Voices College-Bound Language Academies

Board Meeting

(Canceled due to a lack of quorum)

Date and Time

Thursday June 6, 2024 at 1:00 PM PDT

Location

6840 Via Del Oro #160 San Jose, CA 95119
715 Hellyer Ave., San Jose, CA 95111
14271 Story Rd., San Jose, CA 95127
201 28th St., Richmond, CA 94804
321 E. Weber St., Stockton, CA 95202
17740 Peak Ave., Morgan Hill, CA 95037
5168 Summerhill Dr., Oceanside, CA 92057
1365 Locust St., Denver, CO 80220
40 Henderson PA, Palo Alto, CA 94306
4313 Miranda Ave., Palo Alto, CA 94306
2803 S Norton Ave., Los Angeles, CA 90018

Instructions For Presentations To The Board By Parents and Citizens
PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Members of the public may also address the Board on an agenda item before or during the Board's consideration of the item. Submitted comments may be read into the record to the extent practicable based upon factors such as the length of the agenda and available time. Comments received within the window of the board meeting whether read or not, will be shared with the board and noted in the minutes.
Individual commenters are limited to a single comment per agenda item.

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

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1. When addressing the Board, speakers are requested to state their name and address and adhere to the limits set forth.
2. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or majority of all, of the Board members shall be available for public inspection at 6840 Via Del Oro, Suite #160. San Jose, CA 95119.
3. REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Lizzette Ramirez at (408)791-1609 Ex.1052
4. All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The executive director recommends approval of all consent items.
5. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
6. All time durations are estimates and may run shorter or longer.

Note:
SPANISH TRANSLATION: If you need Spanish audio translation in order to access the Voices Board meeting, please send a request to info@voicescharterschool.com or call Lizzette Ramirez at (408) 791-1609 Ex 1052 at least 24 hours before the start of the meeting. If you would like to make a public comment in Spanish and would like us to translate to English for the Board, please send a request to info@voicescharterschool.com or call Lizzette Ramirez at (408) 791-1609 Ex 1052 at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Voices, envíe una solicitud a info@voicescharterschool.com o llame a Lizzette Ramirez a (408) 791-1609 Ex 1052 por lo menos 24 horas antes del inicio de la reunión. Si desea hacer un comentario público en español y desea que lo

traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a info@voicescharterschool.com o llame a Lizzette Ramirez a (408) 791-1609 Ex 1052 por lo menos 24 horas antes del inicio de la reunión.

Agenda

		Purpose	Presenter
I.	**Opening Items**		
	Opening Items		
A.	Record Attendance		
B.	Call the Meeting to Order		Servando Sandoval
C.	Public Comment (on items not on the Agenda)		Servando Sandoval
	Non-agenda items: No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.		
II.	**Closed Session**		
A.	Public Employment Gov. Code § 54957 Title: Chief Executive Officer	Discuss	
B.	Conference with Real Property Negotiators (Gov. Code § 54956.8)	Discuss	
C.	Anticipated Litigation (Pursuant to Gov. Code§ 54956.9(d)(1)	Discuss	
III.	**Reconvene Open Session**		
A.	Report on action taken in closed session	FYI	Servando Sandoval
IV.	**Public Hearing to Review Local Control Accountability Plan (LCAP)**		
	Pursuant to Education Code (EC) 52062(b)(1), school districts are required to hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed in the Local Control and Accountability land (LCAP). The public hearing shall be held at the same meeting as the public hearing for the Budget to be adopted as required by EC.		

		Purpose	Presenter
A.	Annual Update for Developing the 2024-27 Local Control and Accountability Plans	FYI	Marie Moore
B.	FS LCAP Hearing	Discuss	Servando Sandoval

The Board conducts a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available.

The Board will subsequently approve these plans at the next Board meeting to be compliant with current law. The public hearing for each school will be held separately.

No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes for each hearing. Ordinarily, Board members will not respond to presentations and no action can be taken.

C.	MH LCAP Hearing	Discuss	Servando Sandoval

The Board conducts a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available.

The Board will subsequently approve these plans at the next Board meeting to be compliant with current law. The public hearing for each school will be held separately.

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D.	MP LCAP Hearing	Discuss	Servando Sandoval

The Board conducts a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available.

The Board will subsequently approve these plans at the next Board meeting to be compliant with current law. The public hearing for each school will be held separately.

No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes for each hearing. Ordinarily, Board members will not respond to presentations and no action can be taken.

E.	Stockton LCAP Hearing	Discuss	Servando Sandoval

The Board conducts a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available.

Purpose Presenter

The Board will subsequently approve these plans at the next Board meeting to be compliant with current law. The public hearing for each school will be held separately.

No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes for each hearing. Ordinarily, Board members will not respond to presentations and no action can be taken.

F. WCC LCAP Hearing — Discuss — Servando Sandoval

The Board conducts a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available.

The Board will subsequently approve these plans at the next Board meeting to be compliant with current law. The public hearing for each school will be held separately.

No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes for each hearing. Ordinarily, Board members will not respond to presentations and no action can be taken.

G. Evaluation and Update of Compensation Structures for the 2024-2025 and 2025-2026 School Years — Discuss — Aldo Ramirez

The CEO will collaborate with a group of representative educational partners over the summer and fall to evaluate and update the Voices compensation structures using the Model Experience Model approach. This process includes:

- **Modeling:** Based on information gathered from listening sessions throughout this year.
- **Experience:** Collection of feedback from a representative group of educational partners.
- **Modeling:** Refining the model based on input from the representative group.

The final compensation model will be based on this iterative process. The Board is requested to provide input on the overall Voices compensation philosophy and approach.

V. Consent Items

A. Approve Minutes — Approve Minutes — Servando Sandoval

Approve minutes for Special Board Meeting on May 7, 2024

B. Approve Contracts for 24-25 — Vote — Servando Sandoval

	Purpose	Presenter
EdTec		
B4Y Revolution Foods		
Paycom		
STRS for FS, MP, and MH		
Charter Safe		
F.A.C.E.S.		
Boys&Girls Club		
IXL		

VI. Closing Items

A.	Adjourn Meeting	Vote	Servando Sandoval

Coversheet

FS LCAP Hearing

Section: IV. Public Hearing to Review Local Control Accountability Plan (LCAP)
Item: B. FS LCAP Hearing
Purpose: Discuss
Submitted by:
Related Material: Voices Flagship DRAFT LCAP 2024 for Public Hearing.pdf

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy	Hugo Torres Principal	htorres@voicescharterschool.com 408-361-1960

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Voices College-Bound Language Academy (“Voices”) is an independent TK-8 public charter school in San Jose founded in 2007 authorized by Franklin-McKinley Elementary School District. Voices provides a rigorous college-prep TK-8 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. There are some metrics which do not apply to Voices because it is a TK-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

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.

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.

The Voices Network Core Values are:

Students in the Forefront: Our students motivate, inspire and guide us. Every decision is made with their well-being and achievement in mind.

Sí Se Puede Attitude: “Yes we can.” These Spanish words reflect the strength of our gente, our people, our culture. Whatever role, age or background, we at Voices embrace Sí Se Puede attitude with a smile on our face.

In Lak’ech: This Mayan phrase means, “I am you, you are me.” We are familia. And when we act with unity, we are unstoppable.

Shared Leadership: Everyone has something valuable to contribute to the Voices school community. Whether you are a first-year teacher, an assistant teacher, a principal or a parent, Voices believes in shared knowledge and accountability.

The School Site Values are activism and scholarship which promote a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The California School Dashboard (“Dashboard”) in 2023 reports that in 2022-23, Voices served 364 students with diverse needs and backgrounds: 48.9% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 44.8% of students were English Learners (“ELs”); 15.38% of English Learners were Redesignated Fluent English Proficient (“RFEP”); 11% of students with disabilities (“SWD”); 0.3% Foster Youth (“FY”); and, 0% Homeless Youth. As of the 2022-23 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (94.2%), White (2.2%), Asian (0.8%), Filipino (0.3%), and Two or More Races (0.8%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED/LI, and FY. Of these subgroups, SED students and ELs are a significant subgroup at Voices; however, the Charter School addresses specific actions and services for FY students to provide equal access to a high-quality program.

