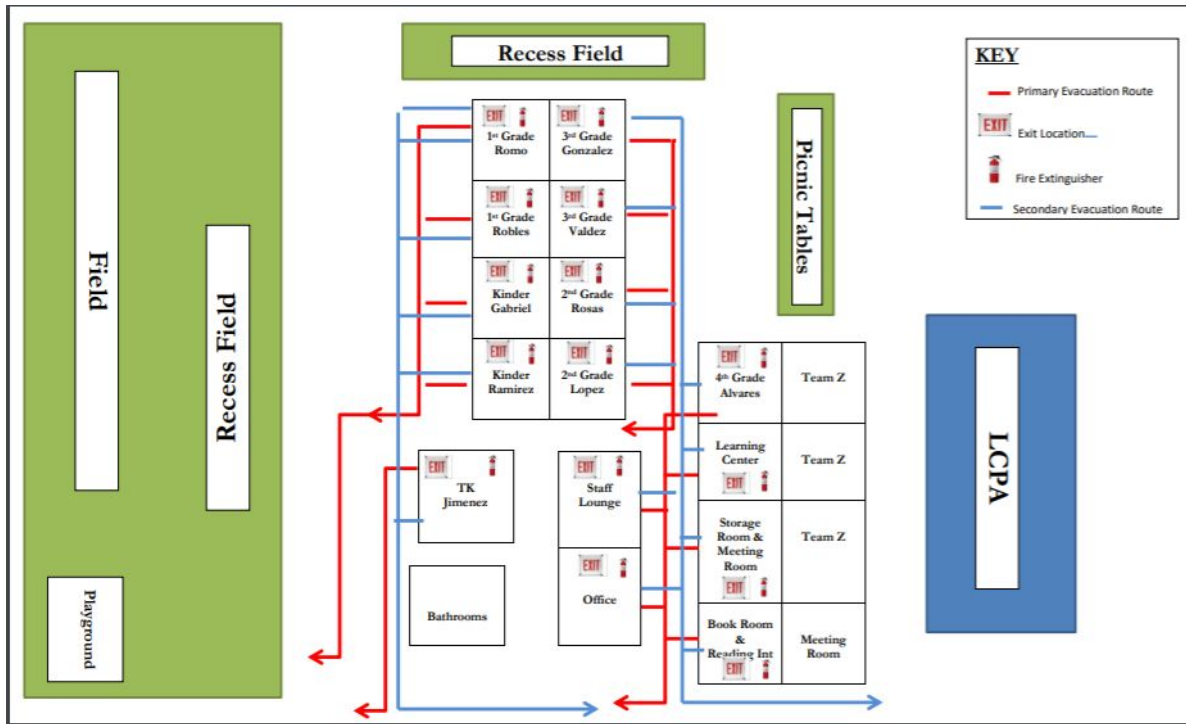




# Voices College Bound Language Academy- Franklin McKinley Evacuation Map



# Voices College Bound Language Academy- Mt. Pleasant Evacuation Map



## M. Telephone Bomb Threat Reporting Procedure

### Instructions:

Be Calm & Courteous

Listen & do not interrupt the caller

Keep caller talking (pretend difficulty hearing)

Your Name: \_\_\_\_\_

Time: \_\_\_\_\_ Date: \_\_\_\_\_

### Document the following:

#### Caller's Identity:

Male/Female Adult

Juvenile

Approximate Age: \_\_\_\_\_

#### Voice Characteristics:

Loud High Pitch Soft Deep Raspy Pleasant Intoxicate Other:

\_\_\_\_\_

#### Acent:

English Spanish

Other: \_\_\_\_\_

#### Speech:

Fast Stutter Slurred Slow Distorted Nasal Other: \_\_\_\_\_

#### Language:

Excellent

Fair

Foul

Poor

Other: \_\_\_\_\_

#### Background Noises:

Factory Machinery Trains Music Street Animals Voices Party Airplanes Quiet

#### Ask the following questions to Bomb Threat Person (if possible):

What time will bomb go off:

Where is it located:

What kind of bomb is it:

What kind of package is it in:

What is your name & address:

**Call the Police / Notify your supervisor immediately**

## **N. Safety Drill Schedule**

### **Morgan Hill Drill Schedule:**

<b><u>Fire Drills</u></b>
<b><u>11/14/2018</u></b>
<b><u>02/13/2019</u></b>
<b><u>05/15/2019</u></b>
<b><u>Code Red Drills</u></b>
<b><u>11/29/2018</u></b>
<b><u>12/12/2018</u></b>
<b><u>03/13/2019</u></b>
<b><u>06/05/2019</u></b>
<b><u>Earthquake Drills</u></b>
<b><u>10/17/2018</u></b>
<b><u>01/15/2019</u></b>
<b><u>04/10/2019</u></b>

### **Mount Pleasant Drill Schedule:**

<b><u>Fire Drills</u></b>
<b><u>10/18/2018</u></b>

<u>01/16/2019</u>
<u>04/10/2019</u>
<b>Code Red Drills</b>
<u>12/05/2018</u>
<u>03/14/2019</u>
<u>06/05/2019</u>
<b>Earthquake Drills</b>
<u>10/17/2018</u>
<u>02/13/2019</u>
<u>05/15/2019</u>

**Flagship Drill Schedule:**

<b>Fire Drills</b>
<u>09/17/2018</u>
<u>12/03/2018</u>
<u>04/11/2019</u>
<b>Code Red Drills</b>
<u>11/01/2018</u>
<u>01/19/2019</u>
<u>03/13/2019</u>
<u>06/05/2019</u>
<b>Earthquake Drills</b>
<u>12/10/2018</u>
<u>10/17/2018</u>

<u>02/18/2019</u>
<u>05/15/2019</u>

**West Contra Costa Drill Schedule:**

<b><u>Fire Drills</u></b>
<u>09/18/2018</u>
<u>11/05/2018</u>
<u>01/30/2019</u>
<u>04/09/2019</u>
<b><u>Code Red Drills</u></b>
<u>09/27/2018</u>
<u>11/20/2018</u>
<u>02/07/2019</u>
<u>04/22/2019</u>
<b><u>Earthquake Drills</u></b>
<u>10/18/2018</u>
<u>12/12/2018</u>
<u>03/05/2019</u>
<u>05/01/2019</u>

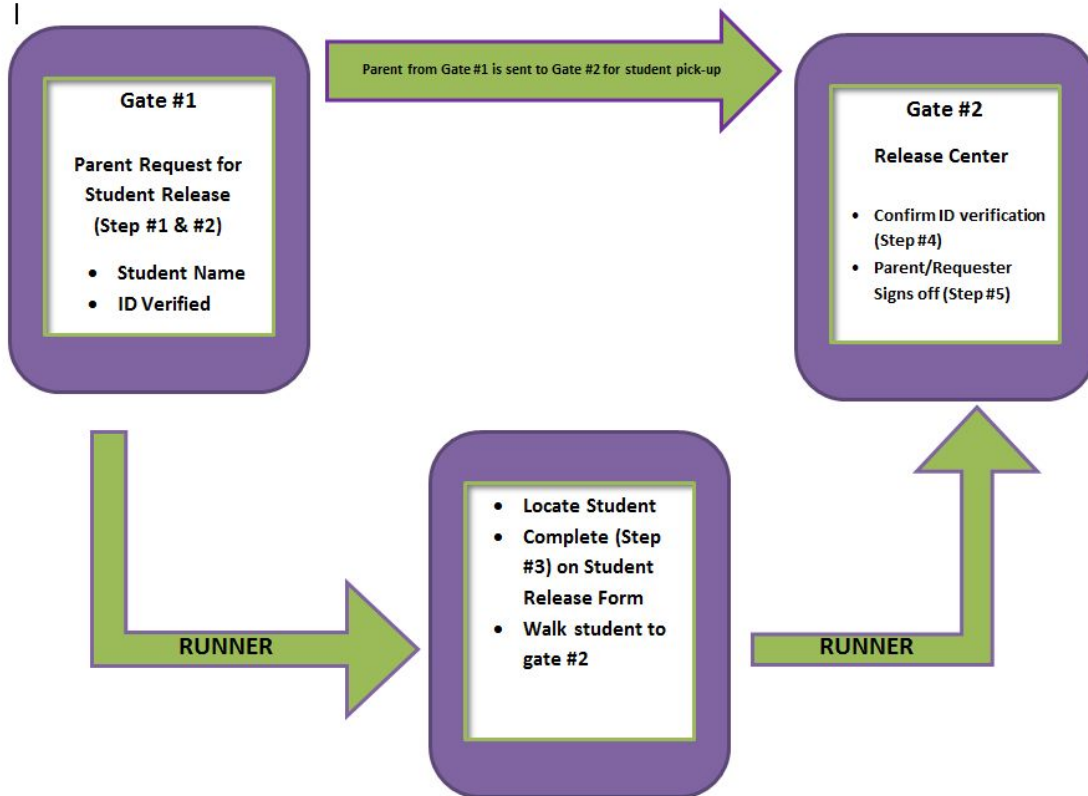
## O. Student Release/Runner Form

<b>Student Release/Runner Form</b> To be Taken by Runner		
Completed by Parent/Guardian at Release Gate #1	Student Last Name _____ First Name _____ Grade _____ Teacher (if known) _____ Name of Person Picking up Student: _____ Relationship to Student: _____	1
Completed by Request Gate #1	Name on Release Form? (circle one) Yes No <u>List number or other ID type below</u> Photo ID/Driver's License Checked <input type="checkbox"/> Other Photo ID Verified <input type="checkbox"/> Verified by (Staff only): _____	2
<b>*Parent to go to Release Gate #2 and wait for student</b>		
Completed by Holding Area Staff	Student Status:    _____ Sent with Runner    _____ Absent _____ First Aid Station    _____ Missing Other Notes: _____	3
<b>*If student is absent or missing, runner takes form to incident commander or assigned counselor/staff</b> <b>**If student is located, runner to accompany student to release gate with form</b> <b>***Runner to give form to Release Gate #2 personnel to complete Box 4</b>		
Completed by Release Gate #2	Name of Person Picking Up is same as Box #1 <input type="checkbox"/> Photo ID/Driver's License Checked <input type="checkbox"/> Checked by (staff only): _____	4
<b>*Parent – Requester completes the following once student has been located and taken to release gate #2:</b>		
Completed by Parent/Requester at Release Gate #2	Requester Signature _____ Destination/Phone: _____ Address: _____ Time of Release: _____ Date: _____	5



## P. Command Center Chart

### Voices Academies Command Center





# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

7/16/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Arthur J. Gallagher & Co. Insurance Brokers of CA, Inc. LIC #0726293 18201 Von Karman Ave Suite 200 Irvine CA 92612	<b>CONTACT NAME:</b> Arthur J. Gallagher & Co. <b>PHONE (A/C, No, Ext):</b> 949-349-9800 <b>FAX (A/C, No):</b> 949-349-9900 <b>E-MAIL ADDRESS:</b>														
	<table border="1"> <thead> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A : California Charter Schools JPA</td> <td></td> </tr> <tr> <td>INSURER B : Safety National Casualty Corporation</td> <td>15105</td> </tr> <tr> <td>INSURER C : Scottsdale Insurance Company</td> <td>41297</td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </tbody> </table>		INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : California Charter Schools JPA		INSURER B : Safety National Casualty Corporation	15105	INSURER C : Scottsdale Insurance Company	41297	INSURER D :		INSURER E :		INSURER F :
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INSURER F :															
<b>INSURED</b> CALICHA-03 California Charter Schools Joint Powers Authority Voices College-Bound Language Academies 14271 Story Road San Jose CA 95111															

**COVERAGES**

CERTIFICATE NUMBER: 1042978399

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Sexual Abuse <input checked="" type="checkbox"/> Educators E&O GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y	Y	CCSJPA MOC 2019-20	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ Included GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ Included Crime \$ 1,000,000
A	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY <input checked="" type="checkbox"/> Comp/Coll <input checked="" type="checkbox"/> \$0 Ded	Y	Y	CCSJPA MOC 2019-20	7/1/2019	7/1/2020	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
A B	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N If yes, describe under DESCRIPTION OF OPERATIONS below		Y	CCSJPA MOC 2019-20 SP4060997	7/1/2019 7/1/2019	7/1/2020 7/1/2020	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
C A	Employment Practices(Claims-Made) Directors & Officers(Claims-Made) Fiduciary(Claims-Made)			3297732 CCSJPA MOC 2019-20	7/1/2019 7/1/2019	7/1/2020 7/1/2020	Each Wrongful Act/Agg \$ 1,000,000 Each Wrongful Act/Agg \$ 1,000,000 Each Wrongful Act/Agg \$ 1,000,000

**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)**

Santa Clara County Office of Education, its Board, officers and employees are included as additional insured with respects to General Liability and Auto Liability Coverage per the attached endorsement in accordance with the terms, conditions, and exclusions of the policy, as respects: Applies to Voices College-Bound Language Academy at Mount Pleasant. This insurance is primary and all other insurance is non-contributory. Waiver of Subrogation is included.

**CERTIFICATE HOLDER****CANCELLATION**

Santa Clara County Office of Education  
 1290 Ridder Park Dr.  
 San Jose CA 95131

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

© 1988-2015 ACORD CORPORATION. All rights reserved.

## **ADDITIONAL COVERED PARTY ENDORSEMENT**

It is hereby understood and agreed that holders of Certificates of Coverage issued against this Memorandum of Coverage that are shown as **ADDITIONAL COVERED PARTIES** are added to the Memorandum of Coverage pursuant to the terms of this Memorandum of Coverage (MOC).

Where Certificates of Coverage are requested for **ADDITIONAL COVERED PARTIES** who do not fall within GENERAL MEMORANDUM OF COVERAGE DEFINITION 1, prior agreement of underwriters and subsequent endorsement of this Memorandum of Coverage is required.

## **GENERAL MEMORANDUM OF COVERAGE DEFINITION**

1. **ADDITIONAL COVERED PARTY** means any person, organization, trustee, or estate to whom, or to which the **NAMED MEMBER** is obligated by virtue of a **NAMED MEMBER CONTRACT** to provide coverage as is afforded by this MOC, but only with respects to operations performed by, or on behalf of, the **NAMED MEMBER**. The coverage afforded by this MOC shall be no broader than that which is required by such written contract. **ADDITIONAL COVERED PARTY** does not include a sponsoring district of a **NAMED MEMBER** unless obligated by virtue of a **NAMED MEMBER CONTRACT** to provide insurance or coverage such as is offered by this MOC, and subject to the limitations on coverage provided in such written contract or written agreement.



# EVIDENCE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY)

7/16/2019

**THIS EVIDENCE OF PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.**

AGENCY Arthur J. Gallagher & Co. Insurance Brokers of CA. 18201 Von Karman Ave Suite 200		PHONE (A/C. No. Ext): 949-349-9800	COMPANY See Attached	
FAX (A/C. No): 949-349-9900	E-MAIL ADDRESS:			
CODE:	SUB CODE:			
AGENCY CUSTOMER ID #:		LOAN NUMBER		POLICY NUMBER See Attached
INSURED California Charter Schools Joint Powers Authority Voices College-Bound Language Academies 14271 Story Road San Jose, CA 95111		EFFECTIVE DATE 07/01/2019	EXPIRATION DATE 07/01/2020	<input type="checkbox"/> CONTINUED UNTIL TERMINATED IF CHECKED
THIS REPLACES PRIOR EVIDENCE DATED:				

## PROPERTY INFORMATION

LOCATION/DESCRIPTION

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COVERAGE INFORMATION	PERILS INSURED				AMOUNT OF INSURANCE	DEDUCTIBLE
	BASIC	BROAD	SPECIAL			
	COVERAGE / PERILS / FORMS					
PROPERTY BUILDING					See Attached	1,000
PERSONAL PROPERTY					See Attached	1,000
BUSINESS INCOME					10,000,000	1,000
EXTRA EXPENSE					5,000,000	1,000
Prop. In Transit					500,000	1,000
Boiler & Machine					Included	1,000
SPECIAL CONTENTS						
CRIME :						
Money & Secty					1,000,000	500
Forgery & Altn					1,000,000	500
Emp Dishonesty					1,000,000	500

## REMARKS (Including Special Conditions)

Property Policy NO :  
 CCSJPA MOC 2019-20: Carrier : California Charter Schools JPA  
 D37437785 005: Carrier : Westchester Surplus Lines Insurance  
 BXS0001389: Carrier : Scottsdale Insurance Company  
 795010236: Carrier : Homeland Insurance Company of New York  
 R 5099699625: Carrier : Continental Casualty Company

Crime Policy No :  
 See Attached...

## CANCELLATION

**SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.**

## ADDITIONAL INTEREST

NAME AND ADDRESS  Santa Clara County Office of Education 1290 Ridder Park Dr. San Jose, CA 95131	ADDITIONAL INSURED	LENDER'S LOSS PAYABLE	<input checked="" type="checkbox"/>	LOSS PAYEE
	MORTGAGEE			
	LOAN #			
AUTHORIZED REPRESENTATIVE 				

AGENCY CUSTOMER ID: \_\_\_\_\_

LOC #: \_\_\_\_\_



## ADDITIONAL REMARKS SCHEDULE

Page 1 of 1

AGENCY Arthur J. Gallagher & Co. Insurance Brokers of CA.		NAMED INSURED California Charter Schools Joint Powers Authority Voices College-Bound Language Academies 14271 Story Road San Jose, CA 95111	
POLICY NUMBER See Attached		EFFECTIVE DATE: 07/01/2019	
CARRIER See Attached	NAIC CODE		

### ADDITIONAL REMARKS

**THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,**  
**FORM NUMBER:** 27 **FORM TITLE:** EVIDENCE OF PROPERTY INSURANCE

REMARKS:

CCSJPA MOC 2019-20: Carrier : California Charter Schools JPA

Santa Clara County Office of Education is named as Loss Payee per the attached endorsement in accordance with the terms, conditions and exclusions of the policy, as respects: Applies to Voices College-Bound Language Academy at Mount Pleasant.

# ADDITIONAL REMARKS SCHEDULE

<small>AGENCY</small> Arthur J. Gallagher & Co. Insurance Brokers of CA.		<small>NAMED INSURED</small> California Charter Schools JPA		
<small>POLICY NUMBER</small> D37437785 005		Valley Charter School 16514 Nordoff Street North Hills, CA 91343		
<small>CARRIER</small> Westchester Surplus Lines Insurance Company	<small>NAIC CODE</small>	EFFECTIVE DATE: 07/01/2019 to 07/01/2020		

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,  
 FORM NUMBER: ACORD 24 FORM TITLE: Certificate of Property Insurance

Location Name	Address	City	ST	Zip	Bldg \$	Content \$	EDP \$
Valley Charter Elementary	16514 Nordoff Street	North Hills	CA	91343	0	410,000	115,000
Valley Charter Middle School	14646 Sherman Way	Van Nuys	CA	91405	0	12,500	12,500
Valley Charter Middle School	6952 Van Nuys Blvd.	Van Nuys	CA	91405	0	342,000	105,000

## LOSS PAYABLE PROVISION

For Covered Property in which both the Insured and Loss Payee shown in the Schedule below have an insurable interest, the Company will:

1. Adjust losses with the Insured; and
2. Pay any claim for loss or damage jointly to the Insured and the Loss Payee, as their interest may appear.

**Named Insured:** California Charter Schools JPA and Voices College-Bound Language Academies

**Policy Number:** D37437785005

<b>Covered Location Address or Description of Covered Property</b>	<b>Loss Payee Name &amp; Address</b>
Charter Authorizer/Chartering District.	Santa Clara County Office of Education 1290 Ridder Park Dr. San Jose CA 95131



CITY OF SAN JOSE BUILDING DIVISION

## CERTIFICATE OF OCCUPANCY

Building Address: 14327 STORY RD  
Building Use: Commercial/Industrial  
Portion of Building Occupied: N/A  
Owner: FOUNDATION FOR HISPANIC EDUCATION  
Owner Address: 14281 STORY RD, SAN JOSE CA 95127  
Special Conditions:

Permit No.: 18-139304 CI  
Adopted Code: 2016  
Occupancy Group: E  
Occupant Load:  
Construction Type: V-B  
Sprinkler System: No

By (print): *Corney Asst*  
For Chu Chang, Chief Building Official

Signature: *[Handwritten Signature]*

Date: 02/07/2019

This certificate is issued following an inspection finding no violations of the Building Code or other laws. Under the provisions of Section 24.02 Part 6 of the San Jose Municipal Code, this Certificate of Occupancy authorizes the use and occupancy of this building as described above. The portion of this building has been inspected for compliance with City requirements for the occupancy and division of occupancy and the use for which this occupancy is classified. The issuance of this certificate shall not constitute an approval of any violation of the codes, or Federal, State and City Laws and Ordinances. Any certificate presuming to give authority to such violation will be invalid. This certificate shall not be removed, nor shall any changes be made in the character of occupancy or use, without approval of the Building Official.

To Be Posted On Premises in a Visible Place



[2019-20]

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
[Voices College-Bound Language Academy at Mount Pleasant]	[Frances Teso, CEO]	[fteso@voicescharterschool.com]

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

[Voices College-Bound Language Academy at Mount Pleasant serves a high needs community with the mission to empower students with the right mindsets and critical thinking expertise to succeed in college and within the larger society. By providing an academically rigorous dual language program, Voices Academy at Mount Pleasant students will develop the knowledge and skills to engage critically in their community and view their education as a vehicle for social mobility.

Our student population is 64% English learner (EL) and 71% are classified as Low Income, our LCFF Unduplicated count is 84% and all of our EL students speak Spanish. Our student population is made up of various ethnicities with the majority of our students identifying as Hispanic/Latino; other ethnicities include Asian and African American. We serve approximately 263 students Kinder through 4th grade. We will continue to grow a grade per year until we reach full capacity at K-8th.

At Voices Mount Pleasant, students step into a nurturing learning environment where the idea of graduating from a four-year university is planted the very first day, and this same idea is cultivated as students grow through the program. With the unconditional support of our parent community we teach our students to believe in themselves, to persevere, to be proud of their heritage, and to work hard to become who they want to be.]

### LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

[The input and unconditional support from stakeholders throughout the school year has helped us identify four areas of focus for the next three years to improve outcomes and services for all students.

GOAL 1: Voices will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction. 3 actions/services \$1,108,651

GOAL 2: Voices Academy instructional strategies, interventions and support services will be designed to support ELs and other struggling subgroups. All students will become proficient bilingual speakers, readers and writers. 5 actions/services \$21,343

GOAL 3: Parents will participate in school experiences that assist with student success. 3 actions/services \$896,875

GOAL 4: Voices will maintain an engaging, positive, and safe school culture and environment. 2 actions/services \$918,818

]

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

Based on the California Dashboard, our suspension rate declined 0.7%, ending at 0.4%.

In the Math SBAC, our first year taking SBAC, we are 17 points above the standard. Based on the Dashboard, SBAC Math English Learners were 12.7 points above the standard.

Our students in 3rd grade were 57% proficient in SBAC Math (CAASPP).

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

Reviewing the Dashboard has provided us with multiple areas to improve upon.

1) Chronic absenteeism increased 1.5%, ending at 11.8% - The school has a parent liaison who will continue to reach out to parents to follow up with absenteeism. Voices will continue to promote attendance through its assemblies, weekly reports to parents and families, attendance awards and family education.

2) 38% of our students met or exceeded the standard in ELA on the SBAC - In 2019-20, English Language Arts will be our priority area again. We will implement a more comprehensive 2nd to 4th grade curriculum.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

Chronic absenteeism increased 1.5%, ending at 11.8% - See above

## **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

[Add text here]

### **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

[Add text here]

### **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

[Add text here]

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 1

[Voices Academy will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core Standard based instruction.]

