

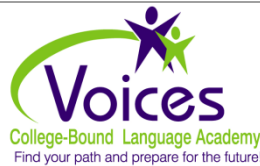
School Accountability Report Card Reported for School Year Data from the 2007-2008 school Year~Published during 2008-2009

Voices College-Bound Language Academy

Address: 4075 Sacramento Ave. , San Jose CA 95111 Phone: 408-361-1960
Principal: Frances Teso Grade Span: K - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School



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 approved by the Franklin McKinley School District in March 2006. We opened our doors to about 110 children in September of 2007. Our first year of operation was highly successful and we anticipate our success will only flourish as we grow!

Student Enrollment

Group	Percent
African American	3.88 %
American Indian or Alaska Native	%
Asian	6.8 %
Filipino	%
Hispanic or Latino	83.5 %
Pacific Islander	%
White (not Hispanic)	1.94 %
Multiple or No Response	3.88 %
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%
Total Number of students	103

Teachers

Indicator	Teachers
Teachers with full credential	3
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	N/A
Mathematics	N/A
Science	N/A
History-Social Science	N/A

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	N/A
Statewide Rank (from 2007 Base API Report)	N/A
2008-09 Program Improvement Status (PI Year)	Not in PI

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School	
School Name	Voices College-Bound Language Academy
Street	4075 Sacramento Ave.
City, State, Zip	San Jose , CA 95111
Phone Number	408-361-1960
Principal	Frances Teso
Web Site	www.voicescharterschool.com

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

The skills needed in tomorrow's society are different from those traditionally afforded to children of color in underserved school communities, and the level of competency required is higher than ever before. An educated person in the 21st Century is a bilingual, technologically competent, lifelong learner, enthusiastic about acquiring new knowledge and applying it to novel situations. He/She is able to make informed life decisions based on awareness and understanding of all life's possibilities. He/She is an active citizen in the community who is open-minded and values multiple perspectives and diversity.

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

Mission

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

Vision

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

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

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

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

We recognize that every parent is able to be involved at different levels due to individual specific family, work, cultural reasons and even health issues. The definition of parent involvement that Voices values above all else is parental concern, and home support of the schools' efforts to educate the student through love, nurturing and good parenting. Therefore, two levels of parent involvement are available to parents:

Required:

- Commitment and willingness to fulfill the Parent Agreement;
- Commitment and willingness to adhere and support all school policies including those outlined in the Family Handbook;
- Two way communication between the school and home regarding the education and well-being of the student.

Encouraged:

- School sponsored activities (Back to School Night, Science exhibition, Ice Cream Social, etc.)
- Tutoring
- Homework volunteer
- Parenting classes
- Parent information workshops (Latino Family Literacy Project, etc.)
- Governing Council Representative
- Eighth grade Exit Interview Teams
- Parent Committees (SSC, DELAC, etc.)

For more information on how to get involved with the school or how to help your child be more successful, you can go to our web site or contact the school at 408-361-1960

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	64
Grade 1	39
Total Enrollment	103

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	3.88 %
American Indian or Alaska Native	%

Asian	6.8 %
Filipino	%
Hispanic or Latino	83.5 %
Pacific Islander	%
White (not Hispanic)	1.94 %
Multiple or No Response	3.88 %
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								23.7	1	2		
1								16.0	2	1		

III. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School		
	2005-06	2006-07	2007-08
With Full Credential			3
Without Full Credential			2
Teaching Outside Subject Area of Competence			0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions		0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects
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	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	95.6	4.4
High-Poverty Schools in District	99.3	0.7
Low-Poverty Schools in District		

IV. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts									
Mathematics									
Science									
History-Social Science									

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

V. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 0113662

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A
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- "N/A"** means a number is not applicable or not available due to missing data.
- "**"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B"** means the school did not have a valid 2007 Base API and will not have any growth or target information.
- "C"** means the school had significant demographic changes and will not have any growth or target information.
- "D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	N/A	No
Participation Rate - English-Language Arts	N/A	Yes
Participation Rate - Mathematics	N/A	Yes
Percent Proficient - English-Language Arts	N/A	No
Percent Proficient - Mathematics	N/A	No
API	N/A	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	35.3