The purpose of this Local Control Accountability Plan (“LCAP”) is to address the School Plan for Student Achievement (“SPSA”) for Voices which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. GOAL 2: Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. GOAL 3: Parent and Community Engagement: Voices’ parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Committee (“ELAC”) which functions as the Parent Advisory Committee. ELAC meets a minimum of four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the ELAC. The number of parents will exceed or be equal to the number of total staff members. The ELAC discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides

feedback on the goals and actions. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, SLA assessments, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, SWD, and ELs and RFEPs. This student achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2023 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Increase ELA Performance overall and for significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Low” – 34.7 points below standard, declined 6.9 points. The following subgroup was “Very Low” – Students with Disabilities – 108.1 points below standard, declined 4 points. The following subgroups were “Low” – English Learners – 51.8 points below standard, maintained -1.1 points, Hispanic/Latinx – 41.2 points below standard, declined 10 points; and Socioeconomically Disadvantaged- 57.9 points below standard, declined 19.1 points. Voices will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, SWD, and SED students.

Increase math performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance was Overall “Low” – 66.8 points below standard, declined 18.8 points. The following subgroup was “Very Low”: Students with Disabilities – 137.3 points below standard, declined 29.6 points. The following subgroups were "Low": Socioeconomically Disadvantaged- 84.1 points below standard, declined 26.1 points, English Learners – 86.7 points below standard, declined 15.3 points, and Hispanic/Latinx – 69.4 points below standard, declined 10 points. Voices will focus specifically on increasing the Math performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, SWD, and SED students.

Increase English Learner Progress Indicator (“ELPI”) for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of “Low” which is a decline of 8.9%. Students have daily English Language Development (“ELD”) instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English (“SDAIE”) in their core content areas. Voices provides ELD instruction, monitoring, and support and improving language proficiency. The goal is to prevent students from being classified as LTELs by meeting English Proficiency in the primary grades.

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall “Medium” – 37.3% chronically absent, declined 11.5%. The following subgroup was “High” -Students

with Disabilities, 31.3% chronically absent, declined 24.5%. The following subgroups were “Medium” - Socioeconomically Disadvantaged, 38% chronically absent, declined 13.8%, English Learners –38.1% chronically absent, declined 16.4%, and Hispanic/Latinx –38.4% chronically absent, declined 12.4%. Voices will continue this decline and will focus specifically on decreasing Chronic Absenteeism for all students and especially for the subgroups of SED and Hispanic/Latinx students by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students for are chronically absent based on results of each student’s average daily attendance.

Maintain suspension rate at 1%. The 2023 Dashboard indicates the following - Suspension Rate was Overall “Very Low” - 1% of students were suspended at least one day, declined 2.6%. Students who are suspended multiple times are only counted once. The following subgroups were “Low”- Students with Disabilities - 2% were suspended at least one day, declined 3.6% and English Learners – 1.1% suspended at least one day, declined 2.4%. The following subgroups were “Very Low” - Socioeconomically Disadvantaged - 0% of students were suspended at least one day, declined 4.4% and Hispanic/Latinx – 0.8% were suspended at least one day, declined 2.8%. Voices is working with students on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and Positive Behavioral Interventions and Supports (“PBIS”).

Voices is not eligible to be an Equity Multiplier School.

Voices Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Voices is in General Assistance based on Charter School Assistance due to the hard work and improvement overall and specifically for Students with Disabilities. Based on the 2022 Dashboard, Voices was in Additional Targeted Support and Improvement (“ATSI”) but was exited in 2023 based on growth.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed and these meetings happened on 3/22/2024 and 4/16/2024. Additionally, staff surveys were used to inform the LCAP. DATE(S) - 11/20 - 12/6, 2023 (Fall pre survey) - 4/9 to 4/24, 2024 (Spring post survey).
Parents/Guardians	Parent/guardian surveys were used to inform the LCAP. DATE(S) - 11/20 - 12/6, 2023.
Students	Engaged in collecting feedback on the goals and actions with middle school students as part of their student council. DATE(S)
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/8/24
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1). 5/2/24
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). The Student Council which acts as the Student Advisory Committee reserves the first meeting of the month to provide input on LCAP and other pertinent school policies or actions.
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). DATE(S)
Public Comment	6/17/24-6/23/24: Public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/6/24 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/24 that the Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/25/24 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Student Achievement: Improve achievement of all students, including significant subgroups, especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.	Broad

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials
2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board; English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency
4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.

An explanation of why the LEA has developed this goal.

Voices has reviewed ELA, Math, Science, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall "Low," the following subgroup was "Very Low" – Students with Disabilities. The following subgroups were "Low" – English Learners, Hispanic/Latinx – , and Socioeconomically Disadvantaged. The 2023 Dashboard indicates the Math performance was Overall "Low," the following subgroup was "Very Low": Students with Disabilities. The following subgroups were "Low": Socioeconomically Disadvantaged, English Learners, and Hispanic/Latinx. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	Appropriately assigned and fully credentialed teachers	58.3% Clear 41.7% Intern Data Year: 2021-22 Data Source: Dashboard Fall 2023			70% Clear 30% Intern Data Year: 2024-25 Data Source: Dashboard Fall 2026	
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators			100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation & Sustainability Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

1.4	SBAC ELA	2022-23 ELA Distance from Standard Overall: -34.7 HISP: -41.2 SED: -57.9 EL: -51.8 SWD: -108.1 Percent Meets and Exceeds: Overall: 36.05% HISP: 33.79% SED: 28.95% EL: 20.95% SWD: 10.71% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 ELA Distance from Standard Overall: 25.3 HISP: 18.8 SED: 2.1 EL: 8.2 SWD: -48.1 Percent Meets or Exceeds: Overall: 51.05% HISP: 48.79% SED: 43.95% EL: 35.95% SWD: 25.71% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.5	SBAC Math	2022-23 Math Distance from Standard Overall: -66.8 HISP: -69.4 SED: -84.1 EL: -86.7 SWD: -137.3 Percent Meets or Exceeds: Overall: 19.92% HISP: 17.94% SED: 14.92% EL: 9.26% SWD: 7.14% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 Math Distance from Standard Overall: -6.8 HISP: -9.4 SED: -24.1 EL: -26.7 SWD: -77.3 Percent Meets or Exceeds: Overall: 34.92% HISP: 32.94% SED: 29.92% EL: 24.26% SWD: 22.14% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	
1.6	CAST Science	Overall: 11.25% HISP: 10.67% SED: 7.32% EL: 0% SWD: Too Few Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			Overall: 26.25% HISP: 25.67% SED: 22.32% EL: 15% SWD: Too Few Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.7	ELA Local Assessment –MAP	Not Yet Available Data Year: 2023-24 Data Source: Local Data			To be Determined	
1.8	SLA Local Assessment - TBD	Baseline Data Year: 2024-25 Data Source: Local Data			To be Determined	
1.9	Math Local Assessment –MAP	Not Yet Available Data Year: 2023-24 Data Source: Local Data			To be Determined	
1.10	EL students making progress toward English Proficiency	ELPI is Low for 2023 ELPI is 46.4% Data Year: 2022-23 Data Source: DataQuest ELPAC Summative			ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	
1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest			EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	[$ 0.00]	No

1.2	Implementation of Core Curriculum	Ensure fidelity to the core high-quality curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation which will include a trainer/consultant who provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction.	[$ 0.00]	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	[$ 0.00]	Yes
1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	[$ 0.00]	No

1.5	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”) • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion (“DEI”) • Using Achieve3000 to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support– Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE	[$ 0.00]	Yes

		Provide in-depth professional development for teachers in the summer. Topics may include: • Understanding of Charter, Mission, Vision, and Core Values • Academic Program • Voices School Culture Playbook • Multi-Tier System of Supports • Positive Behavior Intervention Support Provide in-depth professional development for associate teachers. Topics may include: • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities Provide in-depth professional development for principals. Topics may include: • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue SEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports • Parents/Guardians as Partners • Opportunities for trainings (SELPA), workshops (SCCOE), and conferences (CSDC, CCSA, CABE)		