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 2, 3]

Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
Voices will decrease the percentage of teachers on waiver by 5% (as compared to prior year, with an ultimate goal of <15%) and retain high capacity teachers (as compared to prior year, with an ultimate goal of 70%).	[In the 2018-19 school year, we retained 56% of teachers from the previous school year. 100% of our teachers are credentialed or hold an appropriate permit. 0% are on a waiver 0% are on a waiver.
Increase percent of teachers that express satisfaction with the support they receive from their coach on end of year teacher survey (compared to prior year rate with an ultimate goal of >80%).	Based on our EdFuel Survey from 18-19, teachers across the network rated 3.0 out 5.0 in regards to feeling supported from leadership.
State summative data will show a 5% growth overall (students at or above standard in language arts and math) compared to prior year levels (Baseline 17-18 SY).	43% Met or Exceeded Standard in ELA 59% Met or Exceeded Standard in Math (Data from CAASPP 2017-18) (Data from SBAC 2018-19 N/A)]

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Voices will continue to restructure its salary scale and provide a	[Voices salary scale provided a salary raise for teachers in order to	[\$787,006 Total (a) \$640,920	[\$1,014,161 Total (a) \$803,168 (b) \$210,922

salary raise for teachers in order to attract and retain high capacity teachers. Certificated Personnel Salary + Benefits (salary increase range 2% 19%).]	attract and retain higapacity teachers]	(b) \$146,086  LCFF Base (a), (b) EPA (a), (b) Title I (a), (b)  Object Code: (a) 1000s certificated salaries (b) 3000s certificated benefits]	LCFF Base (a), (b) EPA (a), (b) Title I (a), (b)  Object Code: (a) 1000s certificated salaries (b) 3000s certificated benefits]
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Teacher Development: 1.0 FTE instructional coach and .2 FTE principal will provide direct support to teachers in the classroom and deliver professional development to teachers and paraprofessionals.]	[An instructional 1.0 FTE coach and .2 FTE principal provided direct support to teachers in the classroom and delivered weekly professional development to teachers and paraprofessionals.]	[\$100,698 Total (a) \$82,006 (b) \$18,692  LCFF S/C (a), (b)  Object Code: (a) 1000s certificated salaries (b) 3000s certificated benefits]	[\$87,490 Total (a) \$72,607 (b) \$14,882  LCFF S/C (a), (b)  Object Code: (a) 1000s certificated salaries (b) 3000s certificated benefits]

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Provide BTSA induction for qualified teachers.]	[2 teachers were inducted into BTSA this year.]	[\$ 3,500 Total  LCFF S/C  Object Code: 5300 Dues and Memberships]	\$7,000 Total  LCFF S/C  Object Code: 5300 Dues and Memberships]

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Actions and services were implemented as planned. An instructional coach was hired. Both the coach and the principal provided support to teachers and delivered weekly professional development.

This included traditional training, our intellectual preparation protocol and data meeting protocol during the mid-day block.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, professional development has been effective, as we have seen a shift in instruction in math in 2017-18 and in ELA, our priority area this year. We will be in Year 2 of our ELA priority in 2019-20 and expect to see growth in our results at the end of that year. The training teachers have received in math professional development sessions has led to improved instruction and data analysis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[There were two teachers who qualified for BTSA this year compared to one in the previous year. We were able to hire one FTE instructional coach in October, leading to offset on cost from when we originally planned to fill that position.]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[The goals and actions will remain the same for the next LCAP cycle. We will continue to have an instructional coach to support with PD's and coaching teachers in the classroom. BTSA will be offered to teachers who qualify and salaries will be adjusted on a yearly basis.]

## Goal 2

[Voices instructional strategies, interventions and support services will be designed to support EL's and other struggling subgroups. Voices will use standards aligned instructional materials, curriculum, resources and technology that will prepare students for college and career success. All students will become proficient bilingual speakers, readers and writers.]

State and/or Local Priorities addressed by this goal:

State Priorities: [2, 4, 5, 7, 8]

Local Priorities: []

## Annual Measurable Outcomes

Expected

Actual

[Increase the percent of students that score an Overall score of 3 or higher on the LAS Links Spanish assessment as compared to prior year.

[Voices administered LAS Links in the 18-19 school year and results will be available in the summer.

43% Met or Exceeded Standard in ELA

There will be an increase in the percent of students at or above grade level as indicated by state summative data as compared to prior year levels (17/18 Baseline year).  
]

59% Met or Exceeded Standard in Math  
(Data from CAASPP 2017-18)  
(Data from SBAC 2018-19 N/A)]

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Adaptive technology based, standards based reading and math program licenses will be purchased for in class and intervention personalized learning opportunities (Dreambox and Achieve 3000).]	[Dreambox (all grades) and Achieve 3000 (2nd grade) licenses were purchased. These systems were used for in class and intervention personalized learning opportunities.]	[\$14,685 Total LCFF S/C Object Code: 4400]	[\$10,068 Total LCFF S/C Object Code: 4400]

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Purchase LAS Links licenses to measure Spanish Language development.]	[LAS Links Licenses were purchased to test all EO students.]	[\$1,540 Total LCFF S/C Object Code: 5800]	\$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Purchase benchmark assessments (Illuminate, NWEA and PKRS)]	[Illuminate, NWEA, and PKRS were all purchased to be used for benchmark assessments on students of all grade levels. ]	[\$3,722 Total LCFF S/C Object Code 5800]	[\$1,125 Total LCFF S/C Object Code 5800]

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Associate Teachers conduct summer ELPAC testing for ELs]	[Two associate teachers conducted initial ELPAC testing throughout the summer.]	[\$1,722 Total (a) \$ 1,600 (b) \$ 122  LCFF S/C (a), (b)]	[\$4,531 Total (a) \$3,810 (b) \$721  LCFF S/C (a), (b)]

		Object Code: (a) 2000s (b) 3000s]	Object Code: (a) 2000s (b) 3000s]
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## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Purchase classroom technology including laptops, ipads, and projectors needed for blended learning.]	[Newer technology was purchased for classrooms, as needed, to support with blended learning.]	[\$ 38,516 Total (a) \$34,696 (b) \$1,000 (c) \$2,820  LCFF S/C (a), (b), (c) Object Code: (a) 4400 (b) 5800 (c) 5900]	[\$32,619 Total (a) \$31,585 (b) \$1,034  LCFF S/C (a), (b) Object Code: (a) 4400 (b) 5800]

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[The goals and actions were implemented as planned. Licenses were purchased LAS Links, Illuminate, Dreambox, Achieve3000, and NWEA MAP for student benchmark and growth purposes. Furthermore new student Chromebooks, headphones, and ipads were purchased for classrooms. Initial ELPAC testing was administered by 2 Associate Teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[With all the goals and actions implemented as planned, this lead to more efficient testing. The newer Chromebooks needed less updates to keep up with various changes in the platforms that were purchased. Ipads made using the apps more portable for students and teachers. Having Associate Teachers administer initial ELPAC testing in the summer provided us with student ELAS statuses when the school year started rather than having to add testing to our beginning of the year schedule. This allowed us to begin our ELD classes earlier than ever.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Having 2 AT's administer Initial ELPAC testing over summer, took longer than expected, leading to more hours being used. Less technology and licences for certain platforms were purchased than



planned. Enough LAS Links licenses were purchased in the previous year, to where none needed to be purchased in the 2018-19 year.]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[The goals and actions and will remain the same for the next LCAP cycle, as these platforms and technology purchases will continue to be used.]

## Goal 3

[Parents participate in school experiences that assist with student success.]

State and/or Local Priorities addressed by this goal:

State Priorities: [3, 4, 7]

Local Priorities: []

## Annual Measurable Outcomes

Expected

Actual

[Increase the percent of parents that view themselves as empowered to help their child succeed as reported on the annual parent survey compared to prior year.]

[Survey results from the 2017-18 school year showed 98% of parents reported feeling empowered to help their children succeed.

The 2018-19 annual parent survey results are not yet available.]

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Parent Liaison will be promoted to 1.0 FTE Dean of Culture to promote parent involvement and a more positive school culture.	[A Dean of Culture was hired and promoted parent involvement and a more positive school culture.	[\$118,199 Total Dean of Culture (a) \$70,000 (b) \$13,854	[\$112,615 Total Dean of Culture (a) \$70,000 (b) \$13,251
In addition, .3 FTE of Principal time spent managing leadership,	Principal time was spent on managing leadership, parent involvement and student culture.]	Principal Time (b) \$6,375	Principal Time (a) \$23,255

parent involvement and student culture. ]		(c) \$27,970  LCFF S/C (a), (b), (c) Object Code: (a) 2000s (b) 3000s (c) 1000s]	(c) \$6,109  LCFF S/C (a), (b), (c) Object Code: (a) 2000s (b) 3000s (c) 1000s]
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Provide funding for child care and parent meetings/activities.]	[Childcare services were provided for parent meetings/activities by a support staff member.]	[ \$5,505 Total (a) \$ 5,385 (b) \$ 100 (c) \$ 20  LCFF S/C (a), (b), (c) Object Code: (a) 5800 (b) 2000s (c) 3000s]	[\$145 Total (b) \$123 (c) \$23  LCFF S/C (b), (c) Object Code: (b) 2000s (c) 3000s

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Provide a yearly parent climate and culture survey.]	[A yearly parent climate and culture survey was given out in March.]	[\$1,160 Total LCFF S/C Object Code: 5800]	[\$924 Total LCFF S/C Object Code: 5800

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Provide necessary services to students with IEPs or 504s that is in excess of state and federal funding received for these students.]	[All students with IEP's or 504's were given the necessary services as stated in their plans.]	[\$528,993 Total (a) \$157,957 (b) \$137,924 (c) \$233,112  LCFF S/C State and Federal Special Education Funds Base]	[\$783,191 Total (a) 136,992 (b) \$563,370 (c) \$82,829  State and Federal Special Education Funds (a) LCFF Base (b) LCFF S/C (c)]

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions/services were implemented as planned. A Dean Of Culture was hired to support positive parent experiences and student culture. Some workshops that have been facilitated are, "Every School Day Counts," "Anti Bully," "Protocol for Emergencies," and "Empowering Children." In addition, the Dean of Culture was networked with the YWCA, and hosted an "Empowering Women" workshop for parents.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Results from the 2018-19 parent survey are not yet available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[A FTE Dean of Culture was hired this year. The childcare that was provided for parent workshops and engagement activities was provided by an AT or another support staff. Due to using internal staff for childcare, there was less funds used than budgeted. More services/equipment was provided/purchased for SPED students than budgeted. ]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Moving into next year, we will continue having the Dean of Culture supporting with parent engagement, and student activities. Childcare will be provided as planned, in addition to our annual climate survey. ]

## Goal 4

[Voices will maintain an engaging, positive, and safe school culture and environment.]

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 5, 6, 8]

Local Priorities: []

## Annual Measurable Outcomes

Expected

Actual

[80% of parents will indicate they are satisfied with the school culture and environment on the parent climate and culture survey.]

[Survey results from the 2017-18 school year showed 98% of parents rated the school culture as very positive, as well as 99% rated the school environment as very positive.

The 2018-19 annual parent survey results are not yet available.]

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Contract and/or purchase enrichment activities/curriculum for students. Including CCCS aligned arts enrichment curriculum licensing and materials, fitness, Typing Without Tears, dance, etc]	[CCCS aligned enrichment curriculum was purchased/contracted for students ]	[\$13,300 Total (a) \$4,500 (b) \$8,800  LCFF S/C (a), (b) Object Code: (a) 4300 (b) 5800]	[\$6,264 Total (a) \$3,670 (b) \$2,594  LCFF S/C (a), (b) Object Code: (a) 4300 (b) 5800]

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Provide a safe place with regular maintenance and custodial services of school facility with adequate supplies.]	[A safe place was provided with regular maintenance and custodial services.]	[\$483,096 Total (a) \$10,100 (b) \$ 37,996 (c) \$ 435,000  LCFF S/C (a), (b), (c)  Object Code: (a) 4300 (b) 5500s (c) 5600]	[\$453,145 Total (a) \$296,046 (b) \$157,099  LCFF S/C (a) SB70 (b)  Object Code: (a) 4300 (b) 5500s (c) 5600]]

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the actions/services for this goal were implemented as planned. Students benefit from enrichment programs including art class and other enrichment services implemented by Associate Teachers. Regular maintenance and custodial services occurred.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Associate teachers implemented specific activities during enrichment, including Playworks and Art as directed by the principal. The activities include lessons on values, history, physical fitness, art, and music. Students have learned how to play the flute (recorder), created cultural mask and have learned about different activist, such as Martin Luther King and Frida Kahlo.

Despite landlord delays regarding the timeline of moving into new modules and repair, the facility was maintained and a safe environment was provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Maintenance was provided as needed, not as many repairs needed this past year. Most of the enrichment activities are lead by AT's and were not contracted out. ]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[There will be additional action items added to this goal around internal facility walkthroughs, and maintaining a clean and safe environment. Action Items around continuing to promote positive school culture and engagement will be added to the Dean of Culture role.]

## Stakeholder Engagement

LCAP Year: **2018-19**

### Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

[Voices Mount Pleasant knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Voices Mount Pleasant has used several structures to effectively communicate and engage key stakeholders in the Local Control and Accountability Plan (LCAP). The process involved numerous meetings with stakeholders to engage them in the LCAP goals and actions.

Throughout the year, Voices Mount Pleasant held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition a first month of school survey and parent climate and culture survey was given out, as well as a brochure outlining the LCAP goals. All materials are given out in English and Spanish.

Opportunities for parents to discuss these topics:

Cafecitos: September 12th, October 10th, November 14th, January 16th (1 LCAP Goal addressed in each meeting)

Parent Community Meetings: Once a Month

ELAC Meetings: September 26th, November 1st, November 28th, January 16th

Parent Workshops: "Every School Day Counts," "Anti Bully," "Protocol for Emergencies," and "Empowering Children."

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

[Based on the stakeholder feedback, Voices Mount Pleasant will be modifying/adding action items to the 2019-22 LCAP.

Parents have expressed the desire to retain teachers, as well as AT's and support staff so that students experience consistency. This is reflective of Goal 1, Voices providing competitive salaries and a new action of supporting staff with credentialing needs. As well as, staff receiving more coaching time to support professional development.

Feedback from parents around enrichment activities has been noted. Parents would like to see more physical and recess activities. Goal 4 in the LCAP, addresses Voices maintaining a safe, positive and engaging school culture with an action item focused on contracting more enrichment activities for students.

The input received from stakeholders aligns with the LCAP goals.]

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Unchanged]

## Goal 1

[Voices Academy will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction.]

### State and/or Local Priorities addressed by this goal:

State Priorities: [1, 2]

Local Priorities:

### Identified Need:

[-100% of our teachers remain credentialed or hold an appropriate permit. 100% deliver high quality instruction and are appropriately assigned.

- Average of teachers gave a 3.0 out 5.0 rating across network feeling supported from leadership.

-Retention rate was 56% in 18-19, compared to 74% in 17-18.

]

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
[Local Data for Accountability]	[100% of teachers were appropriately assigned with a teacher credential or permit.	[100% of teachers are appropriately assigned and hold CA teaching credential or permit.	[100% of teachers are appropriately assigned and hold CA teaching credential or permit.	[100% of teachers are appropriately assigned and hold CA teaching credential or permit.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

# Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

[New]

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

**2019-20 Actions/Services**

[Network staff will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs and conduct annual review of teacher assignments to ensure compliance and support our teachers for their credentialing needs.

.2 FTE HR Specialist Salary + Benefits]

**2020-21 Actions/Services**

**2021-22 Actions/Services**

**Budgeted Expenditures**

Year	2019-20	2020-21	2021-22
Amount	[ \$14,397 Total \$12,000 (a) \$2,397 (b) ]	\$14,688 Total \$12,240 (a) \$2,448 (b) ]	[\$14,985 Total \$12,485 (a) \$2,500 (b)]
Source	[LCFF S/C (a) (b)]	LCFF S/C (a) (b)	LCFF S/C (a) (b)



Budget Reference	[Object Code (a) 1000's, (b) 3000's ]	[Object Code(a)1000's, (b) 3000's]	[Object Code (a) 1000's, (b) 3000's]
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## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2019-20

[Unchanged]

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

[Provide competitive salary to attract and retain high quality teachers.  
Certificated Personnel Salary + Benefits ]

2020-21 Actions/Services

.

2021-22 Actions/Services

## Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[\$897,218 Total \$703,916 (a) \$194,302 (b) ]	[\$1,017,157 Total \$783,110 (a) \$234,047 (b) ]	[\$1,311,562 Total \$988,679 (a) \$322,883 (b) ]
Source	[LCFF Base, Title I, EPA]	[LCFF Base, Title I, EPA]	[LCFF Base, Title I, EPA]
Budget Reference	[Object Code: 1000s (a), 3000s (a)]	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

[Modified]

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

[Provide coaching support to teachers in the classroom.  
1 FTE Coach salary + Benefits]

### Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[\$95,218 Total \$74,703 (a) \$20,514 (b)]	[\$99,717 Total \$76,773 (a) \$22,945 (b) ]	[\$104,647 Total \$78,885 (a) \$25,762 (b)]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Budget Code: 1000s (a), 3000s (b)]	[Budget Code: 1000s (a), 3000s (b)]	[Budget Code: 1000s (a), 3000s (b)]

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Students]

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

[Provide Beginner Teacher Support & Assessment (“BTSA”) induction for qualified teachers.]

2020-21 Actions/Services

2021-22 Actions/Services

**Budgeted Expenditures**

Year	2019-20	2020-21	2021-22
Amount	\$17,500	\$17,500	\$17,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	[Object Code: 5300]	[Object Code: 5300]	[Object Code: 5300]

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

**Goal 2**

Improve students proficiency and growth in key content areas, school-wide and for all subgroups.

## State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

## Identified Need:

[-From previous SBAC achievement data: Math 59% and ELA 43% were at or above grade level. The school will continue to focus in the area of mathematics.

-MAP Growth Results 28% ELA & 47% Math met Voices goals (17-18).

-Students of designated subgroups (EL's, Low-Income, Students with disabilities) generally have lower test scores overall.

-Maintain 100% of students having access to standard aligned curricula, materials, resources, and technological supplements

-Maintain 100% of teachers participating in Professional Developments]

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
[SBAC Math & ELA Standard Met/Exceeded]	[All Math 59% All ELA 43% ]	[Increase 2% in ELA & Math (All)]	[Increase 3% in ELA & Math (All) ]	Increase 3% in ELA & Math (All) ]
[SBAC ELA % Standard Met/Exceeded]	[Economically Disadvantaged 38% English Learners 27% Students w/ Disabilities 0% Latino 44% ]	[Increase 2% per subgroup]	[Increase 3% per subgroup]	[Increase 3% per subgroup]
SBAC Math % Standard Met/Exceeded	Economically Disadvantaged 58% English Learner 38% Students w/ Disabilities 0% Latino 61%	Increase 2% per subgroup	Increase 3% per subgroup	Increase 3% per subgroup
[NWEA MAP % Growth Targets Met (ELA)]	[Economically Disadvantaged 29% English Learners 7% Students w/ 0% Disabilities Latino 29% ]	[increase 2% points per year]	[increase 2% points per year]]	[increase 2% points per year]]

NWEA MAP % Growth Targets Met (Math)	Economically Disadvantaged 44% English Learner 21% Students w/ Disabilities 0% Latino 50%	increase 2% points per year]	increase 2% points per year]	increase 2% points per year]
Local Data – Teacher Participation in Professional Development (SIOP, systematic ELD, or CCSS training as need)	100% classroom teachers participated in relevant professional development training (SIOP, or systematic ELD, or CCSS training	100%	100%	100%
Local Data for Accountability	100% students have access to standard aligned curricula, materials, resources, and technological supplements	100%	100%	100%

## Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[ ]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Low Income, English Learners, Students with Disabilities, Latino, Other]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Schoolwide]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[All Schools]

### Actions/Services

Select from New, Modified, or Unchanged for 2019-20	Select from New, Modified, or Unchanged for 2020-21	Select from New, Modified, or Unchanged for 2021-22
[Unchanged]	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[Purchase benchmark assessment licenses (Illuminate, NWEA) for ELA and Math.  Illuminate (ELA/Math)-\$5.82/student; NWEA (ELA/Math)-\$12.50/student  PKRS (K only)- \$4.06/student + \$30 manual.]]		

### Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[\$7,812]	[\$8,958]	[\$10,011]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]
Budget Reference	[Object Code: 5800]	[Object Code: 5800]	[Object Code: 5800]

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Low Income, English Learners, Students with Disabilities, Latino, Other]	[Schoolwide]	[All Schools]
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### Actions/Services

Select from New, Modified, or Unchanged for 2019-20	Select from New, Modified, or Unchanged for 2020-21	Select from New, Modified, or Unchanged for 2021-22
[New]	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[Purchase standards-aligned core curriculum and materials. ELA curriculum and materials costs-one time cost of \$3,638 (books), \$320 (teacher manual per grade (2nd-4th)]		

### Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[\$4,598]	[\$4,598]	[\$4,598]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]
Budget Reference	[Object Code: 5800]	[Object Code: 5800]	[Object Code: 5800]

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unhanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Purchase classroom technology including laptops, ipads, and projectors needed for blended learning. Dreambox-\$22.50 per student		

Achieve3000-\$42 per student +\$290 school site fee +\$2,695 for Professional Development Smarty Ants-\$4,545		
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**Budgeted Expenditures**

Year	2019-20	2020-21	2021-22
Amount	[\$39,767 Total	[\$40,905 Total	\$42,099 Total
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	[Object Code: 4400 ]	Object Code: 4400	Object Code: 4400

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

New

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

Provide standards-aligned professional development and planning time (IPP) for teachers  
.3 FTE Principal Salary + Benefits

2020-21 Actions/Services

2021-22 Actions/Services



## Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[\$36,362 Total \$28,529 (a) \$7,834 (b)]	[\$37,797 Total \$29,100 (a) \$8,697 (b)]	[\$39,375 Total \$29,682 (a) \$9,693 (b)]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]

(Select from New Goal, Modified Goal, or Unchanged Goal)

[New]

## Goal 3

[Voices Academy instructional strategies, interventions and support services will be designed to support ELs and other struggling subgroups. ]

### State and/or Local Priorities addressed by this goal:

State Priorities: [2, 4, 7, 8]

Local Priorities:

### Identified Need:

[-RFEP Rate 0% (18-19)

- ELPAC Results 35% level 4, 27% level 3]

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
ELPAC EL % Level 3/Level 4	35% Level 4 27% Level 3 (17-18 data)	Increase 2% per level	Increase 2% per level	Increase 2% per level
RFEP Rate	0% (18-19 Data)	Increase rate 2%	Increase rate 2%	Increase rate 2%

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Low Income, English Learners, Students with Disabilities, Latino, Other]	[Schoolwide]	[All Schools]
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### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

[Unchanged]	Unchanged	Unchanged
-------------	-----------	-----------

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

[ Adaptive technology based, standards based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities. Purchase Achieve3000, a setup charge of \$290 + \$42 per license, Smarty Ants, set up charge of \$4,545. Purchase DreamBox, a flat fee of \$6,875. ]		
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### Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[\$24,978 Total]	[\$25,692 Total]	[\$26,442 Total]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]

Budget Reference	[Object Code: 4400]	[Object Code: 4400]	[Object Code: 4400]
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## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Low Income, Students with Disabilities, Latino, Other]	[Schoolwide]	[All Schools]
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## Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

[Unchanged]	Unchanged	Unchanged
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### 2019-20 Actions/Services

### 2020-21 Actions/Services

### 2021-22 Actions/Services

[Purchase LAS Links licenses to measure Spanish Language development. \$6.50 per student (K-8th)]		
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## Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[\$1,742]	[\$2,100]	[\$2,429]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]
Budget Reference	[Object Code: 5882]	[Object Code: 5882]	[Object Code: 5882]

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[English Learners]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Schoolwide]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[All Schools]

### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

[Unchanged]

Select from New, Modified, or Unchanged for 2020-21

[Unchanged]

Select from New, Modified, or Unchanged for 2021-22

[Unchanged]

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

[Associate Teachers conduct summer ELPAC testing for ELs.]

### Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[\$960 Total \$800 (a) \$160 (b)]	[\$960 Total \$800 (a) \$160 (b)]	[\$960 Total \$800 (a) \$160 (b)]
Source	[LCFF (a) (b)]	[LCFF (a) (b)]	[LCFF (a) (b)]
Budget Reference	[Object Code: 2000s (a), 3000s (b)]	[Object Code: 2000s (a), 3000s (b)]	[Object Code: 2000s (a), 3000s (b)]

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Students]

[All Schools]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

[New]

Unchanged

Unchanged

**2019-20 Actions/Services**

**2020-21 Actions/Services**

**2021-22 Actions/Services**

[Principal will manage leadership, intervention services and student performance.

.3 FTE Principal Salary + Benefits]

**Budgeted Expenditures**

Year	2019-20	2020-21	2021-22
Amount	[\$36,363 Total \$28,529 (a) \$7,834 (b)]	[\$37,797 Total \$29,100 (a) \$8,697 (b)]	[\$39,375 Total \$29,682 (a) \$9,693 (b)]
Source	[LCFF (a) (b)]	[LCFF (a) (b)]	[LCFF (a) (b)]
Budget Reference	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Low Income, English Learners, Students with Disabilities, Latino, Other]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Schoolwide]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[All Schools]

**Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

[New]

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

**2019-20 Actions/Services**

[The Dean of Culture will coordinate all services for special populations (504, SPED, SST, truant, etc.)  
.5 FTE Dean of Culture  
Salary + Benefits ]

**2020-21 Actions/Services**

**2021-22 Actions/Services**

**Budgeted Expenditures**

Year	2019-20	2020-21	2021-22
Amount	[\$43,360 Total \$36,141 (a) \$7,219 (b)]	[\$44,571 Total \$37,142 (a) \$7,429 (b)]	[\$45,807 Total \$38,164 (a) \$7,643 (b)]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Code: 2000s (a), 3000s (b)]	[Object Code: 2000s (a), 3000s (b)]	[Object Code: 2000s (a), 3000s (b)]

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Modified]

**Goal 4**

[Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they can participate fully in student learning and the school community.]

## State and/or Local Priorities addressed by this goal:

State Priorities: [1, 3, 5, 6]

Local Priorities:

## Identified Need:

[-Student success is dependent on strong family support and partnership with school.

- Maintain 0.4% Suspension Rate (17-18)

-95% ADA (as of May 30, 2018)

-Maintain or increase the amount of parent workshops.

-Student survey needs to be created to collect feedback

-Maintain a 0% expulsion rate

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
[# of Parent Workshops w/ Childcare Provided]	[4 Workshops held in 18-19]	[4 or more per year]	[4 or more per year]	[4 or more per year]
Parents receive LCAP materials in English and Spanish	100%	100%	100%	100%
[% Average Daily Attendance]	[95% (as of May 30, 2019)]	[>95%]	[>95%]	[>95%]
[Suspension Rate]	0.7% (17-18)	[<5%]	[<5%]	[<5%]
Expulsion Rate	0% (as of May 30, 2019)	<2%	<2%	<2%
% Middle School Dropout	Baseline 20-21	<2%	<2%	<2%
Self Reported % students stating they are having a positive experience at school	Baseline 19-20	>80%	>80%	>80%
Self Reported % students stating they feel safe at school	Baseline 19-20	≥80%	≥80%	≥80%
[Self Reported % parents stating school takes actions to ensure child safety]	[18-19 Survey results not yet available]	[75%]	[75%]	[75%]

% of Stakeholders respond to annual satisfaction survey	18-19 Survey results not yet available	80%	80%	80%
% of Stakeholders rate school with "C" or better grade.	18-19 Survey results not yet available	90%	90%	90%

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
---	---

[All Students]

[All Schools]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
---	---	--

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2019-20	Select from New, Modified, or Unchanged for 2020-21	Select from New, Modified, or Unchanged for 2021-22
---	---	---

[Unchanged]

Unchanged

Unchanged

#### 2019-20 Actions/Services

#### 2020-21 Actions/Services

#### 2021-22 Actions/Services

[Custodians will maintain a clean and safe school facility and environment for students and adequate supplies will be provided.

Contractor Cost

Supply Cost

### Budgeted Expenditures



Year	2019-20	2020-21	2021-22
Amount	[\$25,878 Total \$17,878 (a) \$8,000 (b) ]	[\$26,618 Total \$18,389 (a) \$8,229 (b) ]	[\$27,395 Total \$18,926 (a) \$8,469 (b) ]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Code: 2000s (a) 3000s (b)]	[Object Code: 2000s (a) 3000s (b)]	[Object Code: 2000s (a) 3000s (b)]

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2019-20

[New]

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

### 2019-20 Actions/Services

[Voices will provide a modern and suitable facility for students with all the amenities and safety components expected for implementation of our charter school program and maintain facility in good repair.  
Facility payment and Maintenance]

### 2020-21 Actions/Services

### 2021-22 Actions/Services

## Budgeted Expenditures

Year	2019-20	2020-21	2021-22
------	---------	---------	---------

<b>Amount</b>	[\$248,519 Total \$100,000 (5605) \$3,199 (5920) \$7,435(5501) \$137,885 (5601) ]	[\$407,230 Total \$120,000 (5605) \$3,291 (5920) \$7,648 (5501) \$276,291 (5601)]	[\$552,687 Total \$123,504 (5605) \$3,387 (5920) \$7,871 (5501) \$417,925 (5601)]
<b>Source</b>	[LCFF S/C ]	[LCFF S/C]	[LCFF S/C]
<b>Budget Reference</b>	[Object Code: 5000s]	[Object Code: 5000s]	[Object Code: 5000s]

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

[New]

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

**2019-20 Actions/Services**

[School staff conduct regular walk-throughs of Charter School facilities and assure repairs are made in a timely manner.  
.3 Business Manager + Salary  
Facility and Maintenance Budget

**2020-21 Actions/Services**

**2021-22 Actions/Services**

**Budgeted Expenditures**

<b>Year</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
-------------	----------------	----------------	----------------

Amount	[\$20,367 Total \$16,976 (a) \$3,391 (b) ]	[\$20,935 Total \$17,446 (a) \$3,489 (b) ]	[\$21,516 Total \$17,926 (a) \$3,590 (b) ]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Code 2000s (a), 3000s (b)]	[Object Code 2000s (a), 3000s (b)]	[Object Code 2000s (a), 3000s (b)]

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2019-20

[Modified]

Select from New, Modified, or Unchanged for 2020-21

[Unchanged]

Select from New, Modified, or Unchanged for 2021-22

[Unchanged]

### 2019-20 Actions/Services

[The Dean of Culture will promote a an engaging, positive, and safe school culture and environment and execute a character development program.

.5 FTE Dean of Culture Salary + Benefits

Materials or Training \$1,000

]

### 2020-21 Actions/Services

### 2021-22 Actions/Services

## Budgeted Expenditures

Year	2019-20	2020-21	2021-22
------	---------	---------	---------

<b>Amount</b>	[\$44,360 Total \$36,141 (a) \$7,219 (b) \$1,000 (c) ]	[\$45,571 Total \$37,142 (a) \$7,429 (b) \$1,000 (c) ]	[\$46,807 Total \$38,164 (a) \$7,643 (b) \$1,000 (c) ]
<b>Source</b>	[LCFF S/C (a) (b) (c)]	[LCFF S/C (a) (b) (c)]	[LCFF S/C (a) (b) (c)]
<b>Budget Reference</b>	[Object Codes: 2000s (a), 3000s (b) 5800 (c)]	[Object Codes: 2000s (a), 3000s (b) 5800 (c)]	[Object Codes: 2000s (a), 3000s (b) 5800 (c)]

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2019-20

[New]

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

### 2019-20 Actions/Services

[The Business Clerk will concentrate time on school attendance and reporting.  
0.8 FTE Business Clerk Salary + Benefits]

### 2020-21 Actions/Services

### 2021-22 Actions/Services

## Budgeted Expenditures

Year	2019-20	2020-21	2021-22
<b>Amount</b>	[\$13,627 Total \$11,909 (a) \$1,718 (b)]	[\$27,295 Total \$24,277 (a) \$2,818 (b)]	[\$28,051 Total \$25,151 (a) \$2,900 (b) ]

Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Reference: 2000s (a) 3000s (b)]	[Object Reference: 2000s (a) 3000s (b)]	[Object Reference: 2000s (a) 3000s (b)]

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

[Principal time will be spent managing leadership, parent involvement and student culture. .2 FTE Principal Salary + Benefits]

## Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[\$24,016 Total \$19,019 (a) \$5.191 (b)]	[\$24,959 Total \$19,400 (a) \$5,755 (b) ]	[\$26,000 Total \$19,788 (a) \$6,410 (b) ]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]

# Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

[Unchanged]

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

**2019-20 Actions/Services**

[Contract services and/or purchase enrichment activities and supplies for students. Including CCCS aligned arts enrichment curriculum licensing and materials, as well as, physical activity programs.

\$10 per student for Handwriting without Tears (K-1st)

\$2,029 per student for Typing without Tears (2nd +)

\$4,000 Art in Action]

**2020-21 Actions/Services**

**2021-22 Actions/Services**

**Budgeted Expenditures**

Year	2019-20	2020-21	2021-22
Amount	[\$7,724 Total \$2,756 (a) \$6,771 (b) ]	[\$9,337 Total \$2,835 (a) \$7,321 (b) ]	[\$9,944 Total \$2,918 (a) \$7,827 (b) ]
Source	[LCFF S/C (a), (b)]	[LCFF S/C (a), (b)]	[LCFF S/C (a), (b)]

Budget Reference	[Object Code: 5800 (a), 4110 (b)]	[Object Code: 5800 (a), 4110 (b)]	[Object Code: 5800 (a), 4110 (b)]
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## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2019-20

[Unchanged]

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

Unchanged

### 2019-20 Actions/Services

[Purchase annual parent independent survey services.

Columbia Teachers College  
\$600.00 + \$2.00/parent

### 2020-21 Actions/Services

Purchase annual parent and middle school student independent survey services.

Columbia Teachers College MS  
Survey \$650.00 + \$600.00 +  
\$2.00/parent

### 2021-22 Actions/Services

## Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[\$1,804 ]	[\$1,984]	[\$2,096 ]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]
Budget Reference	[Object Code: 5800]	[Object Code: 5800]	[Object Code: 5800]

## Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

[New]

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

[Hold a minimum of 4 parent workshops per year and provide child care and incentives.]

### Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[\$571 Total \$480 (a) \$96 (b)]	[\$571 Total \$480 (a) \$96 (b)]	[\$571 Total \$480 (a) \$96 (b)]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Code: 2000s (a), 3000s (b)]	[Object Code: 2000s (a), 3000s (b)]	[Object Code: 2000s (a), 3000s (b)]

## Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**



(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[English Learners]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Schoolwide]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[All Schools]

**Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

[New]

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

[Provide translation services for written materials.]

**Budgeted Expenditures**

Year	2019-20	2020-21	2021-22
Amount	[\$2,000 Total]	[\$2,000 Total]	[\$2,000 Total]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]
Budget Reference	[Object Code: 5800]	[Object Code: 5800]	[Object Code: 5800]

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
--	--

\$ 711,925	31.88 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

[Voices College Bound Language Academy at Mount Pleasant will receive \$711,925 in Supplemental Local Control Funding Formula Funds in 2019-20. These funds are calculated based on the number of English learners; students identified as low income, and redesignated fluent English proficient pupils.

Voices will offer a variety of programs and supports principally directed to English learners, low income students and foster youth. These include: Academic coaches for teachers; secure and maintain a suitable facility to serve student needs; purchase adaptive technology based reading and math in class and intervention program; increase parent liaison time; implement community building events; develop additional parent participation activities and engagement opportunities; purchase licenses for Math and ELA assessment systems; implement an arts curriculum; secure enrichment contracts with external enrichment specialists. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted groups. ]

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to

specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be



appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

# Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

## Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

## Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?



- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES**

**FINANCIAL STATEMENTS AND  
SUPPLEMENTARY INFORMATION**

**YEAR ENDED JUNE 30, 2018**

**OPERATING:**

**Voices College-Bound Language Academy  
Voices College-Bound Language Academy at Morgan Hill  
Voices College-Bound Language Academy at Mt. Pleasant**

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
TABLE OF CONTENTS  
YEAR ENDED JUNE 30, 2018**

<b>INDEPENDENT AUDITORS' REPORT</b>	<b>1</b>
<b>BASIC FINANCIAL STATEMENTS</b>	
<b>STATEMENT OF FINANCIAL POSITION</b>	<b>3</b>
<b>STATEMENT OF ACTIVITIES</b>	<b>4</b>
<b>STATEMENT OF CASH FLOWS</b>	<b>5</b>
<b>STATEMENT OF FUNCTIONAL EXPENSES</b>	<b>6</b>
<b>NOTES TO FINANCIAL STATEMENTS</b>	<b>7</b>
<b>SUPPLEMENTARY INFORMATION</b>	
<b>LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE</b>	<b>16</b>
<b>SCHEDULE OF INSTRUCTIONAL TIME</b>	<b>18</b>
<b>SCHEDULE OF AVERAGE DAILY ATTENDANCE</b>	<b>19</b>
<b>RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED     FINANCIAL STATEMENTS</b>	<b>20</b>
<b>SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS</b>	<b>21</b>
<b>NOTES TO SUPPLEMENTARY INFORMATION</b>	<b>22</b>
<b>INDEPENDENT AUDITORS' 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></b>	<b>23</b>
<b>INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE</b>	<b>25</b>
<b>INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE</b>	<b>27</b>
<b>SCHEDULE OF FINDINGS AND QUESTIONED COSTS</b>	<b>29</b>
<b>SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS</b>	<b>31</b>

## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Voices College-Bound Language Academies  
San Jose, California

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Voices College-Bound Language Academies (the Academies), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditors' Responsibility***

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 the standards applicable to financial audits contained in *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 involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the Academies as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.


**Other Matters**

*Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the Academies' financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for the purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). The columns by location are presented in the statements of financial position, activities, and cash flows and the accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Uniform Guidance. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued a report dated August 30, 2018 on our consideration of the Academies' 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 that report is solely 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 effectiveness on the Academies' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academies' internal control over financial reporting and compliance.



**CliftonLarsonAllen LLP**

Glendora, California  
August 30, 2018

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES**  
**STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2018**

<b>ASSETS</b>	<u>CMO</u>	<u>FMSD</u>	<u>Morgan Hill</u>	<u>Mt. Pleasant</u>	<u>Eliminations</u>	<u>Total</u>
<b>CURRENT ASSETS</b>						
Cash and Cash Equivalents	\$ 535,417	\$ 5,733,327	\$ 345,572	\$ 49,631	\$ -	\$ 6,663,947
Accounts Receivable - State and Federal	80,473	564,487	464,901	827,144	-	1,937,005
Accounts Receivable - Other	17,042	1,229	13,961	-	-	32,232
Intercompany Receivable	542,706	-	-	-	(542,706)	-
Prepaid Expenses and Other Assets	89,322	51,629	51,717	45,880	-	238,548
Total Current Assets	<u>1,264,960</u>	<u>6,350,672</u>	<u>876,151</u>	<u>922,655</u>	<u>(542,706)</u>	<u>8,871,732</u>
<b>LONG-TERM ASSETS</b>						
Property, Plant, and Equipment, Net	-	7,357,746	90,621	75,473	-	7,523,840
Total Long-Term Assets	<u>-</u>	<u>7,357,746</u>	<u>90,621</u>	<u>75,473</u>	<u>-</u>	<u>7,523,840</u>
Total Assets	<u>\$ 1,264,960</u>	<u>\$ 13,708,418</u>	<u>\$ 966,772</u>	<u>\$ 998,128</u>	<u>\$ (542,706)</u>	<u>\$ 16,395,572</u>
<b>LIABILITIES AND NET ASSETS</b>						
<b>CURRENT LIABILITIES</b>						
Accounts Payable and Accrued Liabilities	\$ 88,179	\$ 202,996	\$ 28,965	\$ 90,956	\$ -	\$ 411,096
Intercompany Payable	-	48,634	287,404	206,668	(542,706)	-
Deferred Revenue	-	271,208	67,381	-	-	338,589
Revolving Loan Payable, Current Portion	-	-	50,000	50,000	-	100,000
Facility Loan, Current Portion	-	248,494	-	-	-	248,494
Total Current Liabilities	<u>88,179</u>	<u>771,332</u>	<u>433,750</u>	<u>347,624</u>	<u>(542,706)</u>	<u>1,098,179</u>
<b>LONG-TERM LIABILITIES</b>						
Revolving Loan Payable	-	-	50,006	100,004	-	150,010
Facility Loan	-	8,109,777	-	-	-	8,109,777
Total Long-Term Liabilities	<u>-</u>	<u>8,109,777</u>	<u>50,006</u>	<u>100,004</u>	<u>-</u>	<u>8,259,787</u>
<b>NET ASSETS</b>						
Unrestricted	1,015,209	4,790,509	363,724	515,739	-	6,685,181
Temporarily Restricted	161,572	36,800	119,292	34,761	-	352,425
Total Net Assets	<u>1,176,781</u>	<u>4,827,309</u>	<u>483,016</u>	<u>550,500</u>	<u>-</u>	<u>7,037,606</u>
Total Liabilities and Net Assets	<u>\$ 1,264,960</u>	<u>\$ 13,708,418</u>	<u>\$ 966,772</u>	<u>\$ 998,128</u>	<u>\$ (542,706)</u>	<u>\$ 16,395,572</u>

See accompanying Notes to Financial Statements.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2018**

	<u>CMO</u>	<u>FMSD</u>	<u>Morgan Hill</u>	<u>Mt. Pleasant</u>	<u>Eliminations</u>	<u>Total</u>
<b>REVENUES</b>						
State Revenue:						
State Aid	\$ -	\$ 2,643,986	\$ 543,203	\$ 1,224,096	\$ -	\$ 4,411,285
Other State Revenue	-	550,340	367,825	554,886	-	1,473,051
Federal Revenue:						
Grants and Entitlements	177,303	348,587	209,692	189,293	-	924,875
Local Revenue:						
In-Lieu Property Tax Revenue	-	1,732,209	1,102,658	817,722	-	3,652,589
Contributions	1,100,292	121,300	112,569	72,211	-	1,406,372
Investment Income	1,855	1,286	150	157	-	3,448
Other Revenue	1,106,639	73,753	55,951	30,919	(1,105,214)	162,048
Net Assets Released from Restrictions	-	-	5,708	-	-	5,708
Total Revenues	<u>2,386,089</u>	<u>5,471,461</u>	<u>2,397,756</u>	<u>2,889,284</u>	<u>(1,105,214)</u>	<u>12,039,376</u>
<b>EXPENSES</b>						
Program Services	1,051,261	4,060,960	2,046,561	2,464,105	(6,263)	9,616,624
Management and General	1,363,941	817,051	228,914	284,782	(1,098,951)	1,595,737
Total Expenses	<u>2,415,202</u>	<u>4,878,011</u>	<u>2,275,475</u>	<u>2,748,887</u>	<u>(1,105,214)</u>	<u>11,212,361</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	(29,113)	593,450	122,281	140,397	-	827,015
<b>TEMPORARILY RESTRICTED NET ASSETS</b>						
Net Assets Released from Restrictions	-	-	(5,708)	-	-	(5,708)
Federal Revenue:						
Grants and Entitlements	-	36,800	-	-	-	36,800
Local Revenue:						
Contributions	161,572	-	-	34,761	-	196,333
<b>CHANGE IN TEMPORARILY RESTRICTED NET ASSETS</b>	<u>161,572</u>	<u>36,800</u>	<u>(5,708)</u>	<u>34,761</u>	<u>-</u>	<u>227,425</u>
<b>CHANGE IN NET ASSETS</b>	132,459	630,250	116,573	175,158	-	1,054,440
Net Assets - Beginning of Year	<u>1,044,322</u>	<u>4,197,059</u>	<u>366,443</u>	<u>375,342</u>	<u>-</u>	<u>5,983,166</u>
<b>NET ASSETS - END OF YEAR</b>	<u>\$ 1,176,781</u>	<u>\$ 4,827,309</u>	<u>\$ 483,016</u>	<u>\$ 550,500</u>	<u>\$ -</u>	<u>\$ 7,037,606</u>

See accompanying Notes to Financial Statements.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
STATEMENT OF CASH FLOWS  
YEAR ENDED JUNE 30, 2018**

	CMO	FMSD	Morgan Hill	Mt. Pleasant	Total
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>					
Change in Net Assets	\$ 132,459	\$ 630,250	\$ 116,573	\$ 175,158	\$ 1,054,440
Adjustments to Reconcile Change in Net Assets to Net Cash					-
Provided (Used) by Operating Activities:					-
Depreciation	-	171,648	17,344	7,868	196,860
Change in Operating Assets:					-
Accounts Receivable - Federal and State	(80,473)	(87,652)	(55,330)	(341,195)	(564,650)
Accounts Receivable - Other	(6,344)	29,202	(13,961)	11	8,908
Intercompany Receivable	(134,632)	-	-	-	(134,632)
Prepaid Expenses and Other Assets	(14,264)	(28,267)	(11,480)	(10,805)	(64,816)
Change in Operating Liabilities:					-
Accounts Payable and Accrued Liabilities	22,560	(10,152)	(13,086)	43,158	42,480
Intercompany Payable	-	(106,801)	213,822	27,611	134,632
Deferred Revenue	-	271,208	67,381	-	338,589
Net Cash Provided (Used) by Operating Activities	<u>(80,694)</u>	<u>869,436</u>	<u>321,263</u>	<u>(98,194)</u>	<u>1,011,811</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>					
Purchases of Property, Plant, and Equipment	-	(43,375)	(74,122)	(12,726)	(130,223)
Net Cash Provided (Used) by Investing Activities	<u>-</u>	<u>(43,375)</u>	<u>(74,122)</u>	<u>(12,726)</u>	<u>(130,223)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>					
Repayments of Long-Term Debt	-	(243,622)	(49,998)	(49,998)	(343,618)
Net Cash Provided (Used) by Financing Activities	<u>-</u>	<u>(243,622)</u>	<u>(49,998)</u>	<u>(49,998)</u>	<u>(343,618)</u>
<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	(80,694)	582,439	197,143	(160,918)	537,970
Cash and Cash Equivalents - Beginning of Year	<u>616,111</u>	<u>5,150,888</u>	<u>148,429</u>	<u>210,549</u>	<u>6,125,977</u>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<u>\$ 535,417</u>	<u>\$ 5,733,327</u>	<u>\$ 345,572</u>	<u>\$ 49,631</u>	<u>\$ 6,663,947</u>
<b>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</b>					
Cash Paid for Interest	<u>\$ -</u>	<u>\$ 86,839</u>	<u>\$ 833</u>	<u>\$ 3,419</u>	<u>\$ 91,091</u>

See accompanying Notes to Financial Statements.