1.6	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	[$ 0.00]	No
1.7	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP, Renaissance STAR, Illuminate, Achievement Networks, PKRS). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used (Dreambox, Achieve3000, Smarty Ants, Newsela, Mystery Science). Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	[$ 0.00]	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teaches on the most effective instructional practices for the whole child and significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data-analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on exemplars for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	[$ 0.00]	No

1.9	Associate Teachers	Provide associate teachers in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Associate teachers will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and taking additional support time. Associate teachers support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	[$ 0.00] Title I	Yes
1.10	Student Services Manager	The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for special education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. The SSM will track data and support with coaching of teachers and staff. The SSM will play an active role in weekly Intellectual Preparation and Planning and data meetings through collaboration in order to close the achievement gap for the most vulnerable students.	[$ 0.00]	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school for students to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program open to all students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/Literacy and Math through project based learning and field trips.	[$ 0.00]	Yes

1.12	Network Support Infrastructure	Implement a strong support infrastructure for the school through network educational services, student support services, operational services, human resource management (credentials), business services to support the school's instructional goals. Ensure clear and consistent communication between the network, the school, the teachers, the staff, and the families. Ensure transparency and accountability.	[$ 0.00]	No

Goal 2

Goal #	Description	Type of Goal
2	Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.	Broad

State Priorities addressed by this goal.

5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out
6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students on the sense of school safety and connectedness
7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

Voices is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 91.42%. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" with the following subgroup was "High" -Students with Disabilities, and the following subgroups were "Medium" - Socioeconomically Disadvantaged, English Learners, and Hispanic/Latinx.

The 2023 Dashboard indicates the Suspension Rate was Overall "Very Low" with the following subgroups were "Low"- Students with Disabilities and English Learners, and the following subgroups were "Very Low" - Socioeconomically Disadvantaged and Hispanic/Latinx.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met "Good" repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT			All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	

2.2	Attendance Rate	91.42% Data Year: 2023-24 Data Source: P-2 Report			96% Data Year: 2026-27 Data Source: P-2 Report	
2.3	Chronic Absenteeism Rate	All: 34.0% HISP: 38.4% EL: 38.1% SED: 38% SWD: 31.3% Data Year: 2022-23 Data Source: Dashboard Fall 2026			All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c			0% Data Year 2026-27 Data Source CALPADS 8.1c	
2.5	Suspension Rate	All: 1% HISP: 0.8% EL: 1.1% SED: 0% SWD: 2% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate			All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	

2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate			0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data			100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	
2.8	Student Surveys on the sense of safety and school connectedness	Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data			80% Data Year: 2026-27 Data Source: Local Data	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	[$ 0.00]	Yes
2.2	Student Health	Ensure that universal precautions recommended by the School Nurse to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.	[$ 0.00]	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to students based on need. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	[$ 0.00]	Yes

2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented.	[$ 0.00]	No
2.5	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide a data management system (Panorama) to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement through bilingualism. Prioritize student activities, clubs, and events to create a sense of belonging for students. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and associate teachers to collaborate for improved student achievement. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	[$ 0.00]	Yes

2.6	Attendance Support	Implement the Attendance Policies and Tiered Re-Engagement Strategies with fidelity. Tier I strategies targeted all students and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Voices Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are for students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	[$ 0.00]	No
2.7	Enrichment Activities and Advisory Curriculum	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, and physical education (Playworks, dance, ToolBox). Specific focus on developing the middle school Advisory/Student Council called Grupo Estudiantil for Voices Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas.	[$ 0.00]	No

2.8	Middle School Culture	Develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. and responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	[$ 0.00]	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	[$ 0.00]	Yes
2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	[$ 0.00]	Yes

Goal 3

Goal #	Description	Type of Goal
3	Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.	Broad

State Priorities addressed by this goal.

3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
6 - School Climate –Survey of teachers and parents/guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

Voices understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Beginning Development Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

3.2	English Learner Advisory Committee	Not Yet Available (Total Number per year) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Number per year) Data Year: 2026-27 Data Source: Local Data	
3.3	Parent Satisfaction with School Program	Not Yet Available (Total Percent Satisfied) 69% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Percent Satisfied) Data Year: 2026-27 Data Source: Local Data	
3.4	Teacher/Staff Survey	Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data	
3.5	Parent Education Workshops	Not Yet Available (Total Number per year) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Number per year) Data Year: 2026-27 Data Source: Local Data	

3.6	Project/Portfolio Presentations	2 per year Data Year: 2023-24 Data Source: Local Data			2 per year Data Year: 2026-27 Data Source: Local Data	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Orientation, Back to School Night, Open House, Literacy Night, Math Night, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Advisory Committee and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings.	[$ 0.00]	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	[$ 0.00]	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, ParentSquare, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	[$ 0.00]	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.5, 1.7, 1.9, 1.10, 1.11	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Low” – 34.7 points below standard, declined 6.9 points. The following subgroup was “Very Low” – Students with Disabilities – 108.1 points below standard, declined 4 points. The following subgroups were “Low” – English Learners – 51.8 points below standard, maintained -1.1 points, Hispanic/Latinx – 41.2 points below standard, declined 10 points; and Socioeconomically Disadvantaged- 57.9 points below standard, declined 19.1 points. The 2023 Dashboard indicates the Math performance was Overall “Low” – 66.8 points below standard, declined 18.8 points. The following subgroup was “Very Low”: Students with Disabilities – 137.3 points below standard, declined 29.6 points. The follow subgroups were "Low": Socioeconomically Disadvantaged- 84.1 points below standard, declined 26.1 points, English Learners – 86.7 points below standard, declined 15.3 points, and Hispanic/Latinx – 69.4 points below standard, declined 10 points. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State.	Voices is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, the school will ensure that every classroom has a credentialed teacher who will implement standards using a standards-based curriculum. The teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By using evidence based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, SLA, math and science. The primary classrooms will have the support of associate teachers who will support individual and small group interventions in the classroom. With the support of a Student Support Manager, the process of progress monitoring and assigning appropriate interventions will ensure that a robust MTSS program will be implemented with fidelity. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

2.1, 2.3, 2.5, 2.9, 2.10	2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" – 37.3% chronically absent, declined 11.5%. The following subgroup was "High" -Students with Disabilities, 31.3% chronically absent, declined 24.5%. The following subgroups were "Medium" - Socioeconomically Disadvantaged, 38% chronically absent, declined 13.8%, English Learners –38.1% chronically absent, declined 16.4%, and Hispanic/Latinx –38.4% chronically absent, declined 12.4%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" - 1% of students were suspended at least one day, declined 2.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Low"- Students with Disabilities - 2% were suspended at least one day, declined 3.6% and English Learners – 1.1% suspended at least one day, declined 2.4%. The following subgroups were "Very Low" - Socioeconomically Disadvantaged - 0% of students were suspended at least one day, declined 4.4% and Hispanic/Latinx – 0.8% were suspended at least one day, declined 2.8%.	Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with needed school supplies to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students which poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness

3.2	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but students' social emotional health and school connectedness is dependent on regular school attendance and understanding. Parents must play an active role in the education of the students and in partnership with the school.	Voices is committed to improving the academic achievement in ELA, SLA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, Voices will provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low" which is a decline of 8.9%. Additionally, many students who have been attending school in the United States for five years have not been Reclassified as Fluent English Proficient.	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long Term English Learners. We expect the ELPAC scores of English Learners to increase because of the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:8

Coversheet

MH LCAP Hearing

Section:	IV. Public Hearing to Review Local Control Accountability Plan (LCAP)
Item:	C. MH LCAP Hearing
Purpose:	Discuss
Submitted by:	
Related Material:	Voices Morgan Hill DRAFT LCAP 2024 for Public Hearing.pdf

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Morgan Hill	Vicky Lopez Principal	vlopez@voicescharterschool.com 408-571-6404

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Voices College-Bound Language Academy at Morgan Hill ("Voices") is an independent TK-8 public charter school in Morgan Hill founded in 2015 authorized by Santa Clara County Office of Education. Voices provides a rigorous college-prep TK-8 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. There are some metrics which do not apply to Voices because it is a TK-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

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.