**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
STATEMENT OF FUNCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2018**

	<u>Program Services</u>	<u>Management and General</u>	<u>Eliminations</u>	<u>Total Expenses</u>
Salaries and Wages	\$ 5,198,754	\$ 659,786	\$ -	\$ 5,858,540
Pension Expense	389,786	33,960	-	423,746
Other Employee Benefits	582,064	64,776	-	646,840
Payroll Taxes	249,563	39,502	-	289,065
Management Fees	-	1,179,216	(1,098,951)	80,265
Legal Expenses	-	29,225	-	29,225
Accounting Expenses	-	19,090	-	19,090
Instructional Materials	214,302	-	-	214,302
Other Fees for Services	1,427,566	132,518	(6,263)	1,553,821
Advertising and Promotion Expenses	-	7,120	-	7,120
Office Expenses	199,256	23,770	-	223,026
Information Technology Expenses	71,676	74,738	-	146,414
Occupancy Expenses	962,177	62,596	-	1,024,773
Travel Expenses	10,880	28,525	-	39,405
Conference and Meeting Expenses	4,627	11,023	-	15,650
Interest Expense	-	91,091	-	91,091
Depreciation Expense	196,860	-	-	196,860
Insurance Expense	-	71,597	-	71,597
Other Expenses	115,376	166,155	-	281,531
Sub Total	<u>9,622,887</u>	<u>2,694,688</u>	<u>(1,105,214)</u>	<u>11,212,361</u>
Eliminations	<u>(6,263)</u>	<u>(1,098,951)</u>	<u>1,105,214</u>	<u>-</u>
Total	<u><u>\$ 9,616,624</u></u>	<u><u>\$ 1,595,737</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 11,212,361</u></u>

See accompanying Notes to Financial Statements.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2018**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Nature of Activities**

Voices College-Bound Language Academies (the Academies) is a California nonprofit public benefit corporation and is organized to manage and operate public charter schools.

The Academies is funded principally through state of California public education monies received through the California Department of Education and the sponsoring District.

The Franklin-McKinley School District (District) has granted the charter for Voices College-Bound Language Academy (Voices FMSD) through June 30, 2022. 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.

In September 2015, Voices chartered two new schools, Voices College-Bound Language Academy at Morgan Hill (Voices Morgan Hill) and Voices College-Bound Language Academy at Mt. Pleasant (Voices Mt. Pleasant) and developed a Charter Management Office (CMO) to assist in the management of all three charter schools.

Santa Clara County Office of Education (SCCOE) approved the charter for both Voices Morgan Hill and Voices Mt. Pleasant. Voices Morgan Hill was granted a five year term continuing through June 30, 2023. Voices Mt. Pleasant was granted a five year term continuing through June 30, 2020. The charter may be revoked by SCCOE 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.

**Cash and Cash Equivalents**

The Academies 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.

**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, liabilities, and disclosures. 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 liabilities.

**Functional Allocation of Expenses**

Costs of providing the Academies' programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2018**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Basis of Presentation**

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

**Net Asset Classes**

The Academies 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 Academies are defined as:

**Unrestricted**

All resources over which the governing board has discretionary control to use in carrying on the general operations of the Academies.

**Temporarily Restricted**

These net assets are restricted by donors and governments to be used for specific purposes. The Academies currently have \$60,936 of temporarily restricted net assets.

**Permanently Restricted**

These net assets are permanently restricted by donors and cannot be used by the Academies. The Academies does not currently have any permanently restricted net assets.

**Receivables**

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2018. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

**Property, Plant, and Equipment**

Property, plant, and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

**Property Taxes**

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agencies of the Academies are required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2018**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Compensated Absences**

The Academies allow administrative employees to carryover unused vacation up to 40 hours. Accordingly, accumulated compensated absence benefits at June 30, 2018 is included in accrued liabilities.

**Revenue Recognition**

Amounts received from the California Department of Education are recognized as revenue by the Academies 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.

**Contributions**

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**Income Taxes**

The Academies is a nonprofit 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 of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Academies file informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

**Subsequent Events**

The Academies has evaluated subsequent events through August 30, 2018, the date these financial statements were available to be issued.

**NOTE 2 CONCENTRATION OF CREDIT RISK**

The Academies maintain interest bearing cash accounts with a financial institution. The account at this institution is insured by the Federal Deposit Insurance Corporation (FDIC). At times, cash in this account exceeds the maximum insured amount. The Academies has not experienced any losses regarding this account and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2018**

**NOTE 3 PROPERTY, PLANT, AND EQUIPMENT**

The Academies property, plant and equipment are as follows:

Building	\$ 7,723,939
Leasehold Improvements	18,148
Equipment, Furniture and Fixtures	302,355
Total	<u>8,044,442</u>
Less: Accumulated Depreciation and Amortization	(520,602)
Total Property, Plant, and Equipment	<u>\$ 7,523,840</u>

Depreciation expense for the year ended June 30, 2018 was \$196,860.

**NOTE 4 EMPLOYEE RETIREMENT**

**Multi-Employer Defined Benefit Pension Plans**

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the state of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the Academies choose to stop participating in the multi-employer plan, they may be required to pay a withdrawal liability to the plan. The Academies have no plans to withdraw from this multi-employer plan.

**State Teachers' Retirement System**

Plan Description

The Academies contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. 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. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2016, total plan net assets are \$189 billion, the total actuarial present value of accumulated plan benefits is \$333 billion, contributions from all employers totaled \$3.4 billion, and the plan is 63.7% funded. The Academies did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and [www.calstrs.com](http://www.calstrs.com).

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2018**

**NOTE 4 EMPLOYEE RETIREMENT (CONTINUED)**

**State Teachers' Retirement System (Continued)**

Funding Policy

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. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total plan net assets are \$210 billion, the total actuarial present value of accumulated plan benefits is \$362 billion, contributions from all employers totaled \$4.2 billion, and the plan is 62.6% funded. The Academies did not contribute more than 5% of the total contributions to the plan.

The Academies' contributions to STRS for the past three years are as follows:

<u>Year Ended June 30</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2016	\$ 205,536	100.0 %
2017	289,221	100.0
2018	363,217	100.0

**Defined Contribution Plan**

The Academies offer an Internal Revenue Code Section 401(k) retirement plan to each of its qualifying employees. Employee contributions and employer contributions (up to 3% match) are used to purchase annuity contracts for each participant. The amount of employer contributions used to purchase annuity contracts for the year ended June 30, 2018 was \$60,529

**NOTE 5 FACILITY GRANT/LOAN**

Voices FMSD received \$637,787 pursuant a funding agreement between the State Allocation Board and the California School Finance Authority collectively referred to as the State. Voices FMSD applied to the State for financing of its charter school facilities project under the Charter School Facilities Program (CSFP) established pursuant to Article 12 of Chapter 12.5 of Part 10 of the California Education code. The preliminary apportionment in the amount of \$6,377,870 for the project has been approved by the state. The advance of \$637,787, representing 10% of the preliminary apportionment, for project design has been approved and disbursed by the state.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2018**

**NOTE 5 FACILITY GRANT/LOAN (CONTINUED)**

In August 2014, Voices FMSD received approximately \$8.2 million in Prop 55 Funding for new construction of a school facility on an existing site to eventually accommodate 435 students (grades K-8) of which 78% are expected to qualify for free and reduced lunch. The site for the approximate 20,000 square foot one-story facility will be located at the existing G. W. Hellyer Elementary, 725 Hellyer Ave., San Jose, CA 95111. Voices FMSD constructed this project in cooperation with the Franklin-McKinley Elementary School District and consists of two kindergarten and 18 multi-grade classrooms, an administration building, and a multi-use building. Voices FMSD completed the facility in time for occupancy at the start of the 2015-16 school year.

This apportionment is contingent upon Voices FMSD paying its 50% local matching share obligation (funding agreement) by making payments to the State pursuant to the agreement. Beginning September 2016, Voices FMSD began repayment to the state the matching portion of the funding by making either annual or semi-annual installments. 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 2.0%. The amount of the loan for matching funds and unused funding was \$8,358,271 as of June 30, 2018.

Voices FMSD also entered into a Memorandum of Understanding (MOU) between the state and Franklin-McKinley Elementary School District (FMSD) intended to tie together two separate legal agreements: (i) a Funding Agreement by and between the state and the Academies and (ii) a Facilities Use Agreement by and between FMSD and the Academies.

The principal maturities for the loan are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2019	\$ 248,494
2020	742,916
2021	258,534
2022	263,704
2023	268,978
Thereafter	<u>6,575,645</u>
Total	<u><u>\$ 8,358,271</u></u>

**NOTE 6 REVOLVING LOAN**

**California Department of Education**

Voices Morgan Hill received a revolving loan from the California Department of Education in the amount of \$250,000. The loan requires annual principal payments of \$50,000. The loan has a term of five years and carries an interest rate of 0.30%.

Voices Mt. Pleasant received a revolving loan from the California Department of Education in the amount of \$250,000. The loan requires annual principal payments of \$50,000. The loan has a term of five years and carries an interest rate of 0.33%.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2018**

**NOTE 6 REVOLVING LOAN (CONTINUED)**

Annual payments of principal and interest are deducted from apportionment. The loan repayments by year are as follows:

<u>Year Ending June 30,</u>	<u>Morgan Hill</u>	<u>Mt. Pleasant</u>
2019	\$ 50,000	\$ 50,000
2020	50,006	50,002
2021	-	50,002
Total	\$ 100,006	\$ 150,004

**NOTE 7 LINE OF CREDIT**

The Academies have a \$850,000 line of credit with Heritage Bank of Commerce that expires on April 2020. The interest rate is 4.75% per annum. There was no balance outstanding at June 30, 2018.

**NOTE 8 OPERATING LEASES**

The CMO and Voices Mt. Pleasant rent facilities under an operating lease agreement. Rent expense under the agreement was \$250,000 for the year ended June 30, 2018. The minimum lease payments will be as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2019	\$ 400,000
2020	400,000
Total	\$ 800,000

Voices Morgan Hill rent facilities under and operating lease agreement. Rent expense under the agreement was \$367,621 for the year ended June 30, 2018. The minimum lease payments will be as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2019	\$ 382,452
2020	393,924
2021	405,744
Total	\$ 1,182,120



**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2018**

**NOTE 9 CONTINGENCIES**

The Academies have 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.

## **SUPPLEMENTARY INFORMATION**

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
YEAR ENDED JUNE 30, 2018**

Voices FMSD 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

Voices Morgan Hill School began serving students in September 2015 and is sponsored by the Santa Clara County Office of Education (the Sponsor).

Charter School number authorized by the State: 1716

Voices Mt. Pleasant School began serving students in September 2015 and is sponsored by the Santa Clara County Office of Education (the Sponsor).

Charter School number authorized by the State: 1743

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (CONTINUED)  
 YEAR ENDED JUNE 30, 2018**

The Board of Directors and the Administrators as of the year ended June 30, 2018 were as follows:

**BOARD OF DIRECTORS**

<u>Member</u>	<u>Office</u>	<u>Term Expires (3 year term)</u>
David Richards	Chair	2017
Sara Reyes	Member	Indefinite
Alice Miller	Member	Indefinite
Duy Vo	Member	2019
Servando Sandoval	Member	2018
Kristen McCaw	Member	2018
Kim Wisckol	Member	2019
David Arambula	Member	2019

**ADMINISTRATORS**

Frances Teso	President/Chief Executive Officer
Michael Buerger	Treasurer

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
SCHEDULE OF INSTRUCTIONAL TIME  
YEAR ENDED JUNE 30, 2018**

FMSD

	Instructional Minutes		Instructional Days	Status
	Requirement	Actual		
Kindergarten	36,000	66,450	180	In compliance
Grade 1	50,400	61,425	180	In compliance
Grade 2	50,400	61,425	180	In compliance
Grade 3	50,400	61,425	180	In compliance
Grade 4	54,000	61,425	180	In compliance
Grade 5	54,000	61,425	180	In compliance
Grade 6	54,000	62,325	180	In compliance
Grade 7	54,000	62,325	180	In compliance
Grade 8	54,000	62,325	180	In compliance

Morgan Hill

	Instructional Minutes		Instructional Days	Status
	Requirement	Actual		
Kindergarten	36,000	66,450	180	In compliance
Grade 1	50,400	61,425	180	In compliance
Grade 3	50,400	61,425	180	In compliance
Grade 2	50,400	61,425	180	In compliance

Mt. Pleasant

	Instructional Minutes		Instructional Days	Status
	Requirement	Actual		
Kindergarten	36,000	67,200	180	In compliance
Grade 1	50,400	62,175	180	In compliance
Grade 2	50,400	62,175	180	In compliance
Grade 3	50,400	62,175	180	In compliance

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
YEAR ENDED JUNE 30, 2018**

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
FMSD:				
Grades K-3	221.38	221.38	220.79	220.79
Grades 4-6	148.50	148.50	148.21	148.21
Grades 7-8	91.84	91.84	90.40	90.40
ADA Totals	461.72	461.72	459.40	459.40
Morgan Hill:				
Grades K-3	182.62	182.62	182.48	182.48
ADA Totals	182.62	182.62	182.48	182.48
Mt. Pleasant:				
Grades K-3	202.38	202.38	202.83	202.83
ADA Totals	202.38	202.38	202.83	202.83
Total:				
Grades K-3	606.38	606.38	606.10	606.10
Grades 4-6	148.50	148.50	148.21	148.21
Grades 7-8	91.84	91.84	90.40	90.40
ADA Totals	846.72	846.72	844.71	844.71

No ADA was generated through full-time nonclassroom based ADA.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH  
AUDITED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2018**

There were no differences between the Annual Financial Report and the Audited Financial Statements.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
YEAR ENDED JUNE 30, 2018**

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	CMO	FMSD	Morgan Hill	Mt. Pleasant	Total
<b>U.S. Department of Education</b>							
Pass-Through Program from California							
Department of Education:							
No Child Left Behind Act:							
Title I, Part A, Basic Grants:							
Low-Income and Neglected	84.010	14329	\$ -	\$ 136,824	\$ 64,417	\$ 64,671	\$ 265,912
Title II, Part A, Teacher Quality	84.367	14341	-	18,199	7,818	8,180	34,197
Title III	84.365	N/A	-	13,055	-	-	13,055
Special Education Cluster	84.027	N/A	-	50,254	14,181	16,729	81,164
Public Charter Schools Grant Program	84.282A	14941	-	-	57,500	39,225	96,725
Public Charter Schools Grant Program	84.282M	N/A	177,303	-	-	-	177,303
<i>Total U.S. Department of Education</i>			<u>177,303</u>	<u>218,332</u>	<u>143,916</u>	<u>128,805</u>	<u>668,356</u>
<b>U.S. Department of Agriculture</b>							
Pass-Through Program from California							
Department of Education:							
Child Nutrition Cluster	10.555	N/A	-	130,255	65,776	60,488	256,519
<i>Total U.S. Department of Agriculture</i>			<u>-</u>	<u>130,255</u>	<u>65,776</u>	<u>60,488</u>	<u>256,519</u>
Total Federal Expenditures			<u>\$ 177,303</u>	<u>\$ 348,587</u>	<u>\$ 209,692</u>	<u>\$ 189,293</u>	<u>\$ 924,875</u>

N/A - Pass-through entity number not readily available or not applicable.

See accompanying Auditor's Report and Notes to Supplementary Information



**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
NOTES TO SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2018**

**PURPOSE OF SCHEDULES**

**NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME**

This schedule presents information on the amount of instructional time offered by the Academies and whether the Academies complied with the provisions of California Education Code.

**NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE**

Average daily attendance is a measurement of the number of pupils attending classes of the Academies. 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.

**NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS**

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

**NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the Academies under programs of the federal governmental for the year ended June 30, 2018. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the Academies, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Academies.

Expenditures reported on the Schedule are reported on the accrual basis of accounting.

**NOTE 5 INDIRECT COST RATE**

The Academies has elected to use a rate other than the 10-percent de minimus indirect cost rate allowed under the Uniform Guidance.



**INDEPENDENT AUDITORS' 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 Academies  
San Jose, California

We have audited, in accordance with the 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, the financial statements of Voices College-Bound Language Academies (the Academies), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated August 30, 2018.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Academies' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academies' internal control. Accordingly, we do not express an opinion on the effectiveness of the Academies' internal control.

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. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.


Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Academies' financial statements are free from 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*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

Glendora, California  
August 30, 2018

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE  
FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON  
INTERNAL CONTROL OVER COMPLIANCE REQUIRED  
BY THE UNIFORM GUIDANCE**

Board of Directors  
Voices College-Bound Language Academies  
San Jose, California

We have audited the compliance of Voices College-Bound Language Academies (the Academies), with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Statement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018. The Academies' major federal programs are identified in the summary of the auditor's results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of the Academies' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Academies' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide legal determination of the Academies' compliance.

**Opinion on Each Major Federal Program**

In our opinion, the Academies complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

### **Report on Internal Control Over Compliance**

Management of the Academies is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Academies' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance, for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Academies' internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance such that there is a reasonable possibility, that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance 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 compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Purpose of this Report**

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

Glendora, California  
August 30, 2018

**INDEPENDENT AUDITORS’ REPORT ON STATE COMPLIANCE**

Board of Directors  
 Voices College-Bound Language Academies  
 San Jose, California

We have audited Voices College-Bound Language Academies’ (the Academies) compliance with the types of compliance requirements described in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2018. The Academies’s state compliance requirements are identified in the table below.

**Management’s Responsibility**

Management is responsible for the compliance with the state laws and regulations as identified below.

**Auditor’s Responsibility**

Our responsibility is to express an opinion on the Academies’s compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Academies’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Academies’s compliance.

**Compliance Requirements Tested**

In connection with the audit referred to above, we selected and tested transactions and records to determine the Academies’s compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Not applicable
After School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

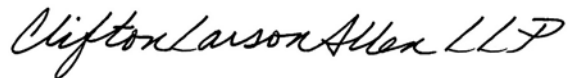
<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Not applicable
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

**Opinion on State Compliance**

In our opinion, the Academies complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2018.

**Purpose of this Report**

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

Glendora, California  
August 30, 2018

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2018**

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***Section I – Summary of Auditors’ Results***

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***Financial Statements***

1. Type of auditors’ report issued: Unmodified
2. Internal control over financial reporting:
- Material weakness(es) identified? \_\_\_\_\_ yes        x   no
  - Significant deficiency(ies) identified? \_\_\_\_\_ yes        x   none reported
3. Noncompliance material to financial statements noted? \_\_\_\_\_ yes        x   no

***Federal Awards***

1. Internal control over major federal programs:
- Material weakness(es) identified? \_\_\_\_\_ yes        x   no
  - Significant deficiency(ies) identified? \_\_\_\_\_ yes        x   none reported
2. Type of auditors’ report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? \_\_\_\_\_ yes        x   no

***Identification of Major Federal Programs***

**CFDA Number(s)**

10.555

**Name of Federal Program or Cluster**

Child Nutrition Cluster

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

  x   yes      \_\_\_\_\_ no



**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)  
YEAR ENDED JUNE 30, 2018**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
YEAR ENDED JUNE 30, 2018**

There were no financial statement findings in the prior year.

**Voices College-Bound Language Academies Board Members / Finance Committee List FY19**

*Board Members*

Alice Miller– CCSA Knowledge Management, Managing Director  
Darnell Cadette  
David Richards– Founder/CEO, Growth Public Schools  
Holly Glover  
Kim Wisckol  
Linda Prieto  
Servando Sandoval (Chair)

*Finance Committee Members*

Alice Miller (Chair) – CCSA Knowledge Management, Managing Director  
David Richards – Founder/CEO, Growth Public Schools  
Edward Lee (Voices Finance Staff)  
Jonnetta Quesada (Voices Finance Staff)

*Audit Committee Members*

Servando Sandoval (Chair)  
Alice Miller– CCSA Knowledge Management, Managing Director

*Voices Finance Team Members*

Chief Financial Officer, Edward Lee  
Director of Accounting, Jonnetta Quesada  
Staff Accountant, Mackenzie Kelly  
Bookkeeper, Tran Huynh

# **Sonoma County Charter SELPA** **Operations Manual and Fiscal Allocation Plan**

## **Purpose**

The Sonoma County Charter SELPA is composed of local educational agency (LEA) charters located outside the geographic boundaries of Sonoma County. The function of the Special Education Local Plan Area and participating agencies is to provide a quality educational program appropriate to the needs of each eligible child with a disability who is served by the Charter SELPA. Our first priority is to serve charter schools in Superintendents Regions 1-5 in Northern California. The Charter SELPA is designed to assist charter schools that have been unable to develop a “workable” relationship for the provision of special education services. The Charter SELPA will support charter schools to provide quality special education services for students with disabilities.

The decision of whether a “workable” relationship exists between the charter school and their authorizer and/or SELPA rests with the charter school as evidenced by seeking admission to the Sonoma County Charter SELPA.

## **Admission to the SELPA**

A Review Committee reviews applications for admission to the SELPA. The Review Committee consists of the Sonoma County Superintendent/designee, a representative of the CEO Council and a representative from a charter school selected by the Sonoma County Superintendent. The Review Committee shall review all applications for submission and determine whether the charter school shall be admitted. The determination of admission to the SELPA shall include the term approved and any conditions related to admission of each charter school.

Charter schools granted admission to the Charter SELPA must also be approved by the California Department of Education (CDE) through the Charter SELPA Local Plan revision.

## **Guiding Principles**

1. Charter schools participating in the Sonoma County Charter SELPA have the ability to recruit, select, and employ their own special education staff to meet the needs of their students.
2. The Sonoma County Charter SELPA provides full disclosure of information, particularly in the area of financial data, and in facilitating full participation of the charter school LEAs in decision-making through the governance structure.
3. The Sonoma County Charter SELPA strives to provide quality services to participating charter school LEAs in a manner that is efficient, responsive and timely. By uniting and utilizing technology to enhance communication across Superintendent Regions, the Sonoma County Charter SELPA can maximize limited resources.
4. The Sonoma County Charter SELPA strives to be a model of service to LEA charter schools and support alternative methods for delivering special education information, finances and compliant services to students.
5. The Sonoma County Charter SELPA aims for recognition as a successful, valid and sustainable structure to attract additional members and resources to expand the implementation of model special education programs to support student achievement.

## **Allocation Plan and Other Related Financial Information Timeline**

Information will be shared with the CEO Council & Executive Committee, and shared in electronic format with designated charter financial staff as deemed appropriate by the CEO Council. Policy issues that arise during the fiscal year and require adjustments to the Allocation Plan will be addressed by the CEO Council on an as-needed basis.

- January - Budget Financial Projections based on Governor's budget proposal
- March - Current Year Financial Projections updated based on the P1 ADA and CDE P1 Special Education Apportionment, Certified February
  - Prior year adjustments updated with CDE Annual Special Education Apportionment, Certified February
- April - Special Education Budget Planning meeting
- May - Budget Financial Projections Updated based on the current year P1 ADA and the May Revise
  - Estimated Financial Projections of the prospective participants for the next fiscal year
- June - Current Year Financial Projections updated with the current year P2 ADA and the P2 Special Education Apportionment, Certified June
  - Prior Year Corrections updated based on CDE's Annual Special Education Apportionment, Certified June
- November - Current Fiscal Year Financial Projection Updated based on current year estimated ADA (any budget changes)

### Other Data:

- SELPA Annual Accountability Report

This document contains end of year income and expenditure reporting, maintenance of effort for actual and budget, pupil count summary data and staffing data

## **Sonoma County Charter SELPA CEO Council**

### **Meeting Times:**

Minimum of two times per year and rotating locations to be determined

**September, May**

### **CEO Council Focus**

The CEO Council is made up of Executive Charter representatives. A primary charge and focus of the Council is to develop, monitor and review the SELPA Policies and the Fiscal Allocation Plan. Recommendations may come to the CEO Council from the Executive Committee and/or Steering Committee. Detailed financial data and information will be provided at regular intervals in accordance with the Allocation Plan.