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.

The Voices Network Core Values are:

Students in the Forefront: Our students motivate, inspire and guide us. Every decision is made with their well-being and achievement in mind.

Sí Se Puede Attitude: "Yes we can." These Spanish words reflect the strength of our gente, our people, our culture. Whatever role, age or background, we at Voices embrace Sí Se Puede attitude with a smile on our face.

In Lak'ech: This Mayan phrase means, "I am you, you are me." We are familia. And when we act with unity, we are unstoppable.

Shared Leadership: Everyone has something valuable to contribute to the Voices school community. Whether you are a first-year teacher, an assistant teacher, a principal or a parent, Voices believes in shared knowledge and accountability.

The School Site Values are activism and scholarship promotes a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The California School Dashboard ("Dashboard") in 2023 reports that in 2022-23, Voices served 289 students with diverse needs and backgrounds: 64.7% socioeconomically disadvantaged ("SED") or low income ("LI") students; 59.9% of students were English Learners ("ELs"); 14.87% of English Learners were Redesignated Fluent English Proficient ("RFEP"); 9% of students with disabilities ("SWD"); 0% Foster Youth ("FY"); and, 0% Homeless Youth. As of the 2022-23 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (97.9%), White (0.7%), Filipino (0.3%), and Asian (1%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula ("LCFF") are for ELs, SED/LI, and FY. Of these subgroups, SED students and ELs are a significant subgroup at Voices; however, the Charter School addresses specific actions and services for FY students to provide equal access to a high-quality program.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for Voices which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts ("ELA"), Spanish Language Arts ("SLA"), Mathematics ("Math"), and Science in Voices' dual-immersion model. GOAL 2: Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. GOAL 3: Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Committee ("ELAC") which functions as the Parent Advisory Committee. ELAC meets a minimum of four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the ELAC. The number of parents will exceed or be equal to the number of total staff members. The ELAC discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and actions. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, SLA assessments, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, and ELs and RFEPs. This student

achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2023 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Increase ELA Performance overall and for significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Medium” – 40.7 points below standard, increased 3.2 points. The following subgroups were “Medium” – English Learners – 53.4 points below standard, increased 4.6 points, Hispanic/Latinx – 41.8 points below standard, increased 3.3 points; and Socioeconomically Disadvantaged- 39.8 points below standard, increased 11.4 points. Voices will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase math performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance was Overall “Medium” – 48.2 points below standard, increased 20.1 points. The following subgroups were “Medium”: English Learners – 68.1 points below standard, increased 14.3 points, Socioeconomically Disadvantaged- 52.4 points below standard, increased 19.1 points, and Hispanic/Latinx – 48.9 points below standard, increased 20 points. Voices will focus specifically on increasing the Math performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase English Learner Progress Indicator (“ELPI”) for all English Learners. The 2023 Dashboard indicates that 48.1% of English Learners made progress toward English Language proficiency or a performance color of “Low” which is a decline of 2.7%. Students have daily English Language Development (“ELD”) instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English (“SDAIE”) in their core content areas. Voices provides ELD instruction, monitoring, and support and improving language proficiency. The goal is to prevent students from being classified as LTELs by meeting English Proficiency in the primary grades.

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall “Medium” – 37.7% chronically absent, declined 4.9%. The following subgroup was “Very High” -Students with Disabilities, 64.5% chronically absent, increased 10.2%. The following subgroup was “Medium” - Socioeconomically Disadvantaged, 33% chronically absent, declined 9.3%, English Learners – 40.1% chronically absent, declined 3.1%, and Hispanic/Latinx –37.4% chronically absent, declined 4.7%. Voices will continue this decline and will focus specifically on decreasing Chronic Absenteeism for all students and especially for the subgroups of Hispanic/Latinx students, ELs, SWD, and SED students by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students, especially SWD, for are chronically absent based on results of each student’s average daily attendance.

Maintain suspension rate at 1%. The 2023 Dashboard indicates the following - Suspension Rate was Overall “Low” – 0.7% of students were suspended at least one day, declined 0.3%. Students who are suspended multiple times are only counted once. The following subgroups were “Very Low”- English Learners – 0.5% suspended at least one day, maintained -0.2% and Students with Disabilities – 0% were suspended at least one day, declined 2.1%. The following subgroups were “Low” Hispanic/Latinx – 0.7% were suspended at least one day, declined 0.3% and Socioeconomically Disadvantaged – 1% of students were suspended at least one day, maintained -0.2%. Voices is working with students on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and Positive Behavioral Interventions and Supports (“PBIS”).

Voices is not eligible to be an Equity Multiplier School.

Voices Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Voices is in General Assistance based on Charter School Assistance due to the hard work and improvement overall and for significant. Based on the 2022 and 2023 Dashboards, Voices is in Additional Targeted Support and Improvement (“ATSI”) for SWD. This is based on the chronic absenteeism rate for SWD which has remained in the “Very High” performance level for 2022 and 2023 Dashboards. Voices will focus specifically on decreasing Chronic Absenteeism for all students and especially for SWD by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students for are chronically absent based on results of each student’s average daily attendance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed. DATE(S) - 4/9/2023 Additionally, staff surveys were used to inform the LCAP. DATE(S) 11/20 - 12/6, 2023 (Fall pre survey) - 4/9 to 4/24, 2024 (Spring post survey)
Parents/Guardians	Parent/guardian surveys were used to inform the LCAP. DATE(S) - 11/20 - 12/16, 2023.
Students	Engaged in collecting feedback on the goals and actions with middle school students. DATE(S)
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/8/24
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1). 5/2/24
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). DATE(S)
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). DATE(S)
Public Comment	6/17/24-6/23/24: Public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/6/24: Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/24: Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/25/24 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Student Achievement: Improve achievement of all students, including significant subgroups, especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.	Broad

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials
2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board; English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency
4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.

An explanation of why the LEA has developed this goal.

Voices has reviewed ELA, Math, Science, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall "Medium," the following subgroups were also "Medium" – English Learners, Hispanic/Latinx, and Socioeconomically Disadvantaged. The 2023 Dashboard indicates the Math performance was Overall "Medium," the following subgroups were also "Medium": English Learners, Hispanic/Latinx, and Socioeconomically Disadvantaged. The 2023 CAST scores for Science Overall and for significant subgroups are lower than the State. The 2023 Dashboard indicates that 48.1% of English Learners made progress toward English Language proficiency or a performance color of "Low."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	Appropriately assigned and fully credentialed teachers	13% Clear 87% Intern Data Year: 2021-22 Data Source: Dashboard Fall 2023			70% Clear 30% Intern Data Year: 2024-25 Data Source: Dashboard Fall 2026	
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators			100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

1.4	SBAC ELA	2022-23 ELA Distance from Standard Overall: -40.7 HISP: -41.8 SED: -39.8 EL: -53.4 SWD: Too Few Percent Meets and Exceeds: Overall: 31.53% HISP: 31.49% SED: 32.33% EL: 20.56% SWD: 23.53% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 ELA Distance from Standard Overall: -14.8 HISP: -15.2 SED: -16.2 EL: -31.1 SWD: TBD Percent Meets or Exceeds: Overall: 32.81% HISP: 33.02% SED: 32.09% EL: 22.45% SWD: 30.00% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.5	SBAC Math	2022-23 Math Distance from Standard Overall: -48.2 HISP: -48.9 SED: -52.4 EL: -68.1 SWD: Too Few Percent Meets or Exceeds: Overall: 28.80% HISP: 28.73% SED: 28.03% EL: 11.11% SWD: 11.76% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 Math Distance from Standard Overall: -22.9 HISP: -21.5 SED: -27.5 EL: -31.4 SWD: TBD Percent Meets or Exceeds: Overall: 28.56% HISP: 28.63% SED: 25.92% EL: 25.31% SWD: 46.58% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	
1.6	CAST Science	Overall: 7.55% HISP: 7.69% SED: 6.98% EL: 2.78% SWD: Too Few Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			Overall: 19.44% HISP: 19.54% SED: 3.23% EL: 15% SWD: TBD Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.7	ELA Local Assessment –MAP	Not Yet Available Data Year: 2023-24 Data Source: Local Data			To be Determined	
1.8	SLA Local Assessment - TBD	Baseline Data Year: 2024-25 Data Source: Local Data			To be Determined	
1.9	Math Local Assessment –MAP	Not Yet Available Data Year: 2023-24 Data Source: Local Data			To be Determined	
1.10	EL students making progress toward English Proficiency	ELPI is Low for 2023 ELPI is 48.1% Data Year: 2022-23 Data Source: DataQuest ELPAC Summative			ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	
1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest			EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	[$ 0.00]	No

1.2	Implementation of Core Curriculum	Ensure fidelity to the core high-quality curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation which will include a trainer/consultant who provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction.	[$ 0.00]	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	[$ 0.00]	Yes
1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Special attention will be paid to SWD with poor attendance and behavioral issues. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	[$ 0.00]	No

1.5	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”) • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion (“DEI”) • Using Achieve3000 to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support– Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE Provide in-depth professional development for teachers in the summer. Topics may include:	[$ 0.00]	Yes

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		• Understanding of Charter, Mission, Vision, and Core Values • Academic Program • Voices School Culture Playbook • Multi-Tier System of Supports • Positive Behavior Intervention Support Provide in-depth professional development for associate teachers. Topics may include: • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities Provide in-depth professional development for principals. Topics may include: • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue SEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports • Parents/Guardians as Partners • Opportunities for trainings (SELPA), workshops (SCCOE), and conferences (CSDC, CCSA, CABE)		
1.6	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	[$ 0.00]	No

1.7	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP, Renaissance STAR, Illuminate, Achievement Networks, PKRS). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used (Dreambox, Achieve3000, Smarty Ants, Newsela, Mystery Science). Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	[$ 0.00]	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teaches on the most effective instructional practices for the whole child and the significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data-analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on exemplars for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	[$ 0.00]	No

1.9	Associate Teachers	Provide associate teachers in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Associate teachers will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and taking additional support time. Associate teachers support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	[$ 0.00] Title I	Yes
1.10	Student Services Manager	The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for special education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. The SSM will track data and support with coaching of teachers and staff. The SSM will play an active role in weekly Intellectual Preparation and Planning and data meetings through collaboration in order to close the achievement gap for the most vulnerable students.	[$ 0.00]	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school for students to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program open to all students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/Literacy and Math through project based learning and field trips.	[$ 0.00]	Yes
1.12	Network Support Infrastructure	Implement a strong support infrastructure for the school through network educational services, student support services, operational services, human resource management (credentials), business services to support the school's instructional goals. Ensure clear and consistent communication between the network, the school, the teachers, the staff, and the families. Ensure transparency and accountability.	[$ 0.00]	No

1.13	Library, Computer Lab, and Resource Room	By integrating a library, computer lab, and resource room into the Charter School environment, students gain access to the resources and support necessary to develop their literacy skills in both English and Spanish, utilize technology effectively, and receive the accommodations needed to overcome barriers to learning. The library will serve as the heart of literacy development, stocking a diverse range of books in both English and Spanish which will foster a love for reading and encourage language acquisition in both languages. The library will provide a space to implement “Los Dichos” for parent volunteers to read bilingual stories to students and host author visits. The computer lab will provide essential technology access for students which will bridge the digital divide ensuring all students have the opportunity to develop digital literacy skills. A dedicated resource room will support SWD especially those who are also EL and will encourage collaborative efforts between general education teachers and special education teachers. This holistic approach ensures that all students, regardless of their linguistic background or learning needs, have the opportunity to thrive academically and achieve their full potential.		

Goal 2

Goal #	Description	Type of Goal
2	Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.	Broad

State Priorities addressed by this goal.

5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out
6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students on the sense of school safety and connectedness
7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

Voices is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 92.12%. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" with the following subgroup was "Very High" -Students with Disabilities, the following subgroups was "Medium" - Socioeconomically Disadvantaged, English Learners, and Hispanic/Latinx.

The 2023 Dashboard indicates the Suspension Rate was Overall "Low" with the following subgroups as, the following subgroup was "Very Low"- English Learners and Students with Disabilities, and the following subgroups were "Low" - Socioeconomically Disadvantaged and Hispanic/Latinx.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met "Good" repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT			All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	

2.2	Attendance Rate	92.12% Data Year: 2023-24 Data Source: P-2 Report			96% Data Year: 2026-27 Data Source: P-2 Report	
2.3	Chronic Absenteeism Rate	All: 37.7% HISP: 37.4% EL: 40.1% SED: 33% SWD: 64.5% Data Year: 2022-23 Data Source: Dashboard Fall 2026			All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c			0% Data Year 2026-27 Data Source CALPADS 8.1c	
2.5	Suspension Rate	All: 0.7% HISP: 0.7% EL: 0.5% SED: 1% SWD: 0% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate			All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	

2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate			0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data			100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	
2.8	Student Surveys on the sense of safety and school connectedness	Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data			80% Data Year: 2026-27 Data Source: Local Data	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	[$ 0.00]	Yes
2.2	Student Health	Ensure that universal precautions recommended by the School Nurse to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.	[$ 0.00]	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to students based on need. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	[$ 0.00]	Yes
2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented.	[$ 0.00]	No

2.5	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide a data management system (Panorama) to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement through bilingualism. Prioritize student activities, clubs, and events to create a sense of belonging for students. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and associate teachers to collaborate for improved student achievement. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	[$ 0.00]	Yes
2.6	Attendance Support	Implement the Attendance Policies and Tiered Re-Engagement Strategies with fidelity. Tier I strategies targeted all students and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Voices Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are for students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	[$ 0.00]	No

2.7	Enrichment Activities and Advisory Curriculum	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, and physical education (Playworks, dance, ToolBox). Specific focus on developing the middle school Advisory/Student Council called Grupo Estudiantil for Voices Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas.	[$ 0.00]	No
2.8	Middle School Culture	Develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. and Responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	[$ 0.00]	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	[$ 0.00]	Yes

2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	[$ 0.00]	Yes

Goal 3

Goal #	Description	Type of Goal
3	Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.	Broad

State Priorities addressed by this goal.

3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
6 - School Climate –Survey of teachers and parents/guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

Voices understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

3.2	English Learner Advisory Committee	Not Yet Available (Total Number per year) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Number per year) Data Year: 2026-27 Data Source: Local Data	
3.3	Parent Satisfaction with School Program	Not Yet Available (Total Percent Satisfied) 69% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Percent Satisfied) Data Year: 2026-27 Data Source: Local Data	
3.4	Teacher/Staff Survey	Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data	
3.5	Parent Education Workshops	Not Yet Available (Total Number per year) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Number per year) Data Year: 2026-27 Data Source: Local Data	

3.6	Project/Portfolio Presentations	2 per year Data Year: 2023-24 Data Source: Local Data			2 per year Data Year: 2026-27 Data Source: Local Data	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Orientation, Back to School Night, Open House, Literacy Night, Math Night, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Advisory Committee and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings.	[$ 0.00]	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	[$ 0.00]	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, Parent Square, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	[$ 0.00]	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.5, 1.7, 1.9, 1.10, 1.11	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Very Low” – 74.8 points below standard, declined 14.4 points. The following subgroups were “Very Low” – English Learners – 91.1 points below standard, declined 15.2 points, Hispanic/Latinx – 75.2 points below standard, declined 15.5 points; and Socioeconomically Disadvantaged- 76.2 points below standard, declined 9.3 points. The 2023 Dashboard indicates the Math performance was Overall “Low” – 93.6 points below standard, declined 10.8 points. The following subgroups were “Very Low”: English Learners – 102 points below standard, declined 10.6 points, and Socioeconomically Disadvantaged- 104.8 points below standard, declined 17.3 points. The following subgroup was "Low": Hispanic/Latinx – 93.2 points below standard, declined 11.8 points. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State.	Voices is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, the school will ensure that every classroom has a credentialed teacher who will implement standards using a standards-based curriculum. The teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By using evidence based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, SLA, math and science. The primary classrooms will have the support of associate teachers who will support individual and small group interventions in the classroom. With the support of a Student Support Manager, the process of progress monitoring and assigning appropriate interventions will ensure that a robust MTSS program will be implemented with fidelity. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