The SELPA is required by law to develop a budget document that reflects income and expenditures for all LEAs in the Charter SELPA. The Council will annually review the budget document for revisions and modifications to ensure that the document is an accurate and helpful reflection of how our resources are allocated.

The Allocation Plan document is a compilation of the cumulative decision-making related to the SELPA financial resources and will be updated periodically. The Council reviews and revises the Allocation Plan as well.

The CEO Council is further charged with developing a strategic plan that includes membership, regional supports and services as well as the development and approval of policies and procedures to ensure the SELPA is in compliance with state and federal requirements.

The decision-making process is accomplished through consensus. Should voting be necessary on a particular matter, each charter LEA has one vote.

## **Sonoma County Charter SELPA Executive Committee**

Members to be selected by the CEO Council:

### **Meeting Times:**

As needed

The Executive Committee serves to develop recommendations for the CEO Council for the Allocation Plan, formulae, and to identify key philosophical foundations of the Allocation Plan. The Executive Committee attempts to have broad representation from the SELPA to include charter representatives from large, small, and geographically diverse members. The Allocation Plan is reviewed and updated as needed. The Allocation Plan document is revised to reflect any changes that occur throughout the year and ensures that all changes are incorporated in one document.

The Executive Committee is also charged with identifying strategies and key messages that need to be developed with legislators on charter school special education issues.

## Sonoma County Charter SELPA Steering Committee

### **Meeting Schedule:**

6 meetings per year

Sonoma County Charter SELPA Steering Committee Members:

**Dates: September, November, January, February, March, April, May**

### **Committee Focus**

The Committee is made up of Charter School Special Education Administrators and Charter representatives (administrators and/or teachers). They meet on a regular basis to develop implementation strategies and for the purpose of coordinating special education programs and services in the Sonoma County Charter SELPA. The primary tasks of the group are to develop programmatic policy recommendations on any relevant current topics and legal issues, and provide feedback and recommend policies to the Sonoma County Charter SELPA CEO Council; disseminate information to all charter schools in the Sonoma County Charter SELPA, form sub-committees to study issues, draft policies and bring recommendations to the group; ensure all timelines for reports are met and provide a forum for members to bring questions, items of interest and to problem-solve.

Decision-making is accomplished through consensus. Should voting be necessary on a particular matter, each charter school LEA member has one vote.

### **Membership Review Committee**

It is the intent of the Sonoma County Charter SELPA to provide SELPA membership options for charter schools. While it is always preferable for a charter school to participate with their geographic SELPA, the Sonoma County Charter SELPA was established to allow for a viable alternative for SELPA membership. Therefore, there are specific criteria which must be met in order for a charter school to be considered for membership in the Sonoma County Charter SELPA.

First priority will be given to charter schools located in the County Superintendents Regions 1-5 as well as to any charter schools that are members of a CMO that has an existing charter school in the SELPA. The Membership Review Committee will ensure that prospective members meet the criteria to uphold the SELPA's purpose is to serve those charter schools that are unable to reach agreement with their authorizing district and/or SELPA of location.

The Membership Committee shall be comprised of three members: the Sonoma County Superintendent, one person appointed by the County Superintendent, one person appointed by the CEO Council.

## **Approval Timeline**

Ongoing:	Applications for membership available
October:	Information Session for Potential Members – held at SCOE
Mid-January	Applications due for the following fiscal year
February	Review Committee considers applications and makes recommendations for acceptance
March 1	SELPA notifies charter schools of membership status
March 15	New charter school members submit confirmation of intent to join and submit Assurance statements and demographic data to SELPA
May 1	Charter schools notified of official status per CDE
May	CEO Council will take action regarding Local Plan revisions to include new members
July 1	Charter school membership in the Sonoma County Charter SELPA begins

## **Sonoma County Charter SELPA Allocation Plan**

### Core Principles:

- Stable and predictable funding
- Timely and accurate projections
- Timely and accurate distribution of cash
- Fairness and equity
- Transparency

### Basic Elements:

- Funding distribution is based on the current year P2 Average Daily Attendance (ADA)
- Administrative Services Fee component for Sonoma County Charter SELPA (8% with a decreasing scale as the SELPA grows)
  - ◆ Set Aside Pool to protect against future instability
  - ◆ SELPA operations funds at \$15 per P2 ADA (remain with the SELPA for services provided)
  - ◆ Recapture of unspent special education funds
  - ◆ CMO Flexibility (ability to reallocate funds within the CMO to Charter Schools)

## **Detailed Description of Funding**

### Definition of Funding (Education Code):

EC 47644. For each charter school deemed a local educational agency for the purposes of special education, an amount equal to the amount computed pursuant to Section 56836.08 for special education local plan area in which the charter school is included shall be apportioned by the Superintendent of Public Instruction pursuant to the local allocation plan developed pursuant to subdivision (i) of EC 56195.7 or EC 56836.05, or both. If the charter school is a



participant in a local plan that only includes other charter schools pursuant to subdivision (f) of EC 56195.1, the amount computed pursuant to EC 56836.11, as adjusted pursuant to the incidence multiplier set forth in EC 56836.155, shall be apportioned by the department [California Department of Education] for each unit of average daily attendance reported pursuant to subdivision (a) of EC 56836.06.

The major portion of funding for the Charter SELPA comes from state and federal sources.

The Funding Allocation Plan is comprised of the following areas:

1. State Funding (including COLA):
  - a. CDE has determined that the Sonoma County Charter SELPA receives the statewide average target rate of \$465.44 per ADA (2011-12 rate).
  - b. ADA is the current year P2 ADA. The Sonoma County Charter SELPA does not receive the greater of current year or prior year ADA as is the case for other SELPAs.
  - c. A Cost of Living Adjustment (COLA) may be included in the Budget Act each year. The statewide average target rate is adjusted by the COLA and distributed on a per ADA basis to members.
  
2. Federal Funding:
  - a. Federal funds are received and ADDED to the state funding. The amount of funding for the Charter SELPA varies each year, based on a complex formula of base amounts, plus special education student counts, plus poverty factors.
  - b. Distribution of federal funds will be based on prior year ADA.
  - c. Federal PI94-142/IDEA Background
    1. Each year the state of California receives a grant amount of IDEA/PL94-142 funds. The state distributes this to SELPAs on a formula that is based on a historical amount per SELPA from 1999, adjusted by two other factors; special education students (population) and free and reduced count (poverty)  
In order to determine the Charter SELPA base rate, CDE goes back to the SELPA of origin (authorizing charter entity), and removes from their BASE an equivalent Special Education Pupil Count amount, and further adjusts by population and poverty.
  
3. Sonoma County Charter SELPA Administrative Services Fee:

A percentage of the total funding is allocated to the Sonoma County Charter SELPA for administrative services. This is a SELPA deduct prior to allocating funds to the charter schools. The fee is calculated based on both state and federal funding sources; however, only state dollars will be transferred. The fee does not apply to other specific funding, such as mental health dollars and federal grants, other than the Local Assistance Entitlement. The administrative fee dollars will be combined with the Sonoma County Charter SELPA program specialist/regionalized services dollars to provide SELPA services.

  - a. The Administrative Services Fee calculation:
    1. 1<sup>st</sup> & 2<sup>nd</sup> Year membership 8%
    2. 3<sup>rd</sup> Year 6%
    3. 4<sup>th</sup> Year and beyond 5%

- b. Charter Schools who are members of a JPA and if the JPA has a Special Education Director, would receive a discounted administrative fee by 1% beginning in Year 4 of membership.
4. Set Aside Pool:
- a. Sonoma County Charter SELPA will maintain a Set Aside Contribution per LEA. The Set Aside Contribution is for the protection of the Charter SELPA as a whole and will not be utilized for any shared cost.
  - b. The Set Aside Contribution will be based on a percentage of the current year's entitlement (after the administrative fee deduct) per LEA on a declining scale, as follows:
    - i. 1<sup>st</sup> Year = 5%
    - ii. 2<sup>nd</sup> Year = 4%
    - iii. 3<sup>rd</sup> Year = 3%
    - iv. 4<sup>th</sup> Year and subsequent years = 2%
  - c. The amount set aside in the prior year will be used as a beginning balance, and when the current year's contribution is calculated, any amount overpaid to the Set Aside will be returned with the LEA's net distribution. Any additional amount due will be deducted from the LEA's net distribution.
  - d. For those Charter Schools who are deemed high risk, as determined by the Executive Committee, the contributions will be calculated based upon the high risk scale. Criteria determining high risk may include, but not limited to, length of time in Charter Schools, financial stability, and declining Average Daily Attendance (ADA). The high risk set aside contribution scale is as follows:
    - i. 1<sup>st</sup> Year = 10%
    - ii. 2<sup>nd</sup> Year = 7.5%
    - iii. 3<sup>rd</sup> Year = 5
    - iv. 4<sup>th</sup> Year and subsequent years = 2%
  - e. The Set Aside Contribution is not returnable should the LEA leave the Sonoma County Charter SELPA in year 1, year 2, or year 3. Any LEA leaving the Sonoma County Charter SELPA after 4 years will have their set aside contribution returned if there are no outstanding financial obligations to the Sonoma County Charter SELPA. This two-year hold is necessary to ensure that no prior year ADA adjustment by the LEA will impact the Sonoma County Charter SELPA funding.
5. Other Additional Funding:
- a. SELPA Operations:
    - i. The SELPA Operations dollars are funded at \$15 per current year Sonoma County Charter SELPA K-12 ADA. This funding provides for SELPA services (outlined below). Sonoma County Charter SELPA will use these dollars (along with the administrative service fee) to pay for the staffing that includes the Charter SELPA Director, Program Specialists, Fiscal Analyst and support staff.
    - ii. Pursuant to Education Code (56836.23 & 56836.24), the SELPA shall ensure that all functions listed below are performed in accordance with the description set forth in its local plan adopted:
      - 1. Coordination of the special education local plan area and the implementation of the local plan
      - 2. Coordinated system of identification and assessment
      - 3. Coordinated system of procedural safeguards

4. Coordinated system of staff development and parent and guardian education
  5. Coordinated system of curriculum development and alignment with the core curriculum
  6. Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism
  7. Coordinated system of data collection and management
  8. Coordination of interagency agreements
  9. Coordination of services to medical facilities
  10. Coordination of services to licensed children's institutions and foster family home
  11. Preparation and transmission of required special education local plan area reports
  12. Fiscal and logistical support of the community advisory committee
  13. Coordination of transportation services for individuals with exceptional needs
  14. Coordination of career and vocational education and transition services
  15. Assurance of full educational opportunity
  16. Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.01
  17. Direct instructional program support that may be provided by program specialists in accordance with Section 56368
- b. Low Incidence Materials, Equipment and Services (EC 56026.5):
- i. Low incidence disabilities funding is based on the prior year December Pupil Count of the Sonoma County Charter SELPA for students with specific disabilities (hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof) times a rate of approximately \$350.
  - ii. Pursuant of education code, these funds are for specialized books, materials, and equipment as required under the individualized education program for each pupil with low incidence disabilities, as defined in EC 56026.5.
  - iii. The Sonoma County Charter SELPA shall ensure that the appropriate books, materials and equipment are purchased; that the use of the equipment is coordinated as necessary, and that the books, materials and equipment are reassigned to local educational agencies within the Sonoma County Charter SELPA once the agency that originally received the books, materials and equipment no longer needs them.
  - iv. The use of these funds is limited to expenses supporting low incidence specialized services such as "interpreters, note takers, readers, transcribers, and others who provide specialized services to students with low incidence disabilities pursuant to ED 56026.5. These specialized services must relate to the unique educational needs resulting from the pupil's low incidence disability or disabilities. Low incidence specialized service funds are to be used to supplement, and not to supplant existing services. (i.e., to provide additional services beyond those funded through the base program or another agency). The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs,

including, but not limited to, skills and the need for specialized services, materials and equipment consistent with guidelines established pursuant to 56136.”

- v. Charter LEAs may submit to the Sonoma County Charter SELPA a request for low incidence books, materials, equipment and services funds. If approved, the Sonoma County Charter SELPA will reimburse the Charter LEA.
- c. Educationally Related Mental Health Services (ERMHS) Allocation Plan:
- i. The charter schools must comply with the requirements of the Individuals with Disabilities Education Act (IDEA) to provide related services to students with a disability.
  - ii. ERMHS include the following related services:
    - 1. Counseling
    - 2. Counseling and Guidance
    - 3. Parent Counseling and Training (related to the student’s disability)
    - 4. Psychological Services
    - 5. Social Work Services in Schools
    - 6. Behavioral Intervention – pertaining to the mental health needs
    - 7. Residential Placement
  - iii. ERMHS funds are distributed to the SELPA based on the Second Principal (P2) Average Daily Attendance (ADA). These funds are to be used to support the mental health services included in the special education student’s IEP.
  - iv. Allowable uses of the ERMHS dollars are as follows:
    - 1. Cost of direct services to students
    - 2. Salaries & Benefits
    - 3. Rental or lease of space to provide professional and counseling services to students due to mental health needs
    - 4. Books & supplies to provide mental health services
    - 5. Transportation cost for students to receive mental health services or mileage to staff providing such services
  - v. The Sonoma County Charter SELPA will reimburse charter school members for ERMHS cost based on the allowable usage of the ERMHS dollars up to their charter school allocation and appropriate documentation.
6. Cash-flow Process:
- a. The cash-flow model is intended to ensure that estimates of cash-flow for special education are as accurate as possible. The cash will be deposited in the administrative unit’s general fund and warrants will be issued and sent out to Charter LEAs in a timely fashion, within a two-day time period after the cash has been received by the Sonoma County Office of Education (SCOE).
  - b. In the event that a charter member’s P-1 ADA is not posted by CDE, then Sonoma County Charter SELPA will proportionately distribute the cash received to ALL charter schools. Adjustments to the cash flow will be made at the P-2 apportionment.
  - c. During the months of July through January, cash flow to the Sonoma County Charter SELPA members will be based on the CDE Apportionment payment schedules and Charter LEAs prior year P2 ADA. This method of funding means that new Charter LEAs entering the Sonoma County Charter SELPA will not receive any cash until the P1 Apportionment, certified in February. Any State deferrals applied to the Sonoma County Charter SELPA will be applied to the Sonoma County Charter SELPA members. The CDE will not flow cash to the SELPAs until the California State

Budget has passed. Should there be a delay in funding from the CDE due to the State budget, there will be a delay in the cash-flow to the Charter SELPA members.

- d. In February, the CDE certifies the P1 Apportionment based on the current year P1 ADA. Each Charter LEA's P1 ADA will be used to calculate its estimated entitlement and distribution of cash-flow for the months of February through May.
- e. In June, the CDE certifies the P2 Apportionment based on the current year P2 ADA. Each Charter LEA's P2 ADA will be used to recalculate its entitlement and the distribution of cash-flow based on the CDE's deferral schedule.
- f. State Funding Recertification is certified each February and June for two years, the CDE will continue to certify funding based on any changes to the ADA. The certification schedule for each fiscal year is as follows:
  - i. July – Advance Apportionment
  - ii. February:
    1. Current Year P1 Certification
    2. Prior Year Annual Certification
    3. Prior Prior Year Annual Certification
  - iii. June:
    1. Current Year P2 Certification
    2. Prior Year Annual Certification
    3. Prior Prior Year Annual Certification
  - iv. As re-certifications occur, funding may change based on any ADA or rate changes. These changes in funding will be allocated to Charter LEAs in July after the P2 Apportionment Certification in June.
- g. Federal Funding is received when the Sonoma County Charter SELPA has submitted an expenditure report demonstrating the actual expenses reported in the appropriate Standardized Account Code Structure (SACS). Expenditure reports are due to the CDE on a quarterly basis through the duration of the Grant Award.

### **Unspent Special Education Revenue**

#### **Reallocation of Unspent Funds for CMOs:**

The allocation plan distributes special education funding to each Charter LEA within a CMO, based on each Charter LEA's data. At the close of the fiscal year, the CMO may reallocate state and federal funds among the Charter LEAs in the CMO, within the Sonoma County Charter SELPA. The process and procedures for the reallocation of funding is:

1. Send a specific re-allocation request to the SELPA Fiscal Analyst by June 1 of the current fiscal year.
2. Send in revised budgets from the CMO showing the budget from the Charter LEA which the funds will be transferred and budget for the Charter LEA receiving the additional funds by June 30 of the current fiscal year.

#### **Reallocation of Unspent Funds for First Year Charter LEA:**

If a Charter LEA, in their first year with the Sonoma County Charter SELPA, does not spend all of their special education funding (state), the following will apply:

1. Before federal funds are allocated in Year 2, the Charter LEA must submit a proposed budget for Year 2 clearly identifying how all special education funds will be spent in Year 2. If the Charter LEA is unable to report expenditures of all funds in Year 2, the federal grant allocation may be modified accordingly.
2. The allocation of state funds for Year 2 will be reduced by the unspent special education funds in Year 1.
3. At the close of Year 2 and Year 3 operations, if the Charter LEA has expended beyond the level of state and federal funds received, the unspent Year 1 funds may be returned up to the level of expenses incurred.

**Reallocation of Unspent funds for all other Charter LEAs:**

If a Charter LEA does not spend all of their allocation of state or federal funds, the following will apply:

1. The allocation of state funds for the next year will be reduced by the unspent funds from the previous year.
2. Prior to allocation of federal funds in the next year, the Charter LEA must submit a proposed budget for Year 2 clearly identifying how all special education funds will be spent in the next year. If the Charter LEA is unable to report expenditures of all funds in the following year, the federal grant allocation may be modified accordingly.
3. If a Charter LEA has unspent funds for two consecutive years, their level of funding will be modified permanently. The modification shall start with a permanent reduction of federal funds to match the level of expenditures in the prior year.
4. Procedure will be developed to ensure an “early warning” monitoring system so that there are no surprises.

**Maintenance of Effort**

The Maintenance of Effort (MOE) is a federal requirement that the Charter LEA spend each year at least what the Charter LEA spent last year in the area of special education (with some exceptions).

Funds provided under Part B of the federal Individuals with Disabilities Education Act (IDEA) are subject to maintenance of effort (MOE) requirement. This is stipulated in Section 1413 of Title 20 of United States Code, Title 34, Section 300.203 of the Code of Federal Regulations, and Education Code Section 56205.

The MOE requirement is that Part B IDEA funds shall not be used, except in specified situations, to reduce the level of expenditures for the education of children with disabilities made by the Charter LEA from state and local funds or from local funds only, below the prior year’s level. This test must be met on either an aggregate or a per capita basis.

A Charter School may reduce the level of expenditures below the level of those expenditures for the preceding fiscal year if the reduction is attributable to the following:

- Voluntary departure, or departure for just cause, of special education or related service personnel, who are replaced by qualified, lower-salaried staff
- A decrease in the enrollment of children with disabilities
- Termination of an obligation of an agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program because the child:
  - Has left the jurisdiction of the agency

- Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated
  - No longer needs the program of special education
- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (34 CFR 300.232)

Each Charter School member of the Sonoma County Charter SELPA is considered an independent LEA. As an LEA, each individual Charter School must meet the MOE requirement.

At the close of each fiscal year, should an individual LEA not meet the required MOE, the LEA may have their federal funds adjusted for that fiscal year in order to ensure that maintenance of effort is met and they will not be eligible for federal IDEA funds the following year. Once the LEA has met the MOE, the LEA will be eligible the following fiscal year. If an LEA is able to show mitigating circumstance and demonstrate the ability to fully meet MOE the following year, they may receive an allocation of federal IDEA funds.

### **School Closures**

Prior to releasing State and/or Federal Funds to a Charter School that has closed; all of the following must apply:

- CMO Charter School Closure:
- CMO Charter School has confirmed special education expenditures have exceeded income
  - CMO Charter School has met the MOE requirement
  - CMO Charter School has confirmed a receivable has been recorded at the end of the fiscal year
  - The Charter School closure occurred after the end of the fiscal year
  - All required data requested from the CMO Charter School has been received by the Charter SELPA
- Non-CMO Charter School Closure:
- Charter School has sent documentation approved by their auditor confirming special education expenditures have exceeded income
  - Charter School has met the MOE requirement
  - Charter School has sent documentation approved by their auditor confirming a receivable has been recorded at the end of the fiscal year
  - The Charter School closure occurred after the end of the fiscal year
  - All required data requested from the Charter School has been received by the Charter SELPA

### **Reporting Requirements**

#### **Pupil Counts**

Pupil count reports are due to the Sonoma County Charter SELPA administrative staff two times a year for SELPA reporting to the California Department of Education (CDE). These counts are reported by charter, by disability. Pupil count reports are due on requested dates usually in December and June each year.

#### **Personnel Data Reporting**

FTE reporting is due to the Charter SELPA administrative staff annually. This data is to be reported by charter, by teacher category. Personnel data report is due on the requested date, usually in February, so the Charter SELPA can file this report by the due date, usually in March, to the CDE.

### Maintenance of Effort (MOE)

Federal funding requires that each LEA (Charter School) have at least the amount of expenditures in the current year as it did in the prior year as either a total amount of expenditures or as a per pupil amount. MOE reporting is due to the Charter SELPA administrative staff annually. The Charter SELPA is required to report this data to the CDE in two formats:

- Actual current year expenditures vs. actual prior year expenditures
- Budget expenditures for the next fiscal year vs. actual current year expenditures

The Maintenance of Effort reports are due to the Sonoma County Charter SELPA administrative staff on October 15<sup>th</sup> and due to the CDE by November 15<sup>th</sup>.

### Excess Cost Calculation

IDEA regulations require recipients of these funds to compute an excess cost calculation annually. IDEA funds may only be used to pay for the excess cost of providing special education and related services to children with a disability. Excess costs are the costs to educate elementary school or secondary school student with a disability that are in excess of the average annual per student cost in an LEA during the prior school year, as appropriate.

The Excess Cost Calculation is due annually to the Charter SELPA on September 15<sup>th</sup>.

### SELPA Annual Budget Plan

The SELPA is required per Ed Code to publish specific data annually. The Charter SELPA administration will request additional data from the Charter Schools to complete the Charter SELPA Annual Budget Plan. The Charter SELPA Annual Budget Plan will be presented to the CEO Council in draft form and finalized by May.

### Annual Budget and Service Delivery Plans

In accordance with E.C. 56195.7(h), a budget for special education and related services that shall be maintained by the special education local plan and to be open to the public covering the entities providing programs or services within the special education local plan area. The budget language shall be presented in a form that is understandable by the general public. For each local education agency or other entity providing a program or service, the budget, at minimum, shall display the following:

1. Expenditures by object code and classification for the previous fiscal year and the budget by the same object code classification for the current fiscal year.
2. The number and type of certificated instructional and support personnel, including the type of class setting to which they are assigned, if appropriate.



3. The number of instructional aides and other qualified classified personnel.
4. The number of enrolled individuals with exceptional needs receiving each type of service provided.