2.1, 2.3, 2.5, 2.9, 2.10	2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" – 42.1% chronically absent, declined 6.5%. The following subgroup was "Very High" -Students with Disabilities, 56.7% chronically absent, increased 11%. The following subgroup was "High" - Socioeconomically Disadvantaged, 48.5% chronically absent, declined 2%. The following subgroups were "Medium" - English Learners – 40% chronically absent, declined 6.6%, and Hispanic/Latinx –41.5% chronically absent, declined 6.5%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0.6% of students were suspended at least one day, declined 1.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Very Low"- Hispanic/Latinx – 0.6% were suspended at least one day, declined 1.6% and Socioeconomically Disadvantaged – 0.9% of students were suspended at least one day, declined 1%. The following subgroup was "Low" English Learners – 1.1% suspended at least one day, declined 1.3%. The following subgroup was "High" Students with Disabilities – 3.1% were suspended at least one day, increased 0.3%.	Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with needed school supplies to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students which poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness

3.2	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but students' social emotional health and school connectedness is dependent on regular school attendance and understanding. Parents must play an active role in the education of the students and in partnership with the school.	Voices is committed to improving the academic achievement in ELA, SLA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, Voices will provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low" which is a decline of 8.9%. Additionally, many students who have been attending school in the United States for five years have not been Reclassified as Fluent English Proficient.	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long Term English Learners. We expect that the ELPAC scores of English Learners to increase because the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:8

Coversheet

MP LCAP Hearing

Section: IV. Public Hearing to Review Local Control Accountability Plan (LCAP)
Item: D. MP LCAP Hearing
Purpose: Discuss
Submitted by:
Related Material: Voices Mount Pleasant DRAFT LCAP 2024 for Public Hearing.pdf

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Mount Pleasant	Mari DeGutierrez Principal	mdegutierrez@voicescharterschool.com 408-571-6404

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Voices College-Bound Language Academy at Mount Pleasant ("Voices") is an independent TK-8 public charter school in San Jose founded in 2015 authorized by Santa Clara County Office of Education. Voices provides a rigorous college-prep TK-8 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. There are some metrics which do not apply to Voices because it is a TK-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

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.

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.

The Voices Network Core Values are:

Students in the Forefront: Our students motivate, inspire and guide us. Every decision is made with their well-being and achievement in mind.

Sí Se Puede Attitude: “Yes we can.” These Spanish words reflect the strength of our gente, our people, our culture. Whatever role, age or background, we at Voices embrace Sí Se Puede attitude with a smile on our face.

In Lak’ech: This Mayan phrase means, “I am you, you are me.” We are familia. And when we act with unity, we are unstoppable.

Shared Leadership: Everyone has something valuable to contribute to the Voices school community. Whether you are a first-year teacher, an assistant teacher, a principal or a parent, Voices believes in shared knowledge and accountability.

The School Site Values of activism and scholarship promote a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The California School Dashboard (“Dashboard”) in 2023 reports that in 2022-23, Voices served 286 students with diverse needs and backgrounds: 64% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 54.5% of students were English Learners (“ELs”); 11.19% of English Learners were Redesignated Fluent English Proficient (“RFEP”); 8.7% of students with disabilities (“SWD”); 0.3% Foster Youth (“FY”); and, 0% Homeless Youth. As of the 2022-23 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (98.6%), White (0.3%), African American/Black (0.3%), and Two or More Races (0.7%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED/LI, and FY. Of these subgroups, SED students and ELs are a significant subgroup at Voices; however, the Charter School addresses specific actions and services for FY students to provide equal access to a high-quality program.

The purpose of this Local Control Accountability Plan (“LCAP”) is to address the School Plan for Student Achievement (“SPSA”) for Voices Community Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. GOAL 2: Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. GOAL 3: Parent and Community Engagement: Voices’ parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Committee (“ELAC”) which functions as the Parent Advisory Committee. ELAC meets a minimum of four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the ELAC. The number of parents will exceed or be equal to the number of total staff members. The ELAC discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides

feedback on the goals and actions. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, SLA assessments, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, and ELs and RFEPs. This student achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2023 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Increase ELA Performance overall and for significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Very Low” – 74.8 points below standard, declined 14.4 points. The following subgroups were “Very Low” – English Learners – 91.1 points below standard, declined 15.2 points, Hispanic/Latinx – 75.2 points below standard, declined 15.5 points; and Socioeconomically Disadvantaged- 76.2 points below standard, declined 9.3 points. Voices will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase math performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance was Overall “Low” – 93.6 points below standard, declined 10.8 points. The following subgroups were “Very Low”: English Learners – 102 points below standard, declined 10.6 points, and Socioeconomically Disadvantaged- 104.8 points below standard, declined 17.3 points. The following subgroup was "Low": Hispanic/Latinx – 93.2 points below standard, declined 11.8 points. Voices will focus specifically on increasing the Math performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase English Learner Progress Indicator (“ELPI”) for all English Learners. The 2023 Dashboard indicates that 33.9% of English Learners made progress toward English Language proficiency or a performance color of “Very Low” which is a decline of 8.5%. Students have daily English Language Development (“ELD”) instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English (“SDAIE”) in their core content areas. Voices provides ELD instruction, monitoring, and support and improving language proficiency. The goal is to prevent students from being classified as LTELs by meeting English Proficiency in the primary grades.

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall “Medium” – 42.1% chronically absent, declined 6.5%. The following subgroup was “Very High” -Students with Disabilities, 56.7% chronically absent, increased 11%. The following subgroup was “High” - Socioeconomically Disadvantaged, 48.5% chronically absent, declined 2%. The following subgroups were “Medium” - English Learners – 40% chronically absent, declined 6.6%,

and Hispanic/Latinx –41.5% chronically absent, declined 6.5%. Voices will continue this decline and will focus specifically on decreasing Chronic Absenteeism for all students and especially for the subgroups of Hispanic/Latinx students, ELs, SWD, and SED students by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.

Maintain suspension rate at 1%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0.6% of students were suspended at least one day, declined 1.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Very Low"- Hispanic/Latinx – 0.6% were suspended at least one day, declined 1.6% and Socioeconomically Disadvantaged – 0.9% of students were suspended at least one day, declined 1%. The following subgroup was "Low" English Learners – 1.1% suspended at least one day, declined 1.3%. The following subgroup was "High" Students with Disabilities – 3.1% were suspended at least one day, increased 0.3%. Voices is working with students on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and Positive Behavioral Interventions and Supports ("PBIS") especially for SWD.

Voices is not eligible to be an Equity Multiplier School.

Voices Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Voices is in General Assistance based on Charter School Assistance due to the hard work and improvement overall and specifically for Students with Disabilities. Based on the 2022 and 2023 Dashboards , Voices was in Additional Targeted Support and Improvement ("ATSI") for SWD. This is based on the chronic absenteeism rate for SWD which has remained in the "Very High" performance level for 2022 and 2023 Dashboards. Voices will focus specifically on decreasing Chronic Absenteeism for all students and especially for SWD by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed. DATE(S) 1/16 and 3/11, 2024. Additionally, staff surveys were used to inform the LCAP. DATE(S) - 11/20 - 12/6, 2023 (Fall pre survey) - 4/9 to 4/24, 2024 (Spring post survey)
Parents/Guardians	Parent/guardian surveys were used to inform the LCAP. DATE(S) - 11/20 - 12/6, 2023
Students	Engaged in collecting feedback on the goals and actions with middle school students. DATE(S)
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/8/24
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1). 5/2/24
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). DATE(S)
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). DATE(S)
Public Comment	6/17/24-6/23/24: Public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/6/24:Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/24: Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/25/24 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Student Achievement: Improve achievement of all students, including significant subgroups, especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.	Broad

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials
2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board; English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency
4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.