In accordance with E.C. 56205(1), an annual budget plan shall be adopted at a public hearing held by the special education local plan area. *Notice of this hearing shall be posted in each school in the local plan area at least 15 days prior to the hearing.* The annual budget plan may be revised during any fiscal year according to the policymaking process established pursuant to E.C. 56001 and 56195.9. The annual budget plan shall identify expected expenditures for all items required by this part which shall include, but not be limited to the following:

- A. Funds received in accordance with Chapter 7.2 (commencing with E.C. 56836)
- B. Administrative costs of the plan.
- C. Special education services to pupils with severe disabilities and low incidence disabilities.
- D. Special education services to pupils with non-severe disabilities.
- E. Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments.
- F. Regionalized operations and services and direct instructional support by program specialists in accordance with Article 6 of Chapter 7.2.
- G. The use of property taxes allocated to the special education local plan area pursuant to Section 2572.



Voices College-Bound Language Academies offers Medical, Dental, Vision, Long-Term Disability benefits, retirement benefits, and an Employee Wellness program to all eligible employees and their dependents. Voices is continuously evaluating their benefits packages to ensure that we offer the best benefits options to our employees and may add additional benefits over time.

#### **ELIGIBILITY**

Eligible employees who work on a Full-Time basis at 30 or more hours per week are eligible to enroll in company benefits.

#### **ALLOWANCE**

Voices provide a monthly allowance of \$475 per employee, or a total of \$575 for the employee and any dependants added.

#### **MEDICAL**

Medical benefits are available through Kaiser Permanente. The plans available through Voices are as follows:

- **Platinum 90 HMO 0/15 with Child Dental**
- **Gold 80 HMO 0/25 with Child Dental**
- **Silver 70 HMO 2000/45 with Child Dental**

#### **DENTAL**

Dental benefits are available through MetLife. The estimated monthly rates are as follows:

Employee - \$86.74  
Employee + Spouse - \$187.04  
Employee + Children - \$191.34  
Family - \$287.32

#### **VISION**

Vision benefits are available through VSP which is managed by Wolfpack Insurance. The monthly rates are as follows:

Employee - \$6.20  
Employee + Spouse - \$10.00  
Employee + Child - \$10.40  
Employee + Children - \$10.40  
Employee + Family - \$16.70

#### **LONG-TERM DISABILITY**

Long-Term Disability Insurance is available through MetLife. This is a benefit that Voices offers to all employees at no additional cost. The Long Term Disability benefit replaces a portion of your pre-disability monthly earnings, less the income that was actually paid to you for the same Disability from other sources<sup>1</sup> (e.g., Social Security Disability Income, Social Security Retirement Benefits, etc.) for which you are claiming benefits under the plan.

The Benefit amount is 60% of your pre-disability monthly earnings. The maximum monthly benefit is \$6,000.

**BENEFIT SELECTION**

You will receive an email from an online system called Maxwell Health. This system will allow you to see all available options, compare prices, and download plan information for Medical, Dental and Vision plan.

Please choose what best fits your needs within the designated time frame.

**CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM (CaSTRS)**

This retirement program provides credentialed teachers with retirement, disability and survivor benefits for California's pre-kindergarten through community college educators and their families. The Defined Benefit retirement benefit is based on a formula set by law using your age, service credit and final compensation.

Details on how this retirement benefit works can be found at: <http://www.calstrs.com/charter-schools-0>



Employment Type	Type of Leave	Time Available	Available for use:
<b>Full Time Staff</b> <ul style="list-style-type: none"> <li>● Associate Teachers</li> <li>● Teachers</li> <li>● Parent Liaison</li> <li>● Food Service</li> <li>● Clerks</li> <li>● Site Techs</li> <li>● Intervention Teachers</li> <li>● Counselors</li> </ul>	Bereavement (Immediate Family)	3 Days	30 days after start date
	*Catastrophic Sick Leave *Time donated by VCBLA staff	Up to, but no more than 30 days	30 days after start date
	Jury Duty Leave	3 Days	Immediate
	Paid Sick Leave -The time available, 12, 11, 10, 8, includes personal necessity leave time. PNL is <u>not</u> an additional 3 days	(12 Months) 12 days (11 Months) 11 days (10 Months) 10 days (8 Months) 8 days Depends on accrued time	60 days after start date
	Personal Necessity Leave	3 Days	30 days after start date
	Bone Marrow / Organ Donor Leave	(B) 5 Days (O) 30 Days	90 days after start Date
	School Appearance and Activities Leave	40 hours* (unpaid) *up to 8 hours per month	30 days after start date
	FMLA / PDL	FMLA - Varies PDL - Up to 4 months in conjunction with FMLA	FMLA- 12 Months after start date PDL - As needed
	Paid Sick Leave	3 Days	30 days after start date
	<b>Part-Time (&lt; 30 Hours)</b>		

When in doubt about time off, please reach out to the HR Associate: Rodrigo Soto - hr@voicescharterschool.com



Employment Type	Type of Leave	Time Available	Available for use
<b>Administrative Staff</b> <ul style="list-style-type: none"> <li>Principals</li> <li>Business Managers</li> <li>Instructional Coaches</li> <li>Dean of Culture</li> <li>Student Services Manager</li> </ul>	Bereavement (Immediate Family)	3 Days	30 days after start date
	*Catastrophic Sick Leave *Time donated by VCBLA staff	Up to, but no more than 30 days	30 days after start date
	Jury Duty Leave	3 Days	Immediate
	Paid Sick Leave -The time available , 12, 11, 10, 8, includes personal necessity leave time. PNL is <u>not</u> an additional 3 days	(12 Months) 9 days (11 Months) 8 days (10 Months) 7 days (8 Months) 5 days Depends on accrued time	60 days after start date
	Personal Necessity Leave	3 Days	30 days after start date
	Vacation Time	5 days	6 months after start date
	Bone Marrow / Organ Donor Leave	(B) 5 Days (O) 30 Days	90 days after start Date
	School Appearance and Activities Leave	40 hours* (unpaid) *up to 8 hours per month	30 days after start date
	FMLA / PDL	FMLA - Varies PDL - Up to 4 months in conjunction with FMLA	FMLA- 12 Months after start date PDL - As needed

When in doubt about time off, please reach out to the HR Associate: Rodrigo Soto - [hr@voicescharterschool.com](mailto:hr@voicescharterschool.com)

# Voices College-Bound Language Academy at Mount Pleasant Charter Petition Budget

The following assumptions for Voices are conservative wherever possible. School leadership feels that being conservative ensures the long-term financial stability of the school. Financials are reviewed and forecasted regularly, to identify any concerns and alter the budget in order to maintain net revenue and a growing fund balance.

## Revenue:

### Local Control Funding Formula

The majority of Voices’ funding comes from the Local Control Funding Formula (LCFF). Voices’ used the FCMAT LCFF calculator (Version 20.1b) to calculate the general block grant revenue that Voices will receive:

Components of LCFF By Object Code	2019-20		2020-21		2021-22		2022-23	
8011 - State Aid	\$	1,980,683	\$	2,451,716	\$	2,935,340	\$	3,317,024
EPA (for LCFF Calculation purposes)		53,620		64,620		74,740		84,840
<i>Local Revenue Sources:</i>								
8096 - In-Lieu of Property Taxes		910,902		1,097,771		1,269,691		1,441,271
<b>Total Phase-In Entitlement</b>	<b>\$</b>	<b>2,945,205</b>	<b>\$</b>	<b>3,614,107</b>	<b>\$</b>	<b>4,279,771</b>	<b>\$</b>	<b>4,843,135</b>

Annual COLA and LCFF Gap Closure percentages were based on the assumptions built into the FCMAT calculator. An additional assumption within the FCMAT calculator is the percentage of unduplicated students for the district in which Voices is located.

### Title Funding

As a Local Education Agency (LEA), Voices receives direct Title I, II, and IV funding. Title I projected revenues assume that the proportion of free and reduced lunch students and the ADA% remain steady. Voices is part of a consortium for Title III funding, which is received by the consortium lead, then allocated to the Voices Mt Pleasant school.

### Child Nutrition

Voices participates in the federal and state child nutrition program. Revenue is based on Voices’ percentage of students who qualify for free and reduced lunch and Voices’ past experiences. Child nutrition revenues are assumed to be approximately 75% from Federal and 8.75% from State. The remaining is from students, waste from unpurchased meal, and uncollected accounts.

### Special Education

Voices has joined the Sonoma County Charter Special Education Local Plan Area (SELPA) for special education purposes. Budgeted rates are based on the SELPA’s estimated funding rates less the set aside

contribution and administrative fee. The estimated funding rates are \$467.67 (state, after SELPA administrative fees) and \$102.04 (federal, after SELPA administrative fees) per ADA. When appropriate, reimbursement for low incident funds and Educationally Related Mental Health Services (ERMHS) may be requested. Voices maintains a conservative budget and does not recognize revenue for these two special education sources, but will request reimbursement if eligible services are provided to eligible students.

### **Other State Revenues**

Additional state revenue based on guidance and historical funding rates provided by the CDE for 2019-20 funding levels:

- State Lottery: \$215.88 per ADA
- Mandate Block Grant: \$14.21 per ADA
- Charter School Facility Grant Program (SB740): \$952 per ADA\*

\*SB740 has listed \$1,147 per ADA however Voices is budgeting for a lower amount due to conservatism as well as oversubscription of the SB 740 program.

### **Local Revenues**

Voices projects direct sales for lunches and uniforms. Students receive free uniforms every year. Uniform purchases are not required of parents. However, parents may optionally purchase extras and accessories. While assuming that most of the lunches served will be to students who are eligible for free or reduced priced meals, revenue will be collected for the students who do not qualify. Negligible amounts are budgeted for interest income. Additionally, revenue raised from fundraising is included.

### **Accounting**

Voices will use the accrual basis of accounting. This means revenue is recognized when it is earned, not when it is received.

### **Expenses**

Leadership based Voices' expense estimates on prior years of operations and expectations of the future years. Expense assumptions include increases related to inflation, enrollment, and staffing growth. Salary growth assumptions are at a 2% increase each year and the cost of living adjustment for all non-salary expenses are in line with the CA Department of Finance COLA rates and can be found on the latest LCFF calculator.

### **Staffing and Benefits**

The leadership structure at Voices beginning in fiscal year 2019/20 is one (1) for each of these positions: Principal, Dean of Culture, Academic Coach, and Student Services Manager. Each classroom is led by a certificated teacher and will have an associate teacher to help guide students.

Voices offers health benefits for all full time staff members. Voices will cover \$475 (single) or \$575 (employee + one) / month of the insurance elected by the employee. History shows approximately 87% of the full time staff will accept coverage. Voices participates in STRS, as such the employer contributions to STRS increase based on the mandated percentages. In FY 2019/20, the STRS rate is 17.10%.

### **Books and Supplies**

Voices budgets \$14,000 per new classroom plus \$4,000 for updates to established classrooms relating to curriculum materials, library books, classroom, furniture, and technology. In addition, Voices budgets \$233 per student for student materials, including art and music supplies, technology, assessments and health screenings.

The food service program is based on the actual experience of Voices in its first two years. Expenses of \$5.16 per student are budgeted with 180 days of meals being served and a 75% usage rate.

### **CMO Management and Technician Fees**

A Charter Management Organization (CMO) based in San Jose manages four Voices College-Bound Language Academy charter schools, including Voices Mt Pleasant. The CMO provides a wide-range of support including management and coaching of school leaders, professional development, staff recruiting, payroll, reporting and more. This way, Voices Mt Pleasant can focus on teaching and learning.

In consideration for the services, Voices Mt Pleasant receives a monthly CMO Management Fee expense equal to 12% in FY 19/20 and subsequent years. In the event that a loss occurs in a month, the service fee will be expensed, but no payment requested by the CMO until payment can be made without affecting the operations of Voices.

Voices Mt Pleasant shall be responsible for all of its own costs and expenses necessary to fulfill its mission.

### **Services and Other Operating Expenses**

In the multiyear budget detail (see Excel document “Voices Mt Pleasant – Multiyear Budget”) is the breakdown of the services and other operating expenses. Rates are based on Voices experiences, contracts, and experiences of other Voices College-Bound Language Academy charter schools. If expense is dependent on variables like enrollment/ADA, number of classrooms, or staffing levels, the assumptions were increased in accordance with the growth of Voices.

Certain expenses that are typical of a school, such as legal fees and consultants, are not included. As a member of the Voices College-Bound Language Academies network, these costs are captured by the CMO. Voices Mt Pleasant benefits from scale of a much larger organization.





Account Type	19-20 Projections		Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	FY 19/20 Receivabl	Total
	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget
<b>Revenues</b>																
<b>Charter Fund Revenue</b>																
8011 State Aid (LCFF) - Current Year	\$ 1,980,683.00	\$ 99,034.15	\$ 99,034.15	\$ 178,261.47	\$ 178,261.47	\$ 178,261.47	\$ 178,261.47	\$ 178,261.47	\$ 178,261.47	\$ 217,875.13	\$ 217,875.13	\$ 217,875.13	\$ 217,875.13	\$ 19,806.83	\$ -	\$ 1,980,683.00
8012 Education Protection Account	\$ 53,620.00	\$ -	\$ -	\$ 13,405.00	\$ -	\$ -	\$ -	\$ 13,405.00	\$ -	\$ -	\$ 13,405.00	\$ -	\$ -	\$ 13,405.00	\$ -	\$ 53,620.00
8096 In Lieu of Property Taxes	\$ 910,902.00	\$ -	\$ 54,654.12	\$ 109,308.24	\$ 81,981.18	\$ 72,872.16	\$ 72,872.16	\$ 72,872.16	\$ 72,872.16	\$ 124,489.94	\$ 62,244.97	\$ 62,244.97	\$ 62,244.97	\$ 62,244.97	\$ 62,244.97	\$ 910,902.00
<b>Total Charter Fund Revenue</b>	\$ 2,945,205.00	\$ 99,034.15	\$ 153,688.27	\$ 300,974.71	\$ 260,242.65	\$ 251,133.63	\$ 264,538.63	\$ 251,133.63	\$ 290,747.29	\$ 355,770.07	\$ 280,120.10	\$ 280,120.10	\$ 280,120.10	\$ 95,456.80	\$ 62,244.97	\$ 2,945,205.00
<b>Federal Revenues</b>																
8181 Federal SPED Revenue (IDEA)	\$ 27,351.06	\$ 2,279.25	\$ 2,279.25	\$ 2,279.25	\$ 2,279.25	\$ 2,279.25	\$ 2,279.25	\$ 2,279.25	\$ 2,279.25	\$ 2,279.25	\$ 2,279.25	\$ 2,279.25	\$ 2,279.25	\$ 2,279.25	\$ -	\$ 27,351.06
8220 Child Nutrition Pgm (Fed)	\$ 76,550.98	\$ -	\$ -	\$ 6,379.25	\$ 6,379.25	\$ 6,379.25	\$ 6,379.25	\$ 6,379.25	\$ 6,379.25	\$ 6,379.25	\$ 6,379.25	\$ 6,379.25	\$ 6,379.25	\$ 6,379.25	\$ 12,758.50	\$ 76,550.98
8291 Title I	\$ 53,072.42	\$ -	\$ -	\$ 7,430.14	\$ -	\$ -	\$ -	\$ 22,290.41	\$ -	\$ -	\$ 10,614.48	\$ -	\$ -	\$ 7,960.86	\$ 4,776.52	\$ 53,072.42
8292 Title II	\$ 11,526.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,881.50	\$ -	\$ -	\$ 769.72	\$ -	\$ -	\$ 2,881.50	\$ -	\$ 11,526.00
8293 Title III	\$ 25,732.08	\$ -	\$ -	\$ 5,403.74	\$ -	\$ -	\$ -	\$ 4,374.45	\$ -	\$ -	\$ 11,579.44	\$ -	\$ -	\$ 4,374.45	\$ 25,732.08	
8294 Title IV	\$ 10,000.00	\$ -	\$ -	\$ -	\$ 2,500.00	\$ -	\$ -	\$ 2,500.00	\$ -	\$ -	\$ 2,500.00	\$ -	\$ -	\$ 2,500.00	\$ 10,000.00	
<b>Total Federal Revenues</b>	\$ 204,232.53	\$ 2,279.25	\$ 2,279.25	\$ 23,613.16	\$ 11,559.50	\$ 8,658.50	\$ 40,704.87	\$ 8,658.50	\$ 40,704.87	\$ 8,658.50	\$ 34,113.14	\$ 8,658.50	\$ 8,658.50	\$ 26,375.32	\$ 20,416.51	\$ 204,232.53
<b>Other State Revenues</b>																
8311 Special Education	\$ 125,355.44	\$ 10,446.29	\$ 10,446.29	\$ 10,446.29	\$ 10,446.29	\$ 10,446.29	\$ 10,446.29	\$ 10,446.29	\$ 10,446.29	\$ 10,446.29	\$ 10,446.29	\$ 10,446.29	\$ 10,446.29	\$ 10,446.29	\$ -	\$ 125,355.44
8520 Child Nutrition Pgm (State)	\$ 7,360.67	\$ -	\$ -	\$ 613.39	\$ 613.39	\$ 613.39	\$ 613.39	\$ 613.39	\$ 613.39	\$ 613.39	\$ 613.39	\$ 613.39	\$ 613.39	\$ 613.39	\$ -	\$ 7,360.67
8545 School Facilities Apportionments	\$ 232,252.36	\$ -	\$ 116,126.18	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 58,063.09	\$ -	\$ -	\$ -	\$ 58,063.09	\$ 232,252.36
8550 Mandate Block Grant	\$ 3,808.88	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,808.88	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,808.88
8560 State Lottery Revenue	\$ 57,865.01	\$ -	\$ -	\$ 14,466.25	\$ -	\$ -	\$ -	\$ 14,466.25	\$ -	\$ -	\$ 14,466.25	\$ -	\$ -	\$ 14,466.25	\$ 57,865.01	
<b>Total Other State Revenues</b>	\$ 426,642.37	\$ 10,446.29	\$ 126,572.47	\$ 25,525.93	\$ 11,059.68	\$ 11,059.68	\$ 29,334.81	\$ 11,059.68	\$ 11,059.68	\$ 11,059.68	\$ 83,589.02	\$ 11,059.68	\$ 11,059.68	\$ 11,059.68	\$ 59,289.87	\$ 426,642.37
<b>Other Local Revenues</b>																
8634 Food Service Sales	\$ 32,501.66	\$ -	\$ -	\$ 2,708.47	\$ 2,708.47	\$ 2,708.47	\$ 2,708.47	\$ 2,708.47	\$ 2,708.47	\$ 2,708.47	\$ 2,708.47	\$ 2,708.47	\$ 2,708.47	\$ 2,708.47	\$ 5,416.94	\$ 32,501.66
8660 Interest Income	\$ 87.00	\$ 7.25	\$ 7.25	\$ 7.25	\$ 7.25	\$ 7.25	\$ 7.25	\$ 7.25	\$ 7.25	\$ 7.25	\$ 7.25	\$ 7.25	\$ 7.25	\$ 7.25	\$ -	\$ 87.00
8680 Fundraising, net	\$ 10,890.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,178.00	\$ -	\$ -	\$ 5,445.00	\$ -	\$ -	\$ 3,267.00	\$ -	\$ 10,890.00
8980 Unrestricted Contributions	\$ 319.00	\$ -	\$ -	\$ 26.58	\$ 26.58	\$ 26.58	\$ 26.58	\$ 26.58	\$ 26.58	\$ 26.58	\$ 26.58	\$ 26.58	\$ 26.58	\$ 26.58	\$ 53.17	\$ 319.00
<b>Total Other Local Revenues</b>	\$ 43,797.66	\$ 7.25	\$ 7.25	\$ 2,742.31	\$ 2,742.31	\$ 2,742.31	\$ 2,742.31	\$ 2,742.31	\$ 2,742.31	\$ 2,742.31	\$ 8,187.31	\$ 2,742.31	\$ 2,742.31	\$ 5,417.11	\$ 5,417.11	\$ 43,797.66
<b>Total Revenues</b>	\$ 3,619,877.56	\$ 111,766.94	\$ 282,547.24	\$ 352,856.11	\$ 285,203.13	\$ 273,594.11	\$ 339,498.62	\$ 273,594.11	\$ 313,207.77	\$ 481,659.53	\$ 302,580.58	\$ 305,847.58	\$ 150,100.35	\$ 147,421.46	\$ 3,619,877.56	
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Certificated Teachers' Salaries	\$ 703,915.76	\$ 29,329.82	\$ 61,325.99	\$ 61,325.99	\$ 61,325.99	\$ 61,325.99	\$ 61,325.99	\$ 61,325.99	\$ 61,325.99	\$ 61,325.99	\$ 61,325.99	\$ 61,325.99	\$ 61,325.99	\$ 61,325.99	\$ -	\$ 703,915.76
1200 Certificated Pupil Support Salaries	\$ 117,571.84	\$ 9,797.65	\$ 9,797.65	\$ 9,797.65	\$ 9,797.65	\$ 9,797.65	\$ 9,797.65	\$ 9,797.65	\$ 9,797.65	\$ 9,797.65	\$ 9,797.65	\$ 9,797.65	\$ 9,797.65	\$ 9,797.65	\$ -	\$ 117,571.84
1300 Certificated Supervisors' and Administra	\$ 99,851.85	\$ 8,320.99	\$ 8,320.99	\$ 8,320.99	\$ 8,320.99	\$ 8,320.99	\$ 8,320.99	\$ 8,320.99	\$ 8,320.99	\$ 8,320.99	\$ 8,320.99	\$ 8,320.99	\$ 8,320.99	\$ 8,320.99	\$ -	\$ 99,851.85
1900 Other Certificated Salaries	\$ 225,979.35	\$ 18,831.61	\$ 18,831.61	\$ 18,831.61	\$ 18,831.61	\$ 18,831.61	\$ 18,831.61	\$ 18,831.61	\$ 18,831.61	\$ 18,831.61	\$ 18,831.61	\$ 18,831.61	\$ 18,831.61	\$ 18,831.61	\$ -	\$ 225,979.35
<b>Total Certificated Salaries</b>	\$ 1,147,318.79	\$ 66,280.08	\$ 98,276.25	\$ 98,276.25	\$ 98,276.25	\$ 98,276.25	\$ 98,276.25	\$ 98,276.25	\$ 98,276.25	\$ 98,276.25	\$ 98,276.25	\$ 98,276.25	\$ 98,276.25	\$ 98,276.25	\$ -	\$ 1,147,318.79
<b>Non-Certificated Salaries</b>																
2100 Non-certificated Instructional Aides' Sala	\$ 279,143.81	\$ -	\$ 23,261.98	\$ 25,588.18	\$ 25,588.18	\$ 25,588.18	\$ 25,588.18	\$ 25,588.18	\$ 25,588.18	\$ 25,588.18	\$ 25,588.18	\$ 25,588.18	\$ 25,588.18	\$ 25,588.18	\$ -	\$ 279,143.81
2400 Clerical and Office Salaries	\$ 71,472.44	\$ 2,978.02	\$ 6,226.77	\$ 6,226.77	\$ 6,226.77	\$ 6,226.77	\$ 6,226.77	\$ 6,226.77	\$ 6,226.77	\$ 6,226.77	\$ 6,226.77	\$ 6,226.77	\$ 6,226.77	\$ 6,226.77	\$ -	\$ 71,472.44
2900 Other Non-certificated Salaries	\$ 63,256.77	\$ 2,635.70	\$ 5,511.01	\$ 5,511.01	\$ 5,511.01	\$ 5,511.01	\$ 5,511.01	\$ 5,511.01	\$ 5,511.01	\$ 5,511.01	\$ 5,511.01	\$ 5,511.01	\$ 5,511.01	\$ 5,511.01	\$ -	\$ 63,256.77
<b>Total Non-Certificated Salaries</b>	\$ 413,873.02	\$ 5,613.72	\$ 34,999.76	\$ 37,325.95	\$ 37,325.95	\$ 37,325.95	\$ 37,325.95	\$ 37,325.95	\$ 37,325.95	\$ 37,325.95	\$ 37,325.95	\$ 37,325.95	\$ 37,325.95	\$ 37,325.95	\$ -	\$ 413,873.02
<b>Employee Benefits</b>																
3101 STRS	\$ 191,602.24	\$ 7,983.43	\$ 16,692.62	\$ 16,692.62	\$ 16,692.62	\$ 16,692.62	\$ 16,692.62	\$ 16,692.62	\$ 16,692.62	\$ 16,692.62	\$ 16,692.62	\$ 16,692.62	\$ 16,692.62	\$ 16,692.62	\$ -	\$ 191,602.24
3301 OASDI / Medicare / Alternative - Certific	\$ 31,677.27	\$ 1,319.89	\$ 2,759.76	\$ 2,759.76	\$ 2,759.76	\$ 2,759.76	\$ 2,759.76	\$ 2,759.76	\$ 2,759.76	\$ 2,759.76	\$ 2,759.76	\$ 2,759.76	\$ 2,759.76	\$ 2,759.76	\$ -	\$ 31,677.27
3302 OASDI / Medicare / Alternative - Classifi	\$ 37,147.51	\$ 1,547.81	\$ 3,236.34	\$ 3,236.34	\$ 3,236.34	\$ 3,236.34	\$ 3,236.34	\$ 3,236.34	\$ 3,236.34	\$ 3,236.34	\$ 3,236.34	\$ 3,236.34	\$ 3,236.34	\$ 3,236.34	\$ -	\$ 37,147.51
3401 Health and Welfare Benefits - Certificat	\$ 94,080.14	\$ 3,920.01	\$ 8,196.38	\$ 8,196.38	\$ 8,196.38	\$ 8,196.38	\$ 8,196.38	\$ 8,196.38	\$ 8,196.38	\$ 8,196.38	\$ 8,196.38	\$ 8,196.38	\$ 8,196.38	\$ 8,196.38	\$ -	\$ 94,080.14
3402 Health and Welfare Benefits - Classifi	\$ 33,937.59	\$ 1,414.07	\$ 2,956.68	\$ 2,956.68	\$ 2,956.68	\$ 2,956.68	\$ 2,956.68	\$ 2,956.68	\$ 2,956.68	\$ 2,956.68	\$ 2,956.68	\$ 2,956.68	\$ 2,956.68	\$ 2,956.68	\$ -	\$ 33,937.59
3501 Unemployment Insurance - Certificated	\$ 4,788.00	\$ 199.50	\$ 417.14	\$ 417.14	\$ 417.14	\$ 417.14	\$ 417.14	\$ 417.14	\$ 417.14	\$ 417.14	\$ 417.14	\$ 417.14	\$ 417.14	\$ 417.14	\$ -	\$ 4,788.00
3502 Unemployment Insurance - Classifi	\$ 4,023.25	\$ 167.44	\$ 350.51	\$ 350.51	\$ 350.51	\$ 350.51	\$ 350.51	\$ 350.51	\$ 350.51	\$ 350.51	\$ 350.51	\$ 350.51	\$ 350.51	\$ 350.51	\$ -	\$ 4,023.25
3601 Workers' Compensation Insurance	\$ 20,295.49	\$ 845.65	\$ 1,768.17	\$ 1,768.17	\$ 1,768.17	\$ 1,768.17	\$ 1,768.17	\$ 1,768.17	\$ 1,768.17	\$ 1,768.17	\$ 1,768.17	\$ 1,768.17	\$ 1,768.17	\$ 1,768.17	\$ -	\$ 20,295.49
3901 Other Employee Benefits	\$ 12,416.19	\$ 517.34	\$ 1,081.71	\$ 1,081.71	\$ 1,081.71	\$ 1,081.71	\$ 1,081.71	\$ 1,081.71	\$ 1,081.71	\$ 1,081.71	\$ 1,081.71	\$ 1,081.71	\$ 1,081.71	\$ 1,081.71	\$ -	\$ 12,416.19
<b>Total Employee Benefits</b>	\$ 429,967.68	\$ 17,915.32	\$ 37,459.31	\$ 37,459.31	\$ 37,459.31	\$ 37,459.31	\$ 37,459.31	\$ 37,459.31	\$ 37,459.31	\$ 37,459.31	\$ 37,459.31	\$ 37,459.31	\$ 37,459.31	\$ 37,459.31	\$ -	\$ 429,967.68
<b>Books &amp; Supplies</b>																
4110 Core Curricula Materials	\$ 40,000.00	\$ 10,000.00	\$ 10,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ -	\$ 40,000.00
4310 Student Supplies	\$ 20,167.00	\$ 3,025.05	\$ 3,025.05	\$ 3,025.05	\$ 1,232.43	\$ 1,232.43	\$ 1,232.43	\$ 1,232.43	\$ 1,232.43	\$ 1,232.43	\$ 1,232.43	\$ 1,232.43	\$ 1,232.43	\$ 1,232.43	\$ -	\$ 20,167.00
4311 Art and Music Supplies	\$ 2,743.00	\$ 411.45	\$ 411.45	\$ 411.45	\$ 167.63	\$ 167.63	\$ 167.63	\$ 167.63	\$ 167.63	\$ 167.63	\$ 167.63	\$ 167.63	\$ 167.63	\$ 167.63	\$ -	\$ 2,743.00
4312 Assessment Materials	\$ 1,050.00	\$ -	\$ -	\$ 262.50	\$ -	\$ -	\$ -	\$ 262.50	\$ -	\$ -	\$ 262.50	\$ -	\$ -	\$ 262.50	\$ -	\$ 1,050.00
4313 Student Uniforms	\$ 8,432.00	\$ -														