An explanation of why the LEA has developed this goal.

Voices has reviewed ELA, Math, Science, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall "Very Low," the following subgroups were "Very Low" – English Learners, Hispanic/Latinx, and Socioeconomically Disadvantaged. The 2023 Dashboard indicates the Math performance was Overall "Low," the following subgroups were "Very Low": English Learners and Socioeconomically Disadvantaged. The following subgroup was "Low": Hispanic/Latinx. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State. The 2023 Dashboard indicates that 33.9% of English Learners made progress toward English Language proficiency or a performance color of "Very Low."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	Appropriately assigned and fully credentialed teachers	20% Clear 80% Intern Data Year: 2021-22 Data Source: Dashboard Fall 2023			70% Clear 30% Intern Data Year: 2024-25 Data Source: Dashboard Fall 2026	
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators			100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

1.4	SBAC ELA	2022-23 ELA Distance from Standard Overall: -74.8 HISP: -75.2 SED: -76.2 EL: -91.1 SWD: Too Few Percent Meets and Exceeds: Overall: 17.81% HISP: 18.02% SED: 17.09% EL: 7.45% SWD: 15.00% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 ELA Distance from Standard Overall: -14.8 HISP: -15.2 SED: -16.2 EL: -31.1 SWD: TBD Percent Meets or Exceeds: Overall: 32.81% HISP: 33.02% SED: 32.09% EL: 22.45% SWD: 30.00% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.5	SBAC Math	2022-23 Math Distance from Standard Overall: -82.9 HISP: -81.5 SED: -87.5 EL: -91.4 SWD: Too Few Percent Meets or Exceeds: Overall: 13.56% HISP: 13.63% SED: 10.92% EL: 10.31% SWD: 31.58% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 Math Distance from Standard Overall: -22.9 HISP: -21.5 SED: -27.5 EL: -31.4 SWD: TBD Percent Meets or Exceeds: Overall: 28.56% HISP: 28.63% SED: 25.92% EL: 25.31% SWD: 46.58% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	
1.6	CAST Science	Overall: 4.44% HISP: 4.54% SED: 3.23% EL: 0% SWD: Too Few Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			Overall: 19.44% HISP: 19.54% SED: 3.23% EL: 15% SWD: TBD Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.7	ELA Local Assessment –MAP	Not Yet Available Data Year: 2023-24 Data Source: Local Data			To be Determined	
1.8	SLA Local Assessment - TBD	Baseline Data Year: 2024-25 Data Source: Local Data			To be Determined	
1.9	Math Local Assessment –MAP	Not Yet Available Data Year: 2023-24 Data Source: Local Data			To be Determined	
1.10	EL students making progress toward English Proficiency	ELPI is Very Low for 2023 ELPI is 33.9% Data Year: 2022-23 Data Source: DataQuest ELPAC Summative			ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	
1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest			EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	[$ 0.00]	No

1.2	Implementation of Core Curriculum	Ensure fidelity to the core high-quality curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation which will include a trainer/consultant who provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction.	[$ 0.00]	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	[$ 0.00]	Yes
1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Special attention will be paid to SWD with poor attendance and behavioral issues. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	[$ 0.00]	No

1.5	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”) • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion (“DEI”) • Using Achieve3000 to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support– Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE	[$ 0.00]	Yes

		Provide in-depth professional development for teachers in the summer. Topics may include: • Understanding of Charter, Mission, Vision, and Core Values • Academic Program • Voices School Culture Playbook • Multi-Tier System of Supports • Positive Behavior Intervention Support Provide in-depth professional development for associate teachers. Topics may include: • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities Provide in-depth professional development for principals. Topics may include: • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue SEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports • Parents/Guardians as Partners • Opportunities for trainings (SELPA), workshops (SCCOE), and conferences (CSDC, CCSA, CABE)		

1.6	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	[$ 0.00]	No
1.7	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP, Renaissance STAR, Illuminate, PKRS). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used (Dreambox, Achieve3000, Smarty Ants, Newsela, Mystery Science). Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	[$ 0.00]	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teaches on the most effective instructional practices for the whole child and the significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data-analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on exemplars for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	[$ 0.00]	No

1.9	Associate Teachers	Provide associate teachers in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Associate teachers will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and taking additional support time. Associate teachers support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	[$ 0.00] Title I	Yes
1.10	Student Services Manager	The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for special education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. The SSM will track data and support with coaching of teachers and staff. The SSM will play an active role in weekly Intellectual Preparation and Planning and data meetings through collaboration in order to close the achievement gap for the most vulnerable students.	[$ 0.00]	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school for students to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program open to all students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/Literacy and Math through project based learning and field trips.	[$ 0.00]	Yes

1.12	Network Support Infrastructure	Implement a strong support infrastructure for the school through network educational services, student support services, operational services, human resource management (credentials), business services to support the school's instructional goals. Ensure clear and consistent communication between the network, the school, the teachers, the staff, and the families. Ensure transparency and accountability.	[$ 0.00]	No

Goal 2

Goal #	Description	Type of Goal
2	Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.	Broad

State Priorities addressed by this goal.

5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out
6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students on the sense of school safety and connectedness
7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

Voices is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 89.11%. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" with the following subgroup was "Very High" -Students with Disabilities, the following subgroups was "High" - Socioeconomically Disadvantaged, and the following subgroups were "Medium" - English Learners and Hispanic/Latinx.

The 2023 Dashboard indicates the Suspension Rate was Overall "Very Low" with the following subgroups as "High" Students with Disabilities, the following subgroup was "Low"- English Learners, and the following subgroups were "Very Low" - Socioeconomically Disadvantaged and Hispanic/Latinx.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met "Good" repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT			All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	

2.2	Attendance Rate	89.11% Data Year: 2023-24 Data Source: P-2 Report			96% Data Year: 2026-27 Data Source: P-2 Report	
2.3	Chronic Absenteeism Rate	All: 42.1% HISP: 41.5% EL: 40% SED: 48.5% SWD: 56.7% Data Year: 2022-23 Data Source: Dashboard Fall 2026			All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c			0% Data Year 2026-27 Data Source CALPADS 8.1c	
2.5	Suspension Rate	All: 0.6% HISP: 0.6% EL: 1.1% SED: 0.9% SWD: 3.1% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate			All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	

2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate			0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data			100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	
2.8	Student Surveys on the sense of safety and school connectedness	Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data			80% Data Year: 2026-27 Data Source: Local Data	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	[$ 0.00]	Yes
2.2	Student Health	Ensure that universal precautions recommended by the School Nurse to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.	[$ 0.00]	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to students based on need. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	[$ 0.00]	Yes

2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented.	[$ 0.00]	No
2.5	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide a data management system (Panorama) to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement through bilingualism. Prioritize student activities, clubs, and events to create a sense of belonging for students. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and associate teachers to collaborate for improved student achievement. Work directly with students and families to increase attendance and reduce suspensions and utilize alternatives to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	[$ 0.00]	Yes

2.6	Attendance Support	Implement the Attendance Policies and Tiered Re-Engagement Strategies with fidelity. Tier I strategies targeted all students and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Voices Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are for students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	[$ 0.00]	No
2.7	Enrichment Activities and Advisory Curriculum	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, and physical education (Playworks, dance, ToolBox). Specific focus on developing the middle school Advisory/Student Council called Grupo Estudiantil for Voices Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas.	[$ 0.00]	No

2.8	Middle School Culture	Develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. Responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	[$ 0.00]	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	[$ 0.00]	Yes
2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	[$ 0.00]	Yes

Goal 3

Goal #	Description	Type of Goal
3	Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.	Broad

State Priorities addressed by this goal.