**Enrollment Projections**

Grade	19-20	20-21	21-22	22-23
TK	10	10	10	10
K	48	49	49	49
1	57	53	53	53
2	49	57	53	53
3	57	50	57	53
4	43	52	50	57
5	29	52	52	50
6	0	26	52	52
7	0	0	26	52
8	0	0	0	26
<b>Total</b>	<b>292</b>	<b>350</b>	<b>403</b>	<b>456</b>
<b>Total (less TK)</b>	<b>282</b>	<b>340</b>	<b>393</b>	<b>447</b>

**Enrollment Summary**

Grade	19-20	20-21	21-22	22-23
Grades K-3	211	210	213	209
Grades 4-6	71	130	155	160
Grades 7-8	0	0	26	78
<b>Total Enrolled</b>	<b>282</b>	<b>340</b>	<b>393</b>	<b>447</b>

**ADA %**

Grade	19-20	20-21	21-22	22-23
Grades K-3	95%	95%	95%	95%
Grades 4-6	95%	95%	95%	95%
Grades 7-8	95%	95%	95%	95%
<b>Average ADA</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>

**ADA Projections**

Grade	19-20	20-21	21-22	22-23
Grades K-3	200.4	199.5	202.2	198.6
Grades 4-6	67.7	123.6	147.1	151.6
Grades 7-8	0.0	0.0	24.4	74.0
<b>Total ADA</b>	<b>268.0</b>	<b>323.1</b>	<b>373.6</b>	<b>424.2</b>

Account Type	19-20	20-21	21-22	22-23
<b>Revenues</b>				
<b>Charter Fund Revenue</b>				
8011 State Aid (LCFF) - Current Year	\$ 1,980,683	\$ 2,451,716	\$ 2,935,340	\$ 3,317,024
8012 Education Protection Account	\$ 53,620	\$ 64,620	\$ 74,740	\$ 84,840
8096 In Lieu of Property Taxes	\$ 910,902	\$ 1,097,771	\$ 1,269,691	\$ 1,441,271
<b>Total Charter Fund Revenue</b>	<b>\$ 2,945,205</b>	<b>\$ 3,614,107</b>	<b>\$ 4,279,771</b>	<b>\$ 4,843,135</b>
<b>Federal Revenues</b>				
8181 Federal SPED Revenue (IDEA)	\$ 27,351	\$ 32,969	\$ 38,126	\$ 43,283
8220 Child Nutrition Pgm (Fed)	\$ 76,551	\$ 78,740	\$ 81,040	\$ 83,390
8291 Title I	\$ 53,072	\$ 63,973	\$ 73,980	\$ 83,987
8292 Title II	\$ 11,526	\$ 11,526	\$ 11,526	\$ 11,526
8293 Title III	\$ 25,732	\$ 31,017	\$ 35,869	\$ 40,721
8294 Title IV	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
<b>Total Federal Revenues</b>	<b>\$ 204,233</b>	<b>\$ 228,225</b>	<b>\$ 250,540</b>	<b>\$ 272,906</b>
<b>Other State Revenues</b>				
8311 Special Education	\$ 125,355	\$ 151,102	\$ 174,738	\$ 198,374
8520 Child Nutrition Pgm (State)	\$ 7,361	\$ 7,571	\$ 7,792	\$ 8,018
8545 School Facilities Apportionments	\$ 232,252	\$ 255,179	\$ 307,590	\$ 355,704
8550 Mandate Block Grant	\$ 3,809	\$ 4,591	\$ 5,309	\$ 6,028
8560 State Lottery Revenue	\$ 57,865	\$ 69,750	\$ 80,660	\$ 91,571
<b>Total Other State Revenues</b>	<b>\$ 426,642</b>	<b>\$ 488,193</b>	<b>\$ 576,089</b>	<b>\$ 659,695</b>
<b>Other Local Revenues</b>				
8634 Food Service Sales	\$ 32,502	\$ 33,431	\$ 34,407	\$ 35,405
8660 Interest Income	\$ 87	\$ 87	\$ 87	\$ 87
8680 Fundraising, net	\$ 10,890	\$ 11,979	\$ 13,177	\$ 14,495
8980 Unrestricted Contributions	\$ 319	\$ 319	\$ 319	\$ 319
<b>Total Other Local Revenues</b>	<b>\$ 43,798</b>	<b>\$ 45,816</b>	<b>\$ 47,990</b>	<b>\$ 50,306</b>
<b>Total Revenues</b>	<b>\$ 3,619,878</b>	<b>\$ 4,376,341</b>	<b>\$ 5,154,391</b>	<b>\$ 5,826,042</b>
<b>Expenses</b>				
<b>Certificated Salaries</b>				
1100 Certificated Teachers' Salaries	\$ 703,916	\$ 783,110	\$ 1,052,701	\$ 1,283,632
1200 Certificated Pupil Support Salaries	\$ 117,572	\$ 181,242	\$ 186,229	\$ 191,182
1300 Certificated Supervisors' and Administrators' Salaries	\$ 99,852	\$ 101,849	\$ 103,886	\$ 105,964
1900 Other Certificated Salaries	\$ 225,979	\$ 232,238	\$ 317,514	\$ 325,958
<b>Total Certificated Salaries</b>	<b>\$ 1,147,319</b>	<b>\$ 1,298,439</b>	<b>\$ 1,660,330</b>	<b>\$ 1,906,736</b>

**Non-Certificated Salaries**

2100 Non-certificated Instructional Aides' Salaries	\$ 279,144	\$ 332,075	\$ 372,014	\$ 381,908
2400 Clerical and Office Salaries	\$ 71,472	\$ 119,935	\$ 154,674	\$ 158,787
2900 Other Non-certificated Salaries	\$ 63,257	\$ 131,168	\$ 144,002	\$ 172,945

**Total Non-Certificated Salaries** **\$ 413,873** **\$ 583,177** **\$ 670,690** **\$ 713,640**

**Employee Benefits**

3101 STRS	\$ 191,602	\$ 248,002	\$ 362,698	\$ 416,525
3301 OASDI / Medicare / Alternative - Certificated	\$ 31,677	\$ 36,185	\$ 46,706	\$ 54,148
3302 OASDI / Medicare / Alternative - Classified	\$ 37,148	\$ 52,490	\$ 60,540	\$ 64,606
3401 Health and Welfare Benefits - Certificated	\$ 94,080	\$ 109,943	\$ 144,606	\$ 170,916
3402 Health and Welfare Benefits - Classified	\$ 33,938	\$ 49,379	\$ 58,414	\$ 63,969
3501 Unemployment Insurance - Certificated	\$ 4,788	\$ 5,320	\$ 6,650	\$ 7,448
3502 Unemployment Insurance - Classified	\$ 4,023	\$ 5,486	\$ 6,118	\$ 6,351
3601 Workers' Compensation Insurance	\$ 20,295	\$ 24,950	\$ 31,528	\$ 36,150
3901 Other Employee Benefits	\$ 12,416	\$ 17,495	\$ 20,121	\$ 21,409

**Total Employee Benefits** **\$ 429,968** **\$ 549,251** **\$ 737,381** **\$ 841,522**

**Books & Supplies**

4110 Core Curricula Materials	\$ 40,000	\$ 34,091	\$ 40,928	\$ 42,974
4310 Student Supplies	\$ 20,167	\$ 20,744	\$ 21,349	\$ 21,969
4311 Art and Music Supplies	\$ 2,743	\$ 2,821	\$ 2,904	\$ 2,988
4312 Assessment Materials	\$ 1,050	\$ 1,080	\$ 1,112	\$ 1,144
4313 Student Uniforms	\$ 8,432	\$ 8,673	\$ 8,926	\$ 9,185
4314 Health Supplies	\$ 617	\$ 635	\$ 653	\$ 672
4315 Office Supplies	\$ 13,890	\$ 14,287	\$ 14,704	\$ 15,131
4316 Janitorial Supplies	\$ 8,000	\$ 8,229	\$ 8,469	\$ 8,715
4411 Classroom Furniture	\$ 13,090	\$ 13,464	\$ 13,858	\$ 14,259
4412 Technology Equipment	\$ 14,047	\$ 14,449	\$ 14,871	\$ 15,302
4413 Student Technology	\$ 25,720	\$ 26,456	\$ 27,228	\$ 28,018
4414 Classroom Software	\$ 14,685	\$ 15,105	\$ 15,546	\$ 15,997
4415 Staff Computer	\$ 9,550	\$ 9,823	\$ 10,110	\$ 10,403
4417 Office Furniture	\$ 2,000	\$ 2,057	\$ 2,117	\$ 2,179
4700 Food Service- Regular	\$ 127,458	\$ 131,103	\$ 134,931	\$ 138,844
4701 Food Service - Other	\$ 1,141	\$ 1,174	\$ 1,208	\$ 1,243

**Total Books & Supplies** **\$ 302,590** **\$ 304,191** **\$ 318,914** **\$ 329,023**

**Services & Other Operating Expenditures**

5201 Conferences and Related Travel	\$ 5,000	\$ 5,143	\$ 5,293	\$ 5,447
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5205 Car Related Expenses	\$ 500	\$ 514	\$ 529	\$ 545
5300 Dues and Memberships	\$ 11,453	\$ 11,781	\$ 12,125	\$ 12,476
5451 Insurance	\$ 14,808	\$ 15,232	\$ 15,676	\$ 16,131
5501 Alarm Monitoring	\$ 7,435	\$ 7,648	\$ 7,871	\$ 8,099
5503 Housekeeping	\$ 17,878	\$ 18,389	\$ 18,926	\$ 19,475
5601 Rent	\$ 400,000	\$ 500,000	\$ 514,600	\$ 529,523
5602 Equipment/Copier (Lease)	\$ 1,967	\$ 2,023	\$ 2,082	\$ 2,143
5605 Maintenance and Repair (plus incidentals for repair)	\$ 100,000	\$ 120,000	\$ 123,504	\$ 127,086
5801 Fingerprinting/CPR Certification	\$ 413	\$ 425	\$ 437	\$ 450
5802 Printing and Copying	\$ 6,973	\$ 7,172	\$ 7,382	\$ 7,596
5808 El Zocalo Management Fee	\$ 353,425	\$ 433,693	\$ 513,573	\$ 581,176
5810 Staff Development	\$ 6,349	\$ 6,531	\$ 6,721	\$ 6,916
5811 Recruiting Student/Staff	\$ 6,075	\$ 6,249	\$ 6,431	\$ 6,618
5812 Teach for America	\$ 15,000	\$ 15,429	\$ 15,880	\$ 16,340
5814 Staff Appreciation	\$ 4,929	\$ 5,070	\$ 5,218	\$ 5,369
5816 Substitutes	\$ 15,768	\$ 16,219	\$ 16,693	\$ 17,177
5822 Local Field Lessons	\$ 10,890	\$ 11,201	\$ 11,529	\$ 11,863
5823 Student Events	\$ 2,785	\$ 2,865	\$ 2,948	\$ 3,034
5825 Consultant Mid-day Block	\$ 2,756	\$ 2,835	\$ 2,918	\$ 3,002
5826 Parent Engagement	\$ 1,147	\$ 1,180	\$ 1,214	\$ 1,249
5830 Special Education	\$ 152,706	\$ 184,070	\$ 212,864	\$ 241,657
5871 Consultant	\$ 2,250	\$ 2,314	\$ 2,382	\$ 2,451
5872 Technology Consulting	\$ 4,699	\$ 4,833	\$ 4,975	\$ 5,119
5875 Systems and Licenses	\$ 4,100	\$ 4,217	\$ 4,340	\$ 4,466
5876 Other Professional Services	\$ 69,124	\$ 82,672	\$ 98,347	\$ 108,813
5881 Student Information System	\$ 1,410	\$ 1,450	\$ 1,493	\$ 1,536
5882 Assessment Programs	\$ 3,639	\$ 3,743	\$ 3,852	\$ 3,964
5892 Marketing and Development	\$ 135	\$ 139	\$ 143	\$ 147
5900 Postage and Shipping	\$ 1,107	\$ 1,139	\$ 1,172	\$ 1,206
5910 Telephone and Cell	\$ 3,661	\$ 3,766	\$ 3,876	\$ 3,988
5920 Internet	\$ 3,199	\$ 3,291	\$ 3,387	\$ 3,485
<b>Total Services &amp; Other Operating Expenditures</b>	<b>\$ 1,231,582</b>	<b>\$ 1,481,233</b>	<b>\$ 1,628,380</b>	<b>\$ 1,758,547</b>
<b>Other Expenses</b>				
6900 Depreciation Expense	\$ 8,221	\$ 8,456	\$ 8,703	\$ 8,956
7299 Authorizer Oversight Fee	\$ 33,718	\$ 34,683	\$ 35,696	\$ 36,731
7438 Interest Expense	\$ 277	\$ 117	\$ -	\$ -

<b>Total Other Expenses</b>	<b>\$ 42,217</b>	<b>\$ 43,256</b>	<b>\$ 44,399</b>	<b>\$ 45,686</b>
<b>Total Expenses</b>	<b>\$ 3,567,547</b>	<b>\$ 4,259,548</b>	<b>\$ 5,060,095</b>	<b>\$ 5,595,154</b>
<b>Net Income</b>	<b>\$ 52,330</b>	<b>\$ 116,793</b>	<b>\$ 94,296</b>	<b>\$ 230,888</b>

Account Type	19-20	20-21	21-22	22-23
<b>Revenues</b>				
Charter Fund Revenue	\$ 2,945,205	\$ 3,614,107	\$ 4,279,771	\$ 4,843,135
Federal Revenues	\$ 204,233	\$ 228,225	\$ 250,540	\$ 272,906
Other State Revenues	\$ 426,642	\$ 488,193	\$ 576,089	\$ 659,695
Other Local Revenues	\$ 43,798	\$ 45,816	\$ 47,990	\$ 50,306
<b>Total Revenues</b>	<b>\$ 3,619,878</b>	<b>\$ 4,376,341</b>	<b>\$ 5,154,391</b>	<b>\$ 5,826,042</b>
<b>Expenses</b>				
Certificated Salaries	\$ 1,147,319	\$ 1,298,439	\$ 1,660,330	\$ 1,906,736
Non-Certificated Salaries	\$ 413,873	\$ 583,177	\$ 670,690	\$ 713,640
Employee Benefits	\$ 429,968	\$ 549,251	\$ 737,381	\$ 841,522
Books & Supplies	\$ 302,590	\$ 304,191	\$ 318,914	\$ 329,023
Services & Other Operating Expenditures	\$ 1,231,582	\$ 1,481,233	\$ 1,628,380	\$ 1,758,547
Other Expenses	\$ 42,217	\$ 43,256	\$ 44,399	\$ 45,686
<b>Total Expenses</b>	<b>\$ 3,567,547</b>	<b>\$ 4,259,548</b>	<b>\$ 5,060,095</b>	<b>\$ 5,595,154</b>
<b>Net Income</b>	<b>\$ 52,330</b>	<b>\$ 116,793</b>	<b>\$ 94,296</b>	<b>\$ 230,888</b>
<b>Fund Balance</b>				
Beginning Fund Balance (Unaudited)	\$ 620,322	\$ 672,652	\$ 789,445	\$ 883,741
Ending Fund Balance	\$ 672,652	\$ 789,445	\$ 883,741	\$ 1,114,629
Ending Fund Balance as a % of Expenditures	19%	19%	17%	20%



**CHARTER SCHOOL  
2019-20 ADOPTED BUDGET REPORT - ALTERNATIVE FORM**

**CHARTER SCHOOL CERTIFICATION**

Charter School Name: Voices College-Bound Language Academy at M  
CDS #: 43104390132530  
Charter Approving Entity: Santa Clara County Office of Education  
Charter #: 1743  
Fiscal Year: 2019/20

**CERTIFICATION OF FINANCIAL CONDITION (This is completed by the Charter) Mark a box.**

**POSITIVE CERTIFICATION**

As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

**QUALIFIED CERTIFICATION**


As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

**NEGATIVE CERTIFICATION**

As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

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To the entity that approved the charter school:  
( X ) 2019/20 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signature:   
Charter School Official  
(Original signature required)

Date: 6/25/2019

Print Name: Edward Lee

Print Title: Chief Financial Officer

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To the County Superintendent of Schools:  
(     ) 2019/20 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_  
Authorized Representative of Charter Approving Entity  
(Original signature required)

Date: \_\_\_\_\_

Print Name: Christine Carbone

Title: SCCOE Charter Schools Department  
Financial Administrator

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For additional information on the BUDGET, please contact:

**For Approving Entity:**

Christine Carbone  
Name

Financial Administrator - Charter Schools Dept  
Title

408.453.3604

Telephone  
[Christine\\_Carbone@SCCOE.org](mailto:Christine_Carbone@SCCOE.org)

E-mail address

**For Charter School:**

Edward Lee  
Print Name

Chief Financial Officer  
Title

408-791-1609 x1103

Telephone  
[elee@voicescharterschool.com](mailto:elee@voicescharterschool.com)

E-mail address

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(     ) 2019/20 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**CHARTER SCHOOL BUDGET REPORT**

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, & 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

**Charter School Name:** Voices College-Bound Language Academy at Mt P

**CDS #:** 43104390132530

**Charter Approving Entity:** Santa Clara County Office of Education

**Charter #:** 1743

**Fiscal Year:** 2019/20

Description	Object Code	Est. Actuals 2018/19	FY 2019/20		Total 2019-20
			Unrestricted	Restricted	
<b>A. REVENUES</b>					
1. LCFF/Revenue Limit Sources					
State Aid - Current Year	8011	1,721,921	1,980,683		1,980,683
EPA	8012	48,092	53,620		53,620
State Aid - Prior Years	8019	-	-		-
Charter Schools In Lieu Property Taxes	8096	816,992	910,902		910,902
Other Revenue Limit Transfers	8091, 8097	-	-		-
Total, Revenue Limit Sources		2,587,005	2,945,205	-	2,945,205
2. Federal Revenues					
No Child Left Behind/Every Student Succeeds Act	8290	89,521	-		-
Special Education - Federal	8181, 8182	23,065		27,351	27,351
Child Nutrition - Federal	8220	78,000		76,551	76,551
Donated Food Commodities	8221	-	-		-
Other Federal Revenues	8110,8260-8299	19,839		100,330	100,330
Total, Federal Revenues		210,425	-	204,233	204,233
3. Other State Revenues					
Special Education - State	StateRevSE	118,887		125,355	125,355
All Other State Revenues	StateRevAO	251,924	301,287		301,287
Total, Other State Revenues		370,811	301,287	125,355	426,642
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	43,657	43,798		43,798
Total, Local Revenues		43,657	43,798	-	43,798
5. TOTAL REVENUES					
		3,211,898	3,290,290	329,588	3,619,878
<b>B. EXPENDITURES</b>					
1. Certificated Salaries					
Certificated Teachers	1100	813,004	579,602	124,314	703,916
Certificated Pupil Support	1200	-	117,572		117,572
Certificated Supervisors & Administrators	1300	66,637	99,852		99,852
Other Certificated Salaries	1900	19,448	225,979		225,979
Total, Certificated Salaries		899,089	1,023,005	124,314	1,147,319
2. Non-certificated Salaries					
Non-certificated Instructional Aides	2100	192,894	160,421	118,723	279,144
Non-certificated Support	2200	-	-		-
Non-certificated Supervisors & Administrators	2300	120,283	-		-
Clerical and Office Salaries	2400	18,227	71,472		71,472
Other Non-certificated Salaries	2900	110,205	63,257		63,257
Total, Non-certificated Salaries		441,609	295,150	118,723	413,873

**CHARTER SCHOOL BUDGET REPORT**

**Charter School Name:** Voices College-Bound Language Academy at Mt P

**CDS #:** 43104390132530

**Charter Approving Entity:** Santa Clara County Office of Education

**Charter #:** 1743

**Fiscal Year:** 2019/20

Description	Object Code	Est. Actuals 2018/19	FY 2019/20		Total 2019-20
			Unrestricted	Restricted	
<b>3. Employee Benefits</b>					
STRS	3101-3102	135,048	191,602		191,602
PERS	3201-3202	-	-		-
OASDI / Medicare / Alternative	3301-3302	49,405	68,825		68,825
Health and Welfare Benefits	3401-3402	116,661	128,018		128,018
Unemployment Insurance	3501-3502	13,670	8,811		8,811
Workers' Compensation Insurance	3601-3602	15,552	32,712		32,712
OPEB, Allocated	3701-3702	-	-		-
OPEB, Active Employees	3751-3752	-	-		-
Other Employee Benefits	3901-3902	8,227	-		-
Total, Employee Benefits		338,563	429,968	-	429,968
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	36,410	40,000		40,000
Books and Other Reference Materials	4200	-	-		-
Materials and Supplies	4300	70,623	54,899		54,899
Noncapitalized Equipment	4400	68,147	79,092		79,092
Food	4700	92,592	52,048	76,551	128,599
Total, Books and Supplies		267,772	226,039	76,551	302,590
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100	-	-		-
Travel and Conferences	5200	5,092	5,500		5,500
Dues and Memberships	5300	14,021	11,453		11,453
Insurance	5400	14,808	14,808		14,808
Operations and Housekeeping Services	5500	23,953	25,313		25,313
Rentals, Leases, Repairs, and Noncap. Improvements	5600	517,236	501,967		501,967
Transfers of Direct Costs	5700-5799	-	-		-
Professional/Consulting Services & Operating Expend.	5800	587,448	654,573	10,000	664,573
Communications	5900	5,350	7,967		7,967
Total, Services and Other Operating Expenditures		1,167,907	1,221,582	10,000	1,231,582
<b>6. Capital Outlay</b>					
Sites and Improvements of Sites	6100-6170	-	-		-
Buildings and Improvements of Buildings	6200	-	-		-
Books and Media for New/Major Expansion Libraries	6300	-	-		-
Equipment	6400	-	-		-
Equipment Replacement	6500	-	-		-
<i>Depreciation Expense (for full accrual only)</i>	6900	8,221	8,221		8,221
Total, Capital Outlay		8,221	8,221	-	8,221
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143	-	-		-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-		-
Transfers of Apportionments to Other LEAs - Spec.Ed.	7221-7223SE	-	-		-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-		-
All Other Transfers	7281-7299	17,763	33,718		33,718
Transfers of Indirect Costs	7300-7399	-	-		-
Debt Service:					
Interest	7438	1,152	277		277
Principal	7439	-	-		-
Total, Other Outgo		18,915	33,995	-	33,995
<b>8. TOTAL EXPENDITURES</b>		3,142,076	3,237,959	329,588	3,567,547
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES</b>		69,822	52,330	0	52,330

**CHARTER SCHOOL BUDGET REPORT**

**Charter School Name:** Voices College-Bound Language Academy at Mt P

**CDS #:** 43104390132530

**Charter Approving Entity:** Santa Clara County Office of Education

**Charter #:** 1743

**Fiscal Year:** 2019/20

Description	Object Code	Est. Actuals 2018/19	FY 2019/20		Total 2019-20
			Unrestricted	Restricted	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979	-			-
2. Less: Other Uses	7630-7699	-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE</b>					
		69,822	52,330	0	52,330
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	550,500	620,322		620,322
b. Adjustments to Beginning Balance	9793, 9795	-			-
c. Adjusted Beginning Balance		550,500	620,322	-	620,322
2. Ending Fund Balance, June 30		620,322	672,652	0	672,652
<b>Components of Ending Fund Balance (Modified Accrual Basis):</b>					
a. Nonspendable					
Revolving Cash (equals object 9130)	9711	-			
Stores (equals object 9320)	9712	-			
Prepaid Expenditures (equals object 9330)	9713	-			
All Others	9719	-			
b. Restricted	9740	-			
c. Committed - Stabilization Arrangements					
1. Stabilization Arrangements	9750	-			
2. Other Commitments	9760	-			
d. Assigned	9780	-			
e. Unassigned/Unappropriated					
1. Reserve for Economic Uncertainties	9789	-			
2. Unassigned/Unappropriated Amount	9790M		-	-	-
f. Components of Ending Net Position (Accrual Basis)					
1. Net Investment in Capital Assets	9796	-			-
2. Restricted Net Position	9797	-			-
3. Unrestricted Net Position	9790A	620,322	672,652		672,652

**CHARTER SCHOOL  
2019/20 ADOPTED BUDGET REPORT - ALTERNATIVE FORM MYP**

Charter School Name: Voices College-Bound Language Academy at Mt PI  
 CDS #: 43104390132530  
 Charter Approving Entity: Santa Clara County Office of Education  
 Charter #: 1743  
 Fiscal Year: 2019/20

Description	Object Code	FY 2019/20			Totals FY 2020/21	Totals FY 2021/22
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
<b>1. LCFF/Revenue Limit Sources</b>						
State Aid - Current Year	8011	1,980,683	-	1,980,683	2,451,716	2,935,340
EPA	8012	53,620	-	53,620	64,620	74,740
State Aid - Prior Years	8019	-	-	-	-	-
Charter Schools In Lieu Property Taxes	8096	910,902	-	910,902	1,097,771	1,269,691
Other Revenue Limit Transfers	8091, 8097	-	-	-	-	-
Total, Revenue Limit Sources		2,945,205	-	2,945,205	3,614,107	4,279,771
<b>2. Federal Revenues</b>						
No Child Left Behind/Every Student Succeeds Act	8290	-	-	-	-	-
Special Education - Federal	8181, 8182	-	27,351	27,351	32,969	38,126
Child Nutrition - Federal	8220	-	76,551	76,551	78,740	81,040
Donated Food Commodities	8221	-	-	76,551	-	-
Other Federal Revenues	8110,8260-8299	-	100,330	100,330	116,516	131,375
Total, Federal Revenues		-	204,233	204,233	228,225	250,541
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	-	125,355	125,355	151,102	174,738
All Other State Revenues	StateRevAO	301,287	-	301,287	337,091	401,351
Total, Other State Revenues		301,287	125,355	426,642	488,193	576,089
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	43,798	-	43,798	45,816	47,990
Total, Local Revenues		43,798	-	43,798	45,816	47,990
<b>5. TOTAL REVENUES</b>						
		3,290,290	329,588	3,619,878	4,376,341	5,154,391
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers	1100	579,602	124,314	703,916	783,110	1,052,701
Certificated Pupil Support	1200	117,572	-	117,572	181,242	186,229
Certificated Supervisors & Administrators	1300	99,852	-	99,852	101,849	103,886
Other Certificated Salaries	1900	225,979	-	225,979	232,238	317,514
Total, Certificated Salaries		1,023,005	124,314	1,147,319	1,298,439	1,660,330
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides	2100	160,421	118,723	279,144	332,075	372,014
Non-certificated Support	2200	-	-	-	-	-
Non-certificated Supervisors & Administrators	2300	-	-	-	-	-
Clerical and Office Salaries	2400	71,472	-	71,472	119,935	154,674
Other Non-certificated Salaries	2900	63,257	-	63,257	131,168	144,002
Total, Non-certificated Salaries		295,150	118,723	413,873	583,178	670,690
<b>3. Employee Benefits</b>						
STRS	3101-3102	191,602	-	191,602	248,002	362,698
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	68,825	-	68,825	88,675	107,246
Health and Welfare Benefits	3401-3402	128,018	-	128,018	159,322	203,020
Unemployment Insurance	3501-3502	8,811	-	8,811	10,806	12,768
Workers' Compensation Insurance	3601-3602	32,712	-	32,712	42,445	51,649
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-
Total, Employee Benefits		429,968	-	429,968	549,250	737,381
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	40,000	-	40,000	34,091	40,928
Books and Other Reference Materials	4200	-	-	-	-	-
Materials and Supplies	4300	54,899	-	54,899	56,469	58,117
Noncapitalized Equipment	4400	79,092	-	79,092	81,354	83,730
Food	4700	52,048	76,551	128,599	132,277	136,139
Total, Books and Supplies		226,039	76,551	302,590	304,191	318,914

**CHARTER SCHOOL  
2019/20 ADOPTED BUDGET REPORT - ALTERNATIVE FORM MYP**

Charter School Name: Voices College-Bound Language Academy at Mt PI  
 CDS #: 43104390132530  
 Charter Approving Entity: Santa Clara County Office of Education  
 Charter #: 1743  
 Fiscal Year: 2019/20

Description	Object Code	FY 2019/20			Totals FY 2020/21	Totals FY 2021/22
		Unrestricted	Restricted	Total		
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	-	-	-	-	-
Travel and Conferences	5200	5,500	-	5,500	5,657	5,822
Dues and Memberships	5300	11,453	-	11,453	11,781	12,125
Insurance	5400	14,808	-	14,808	15,232	15,676
Operations and Housekeeping Services	5500	25,313	-	25,313	26,037	26,797
Rentals, Leases, Repairs, and Noncap. Improvements	5600	501,967	-	501,967	622,023	640,186
Transfers of Direct Costs	5700-5799	-	-	-	-	-
Professional/Consulting Services & Operating Expend.	5800	654,573	10,000	664,573	792,307	919,340
Communications	5900	7,967	-	7,967	8,196	8,435
Total, Services and Other Operating Expenditures		1,221,582	10,000	1,231,582	1,481,233	1,628,381
<b>6. Capital Outlay</b>						
Sites and Improvements of Sites	6100-6170	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-
Books and Media for New/Major Expansion School Library	6300	-	-	-	-	-
Equipment	6400	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-
Depreciation Expense (for full accrual only)	6900	8,221	-	8,221	8,456	8,703
Total, Capital Outlay		8,221	-	8,221	8,456	8,703
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-
All Other Transfers	7281-7299	33,718	-	33,718	34,683	35,696
Transfers of Indirect Costs	7300-7399	-	-	-	-	-
Debt Service:						
Interest	7438	277	-	277	117	-
Principal	7439	-	-	-	-	-
Total, Other Outgo		33,995	-	33,995	34,800	35,696
<b>8. TOTAL EXPENDITURES</b>		3,237,959	329,588	3,567,547	4,259,547	5,060,095
<b>C. EXCESS OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES</b>		52,330	0	52,330	116,794	94,296
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		52,330	0	52,330	116,794	94,296
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	620,322	-	620,322	672,652	789,446
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-
c. Adjusted Beginning Balance		620,322	-	620,322	672,652	789,446
2. Ending Fund Balance, June 30		672,652	0	672,652	789,446	883,742
<b>Components of Ending Fund Balance (Mod. Accrual Basis):</b>						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-
All Others	9719	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-
c. Committed						
1. Stabilization Arrangements	9750	-	-	-	-	-
2. Other Commitments	9760	-	-	-	-	-
d. Assigned	9780	-	-	-	-	-
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	-	-	-	-	-

**CHARTER SCHOOL  
2019/20 ADOPTED BUDGET REPORT - ALTERNATIVE FORM MYP**

**Charter School Name:** Voices College-Bound Language Academy at Mt PI  
**CDS #:** 43104390132530  
**Charter Approving Entity:** Santa Clara County Office of Education  
**Charter #:** 1743  
**Fiscal Year:** 2019/20

Description	Object Code	FY 2019/20			Totals FY 2020/21	Totals FY 2021/22
		Unrestricted	Restricted	Total		
2. Unassigned/Unappropriated Amount	9790M	-	-	-	-	-
f. Components of Ending Net Position (Accrual Basis)						
1. Net Investment in Capital Assets	9796	-	-	-	-	-
2. Restricted Net Position	9797	-	-	-	-	-
3. Unrestricted Net Position	9790A	672,652	-	672,652	789,446	883,742



**Voices College-Bound Language Academy at Mt Pleasant Budget Report - Cash Flow Worksheet  
2019/20**

		July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL	
<b>A. BEGINNING CASH</b>	9110	471,332	848,207	722,526	620,488	859,255	820,862	809,765	768,927	576,492	982,531	939,902	737,781			
<b>B. RECEIPTS</b>																
Revenue Limit Sources																
Property Taxes	8096	0	54,654	109,308	81,981	72,872	72,872	72,872	72,872	124,490	62,245	62,245	62,245	62,245	910,902	
Principal Apportionment - State Aid	8011-8019	99,034	99,034	191,666	178,261	178,261	191,666	178,261	217,875	231,280	217,875	217,875	33,212	0	2,034,303	
Miscellaneous Funds	8080-92,8097	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Federal Revenue	8100-8299	2,279	2,279	23,613	11,159	8,659	40,705	8,659	8,659	34,113	8,659	8,659	26,375	20,417	204,233	
Other State Revenue	8300-8599	10,446	126,572	25,526	11,060	11,060	29,335	11,060	11,060	83,589	11,060	11,060	25,526	59,290	426,642	
Other Local Revenue	8600-8799	7	7	2,742	2,742	2,742	4,920	2,742	2,742	8,187	2,742	6,009	2,742	5,470	43,798	
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other Receipts/Non-Revenue															0	
<b>TOTAL RECEIPTS</b>		111,767	282,547	352,856	285,203	273,594	339,499	273,594	313,208	481,660	302,581	305,848	150,100	147,421	3,619,878	
<b>C. DISBURSEMENTS</b>																
Certificated Salaries	1000-1999	66,280	98,276	98,276	98,276	98,276	98,276	98,276	98,276	98,276	98,276	98,276	98,276	98,276	0	1,147,319
Classified Salaries	2000-2999	5,614	35,000	37,326	37,326	37,326	37,326	37,326	37,326	37,326	37,326	37,326	37,326	37,326	0	413,873
Employee Benefits	3000-3999	17,915	37,459	37,459	37,459	37,459	37,459	37,459	37,459	37,459	37,459	37,459	37,459	37,459	0	429,968
Books and Supplies	4000-4999	37,085	60,775	35,726	20,864	17,848	22,474	18,054	17,848	18,110	18,110	17,848	17,848	0	302,590	
Services and Operating Expenditures	5000-5999	107,519	105,664	98,736	98,765	98,244	100,952	101,694	113,662	104,802	100,535	101,929	99,079	0	1,231,582	
Capital Outlay	6000-6999	685	685	685	685	685	685	685	685	685	685	685	685	0	8,221	
Other Outgo	7000-7499	23	23	8,453	23	23	8,453	23	23	8,453	23	23	8,453	0	33,995	
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other Disbursements/ Non Expenditures															0	
<b>TOTAL DISBURSEMENTS</b>		235,121	337,883	316,661	293,399	289,862	305,625	293,518	305,279	305,111	292,415	293,546	299,127	0	3,567,548	
<b>D. PRIOR YEAR TRANSACTIONS, Other</b>																
Accounts Receivable	9200-9399	522,347	(88,894)	(101,369)	260,046	(2,957)	(8,044)	437	(183,762)	183,608	14,509	(200,485)	105,269	0	500,706	
Accounts Payable (Liabilities, including Deferred Revenue)	9500-9630, 9650	22,118	(18,549)	36,864	13,083	19,169	36,926	21,352	16,601	(45,882)	67,304	13,937	(31,724)	0	151,199	
<b>TOTAL PRIOR YEAR TRANSACTIONS, Other</b>		500,229	(70,345)	(138,233)	246,963	(22,126)	(44,970)	(20,915)	(200,363)	229,490	(52,795)	(214,422)	136,993	0	349,507	
<b>E. NET INCREASE/DECREASE (B - C + D)</b>		376,875	(125,681)	(102,038)	238,767	(38,393)	(11,097)	(40,838)	(192,434)	406,038	(42,629)	(202,121)	(12,033)	147,421	401,837	
<b>F. ENDING CASH (A + E)</b>		848,207	722,526	620,488	859,255	820,862	809,765	768,927	576,492	982,531	939,902	737,781	725,748			
<b>G. ENDING CASH, PLUS ACCRUALS</b>															873,169	

**Voices College-Bound Language Academy at Mt Pleasant Budget Report Assumptions**  
2019/20

<b><u>Enrollment Assumptions</u></b>	<b><u>FY 2019/20</u></b>	<b><u>FY 2020/21</u></b>	<b><u>FY 2021-22</u></b>
Grades K-3	211	210	213
Grades 4-6	71	130	155
Grades 7-8	-	-	26
<u>Grades 9-12</u>	-	-	-
Total Enrollment	<b>282</b>	<b>340</b>	<b>393</b>
<u>ADA%</u>	95.0%	95.0%	95.0%
Total ADA	<b>268.1</b>	<b>323.2</b>	<b>373.7</b>
Free and Reduced Lunch Students (FRL)	211	254	294
English Language Learners (EL)	175	211	244
Foster Youth	-	-	-
Unduplicated Count (FRL, EL, Foster Youth)	243	292	336
Special Education Students	36	43	50
Resident LEA Unduplicated % for LCFF Concentration Grant	86%	86%	86%
Percentage of LCFF gap closing increment projected	100%	100%	100%
<b><u>Funding Rates:</u></b>	<b><u>FY 2019/20</u></b>	<b><u>FY 2020/21</u></b>	<b><u>FY 2021-22</u></b>
<u>LCFF Rates</u>			
Grades K-3	\$ 11,214	\$ 11,541	\$ 11,870
Grades 4-6	\$ 10,310	\$ 10,612	\$ 10,914
Grades 7-8	\$ 10,616	\$ 10,927	\$ 11,238
Grades 9-12	\$ 12,623	\$ 12,992	\$ 13,362
<u>Federal Revenues:</u>			
Special Education - Federal per student:	\$ 102	\$ 102	\$ 102
Child Nutrition - Federal per student:	\$ 276	\$ 276	\$ 276
Other Federal Revenue - Provide listing, including amounts	SPED revenue is per ADA and less SELPA administrative fees; Title I: \$53k, \$64k, \$74k; Title II: \$12k for all years; Title III: \$26k, \$31k, \$36k; Title IV: \$10k for all years		
<u>State Revenues:</u>			
Special Education - State funding per student	\$ 468	\$ 468	\$ 468
Child Nutrition - State per student:	\$ 27	\$ 27	\$ 27
Lottery per ADA:	\$ 216	\$ 216	\$ 216
Other State Revenue - Provide listing, including amounts	SPED revenue is per ADA and less SELPA administrative fees; Mandate Block Grant \$8k for all years; SB 740: \$232k, \$255k, \$308k		
<u>Local Revenue - Provide listing, including amounts</u>	Food Service Sales \$33k, \$33k, \$34k; Interest \$87 for all years, Fundraising/Other Contributions \$11k, \$12k, \$13k		

**Voices College-Bound Language Academy at Mt Pleasant Budget Report Assumptions**  
2019/20

<u>Expenditure Assumptions</u>	<u>FY 2019/20</u>	<u>FY 2020/21</u>	<u>FY 2021-22</u>
<u>Certificated Salaries:</u>			
Number of FTEs - Teachers	11	12	15
Number of FTEs - Pupil Support Salaries	4	5	6
Number of FTEs - Supervisor/Admin Salaries	1	1	1
Number of FTEs - Other Certificated Salaries	-	-	-
COLA percentage increase		2.0%	2.0%
<i>Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP</i>	N/A		
<u>Non Certificated Salaries:</u>			
Number of FTEs - Instructional Aides' Salaries	11	13	14
Number of FTEs - Non-certificated Support Salaries	2	5	6
Number of FTEs - Supervisor/Admin Salaries	1	1	1
Number of FTEs - Clerical and Office Salaries	3	3	4
Number of FTEs - Other Non-Certificated Salaries	-	-	-
<i>Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP</i>	N/A		
<u>Benefits</u>			
STRS (rate)	16.7%	19.1%	21.8%
Number of STRS employees	16	18	22
Non-certificated retirement (rate)	3.0%	3.0%	3.0%
Number of employees non-STRS retirement	13	16	18
Health and welfare (per FTE)	\$ 3,865	\$ 3,922	\$ 4,230
Number eligible employees for health benefits	26	33	40
Unemployment insurance (rate)	3.8%	3.8%	3.8%
Workers Comp Insurance (rate)	1.3%	1.3%	1.3%
<u>Books and Supplies</u>	N/A		
<i>Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP</i>			
<u>Services &amp; Other Operating Expenditures</u>	N/A		
<i>Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP</i>			
<u>Capital Outlay</u>	N/A		
<i>Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP</i>			
<u>Other Outgo</u>	N/A		
<u>Other Revenue Sources</u>	N/A		
<u>Other Costs</u>	N/A		

**Voices College-Bound Language Academy at Mt Pleasant Budget Report Supplemental Items**  
2019/20

Include a narrative for any of the following items that are applicable:

- 1) Contingent liabilities that may affect the budget, either known or identified from audit or state compliance reviews, litigation, etc. have been identified.

None

- 2) Use of one-time revenues for ongoing general fund expenditures have been identified.

None

- 3) Contingent revenues for the current year and two subsequent fiscal years that are contingent of reauthorization by the local government, special legislation, or other definitive act have been identified. If any of these revenues are for ongoing expenses, provide explanations how revenues will be replaced or expenditures reduced.

None

- 4) General Fund Contributions

- a. Contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current year and two subsequent fiscal years are identified.

None

- b. Projected transfers to or from the general fund to cover operating deficits in the current year or two subsequent fiscal years are identified.

None

- c. Capital project cost overruns that may affect the general fund have been identified.

None

- 5) Long-term commitments

- a. All existing and new multiyear commitments (including multiyear debt agreements, and new program or contracts resulting in long-term obligations) have been identified and the current annual payment, as well as for two subsequent fiscal years, have been provided.

Interest expense relates to the revolving loan fund are included in the budget; principal payments are accounted for

- b. Explanations are provided for how increases in annual payments will be funded and how decreases to funding sources used to pay long-term commitments will be replaced.

None

- 6) Status of funds with negative fund balances and explanation how it will be addressed is provided.

None