3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
6 - School Climate –Survey of teachers and parents/guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

Voices understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

3.2	English Learner Advisory Committee	Not Yet Available (Total Number per year) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Number per year) Data Year: 2026-27 Data Source: Local Data	
3.3	Parent Satisfaction with School Program	Not Yet Available (Total Percent Satisfied) 69% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Percent Satisfied) Data Year: 2026-27 Data Source: Local Data	
3.4	Teacher/Staff Survey	Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data	
3.5	Parent Education Workshops	Not Yet Available (Total Number per year) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Number per year) Data Year: 2026-27 Data Source: Local Data	

3.6	Project/Portfolio Presentations	2 per year Data Year: 2023-24 Data Source: Local Data			2 per year Data Year: 2026-27 Data Source: Local Data	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Orientation, Back to School Night, Open House, Literacy Night, Math Night, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Advisory Committee and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings.	[$ 0.00]	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	[$ 0.00]	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, Parent Square, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	[$ 0.00]	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.5, 1.7, 1.9, 1.10, 1.11	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Very Low” – 74.8 points below standard, declined 14.4 points. The following subgroups were “Very Low” – English Learners – 91.1 points below standard, declined 15.2 points, Hispanic/Latinx – 75.2 points below standard, declined 15.5 points; and Socioeconomically Disadvantaged- 76.2 points below standard, declined 9.3 points. The 2023 Dashboard indicates the Math performance was Overall “Low” – 93.6 points below standard, declined 10.8 points. The following subgroups were “Very Low”: English Learners – 102 points below standard, declined 10.6 points, and Socioeconomically Disadvantaged- 104.8 points below standard, declined 17.3 points. The following subgroup was "Low": Hispanic/Latinx – 93.2 points below standard, declined 11.8 points. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State.	Voices is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, the school will ensure that every classroom has a credentialed teacher who will implement standards using a standards-based curriculum. The teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By using evidence based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, SLA, math and science. The primary classrooms will have the support of associate teachers who will support individual and small group interventions in the classroom. With the support of a Student Support Manager, the process of progress monitoring and assigning appropriate interventions will ensure that a robust MTSS program will be implemented with fidelity. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

2.1, 2.3, 2.5, 2.9, 2.10	2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" – 42.1% chronically absent, declined 6.5%. The following subgroup was "Very High" -Students with Disabilities, 56.7% chronically absent, increased 11%. The following subgroup was "High" - Socioeconomically Disadvantaged, 48.5% chronically absent, declined 2%. The following subgroups were "Medium" - English Learners – 40% chronically absent, declined 6.6%, and Hispanic/Latinx –41.5% chronically absent, declined 6.5%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0.6% of students were suspended at least one day, declined 1.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Very Low"- Hispanic/Latinx – 0.6% were suspended at least one day, declined 1.6% and Socioeconomically Disadvantaged – 0.9% of students were suspended at least one day, declined 1%. The following subgroup was "Low" English Learners – 1.1% suspended at least one day, declined 1.3%. The following subgroup was "High" Students with Disabilities – 3.1% were suspended at least one day, increased 0.3%.	Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with needed school supplies to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students with poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness

3.2	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but students' social emotional health and school connectedness is dependent on regular school attendance and understanding. Parents must play an active role in the education of the students and in partnership with the school.	Voices is committed to improving the academic achievement in ELA, SLA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, Voices will provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low" which is a decline of 8.9%. Additionally, many students who have been attending school in the United States for five years have not been Reclassified as Fluent English Proficient.	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long Term English Learners. We expect that the ELPAC scores of English Learners to increase because the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:8

Coversheet

Stockton LCAP Hearing

Section: IV. Public Hearing to Review Local Control Accountability Plan (LCAP)
Item: E. Stockton LCAP Hearing
Purpose: Discuss
Submitted by:
Related Material: Voices Stockton DRAFT LCAP 2024 for Public Hearing.pdf

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Stockton	Salvador Padilla Principal	spadilla@voicescharterschool.com 408-571-6404

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Voices College-Bound Language Academy at Stockton ("Voices") is an independent TK-4 (expanding to TK-8) public charter school in Stockton founded in 2020 authorized by Stockton Unified School District. Voices provides a rigorous college-prep TK-4 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. The school uses an instructional approach that is based on meeting students where they are at, differentiating to support their needs, and acknowledging the strengths they come in with. Voices will add one grade level per year until it serves TK-8. There are some metrics which do not apply to Voices because it is a TK-4 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate. In 2025-26, the middle school metrics will establish the baseline.

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.

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.

The Voices Network Core Values are:

Students in the Forefront: Our students motivate, inspire and guide us. Every decision is made with their well-being and achievement in mind.

Sí Se Puede Attitude: “Yes we can.” These Spanish words reflect the strength of our gente, our people, our culture. Whatever role, age or background, we at Voices embrace Sí Se Puede attitude with a smile on our face.

In Lak’ech: This Mayan phrase means, “I am you, you are me.” We are familia. And when we act with unity, we are unstoppable.

Shared Leadership: Everyone has something valuable to contribute to the Voices school community. Whether you are a first-year teacher, an assistant teacher, a principal or a parent, Voices believes in shared knowledge and accountability.

The School Site Values are activism and scholarship which promote a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The California School Dashboard (“Dashboard”) in 2023 reports that in 2022-23, Voices served 103 students with diverse needs and backgrounds: 69.9% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 32% of students were English Learners (“ELs”); 1.0% of English Learners were Redesignated Fluent English Proficient (“RFEP”); 9.7% of students with disabilities (“SWD”); 1% Foster Youth (“FY”); and, 0% Homeless Youth. As of the 2022-23 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (93.2%), African American/Black (3.9%), White (1%), Two or More Races (1%), and Asian (1%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED/LI, and FY. Of these subgroups, SED students and ELs are a significant subgroup at Voices; however, the Charter School addresses specific actions and services for FY students to provide equal access to a high-quality program.

The purpose of this Local Control Accountability Plan (“LCAP”) is to address the School Plan for Student Achievement (“SPSA”) for Voices which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. GOAL 2: Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. GOAL 3: Parent and Community Engagement: Voices’ parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Committee (“ELAC”) which functions as the Parent Advisory Committee. ELAC meets a minimum of four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the ELAC. The number of parents will exceed or be equal to the number of total staff members. The ELAC discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and actions. The teachers, staff and administrators actively participate in the decision making process throughout the

year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, SLA assessments, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, and ELs and RFEPs. This student achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2023 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Increase ELA Performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance has no performance color because it was the first year the students (grade 3) took the SBAC ELA. The students' score was 78.4 points below standard. Voices will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase math performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance has no performance color because it was the first year the students (grade 3) took the SBAC ELA. The students' score was 52.2 points below standard. Voices will focus specifically on increasing the Math performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 37.5% of English Learners made progress toward English Language proficiency but did not have a performance color. The 37.5% of English Learners were in grades TK-3 and the ELPI increased by 8.9%.Students have daily English Language Development ("ELD") instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English ("SDAIE") in their core content areas. Voices provides ELD instruction, monitoring, and support and improving language proficiency. The goal is to prevent students from being classified as LTELs by meeting English Proficiency in the primary grades.

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "High" – 50.5% chronically absent, declined 15.8%. The following subgroups were also "High" - Hispanic/Latinx –49% chronically absent, declined 19.1%, English Learners – 51.4% chronically absent, declined 28.6%, and Socioeconomically Disadvantaged, 51.9% chronically absent, declined 15.7%. Voices will continue this decline and will focus specifically on decreasing Chronic Absenteeism for all students and especially for the subgroups of Hispanic/Latinx students, ELs, and SED students by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts,

letters, and home visits, and implementing a prioritized system for identifying and serving students who are chronically absent based on results of each student's average daily attendance.

Maintain suspension rate at 1%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0% of students were suspended at least one day, maintained 0%. None of the students were suspended at Voices Overall or in any of the subgroups of Hispanic/Latinx students, ELs, and SED students. Voices is working with students on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and Positive Behavioral Interventions and Supports ("PBIS").

Voices is not eligible to be an Equity Multiplier School.

Voices Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Voices is in General Assistance based on Charter School Assistance due to the hard work and improvement overall and for significant subgroups. Based on the 2022 Dashboard, Voices was eligible for Comprehensive School Improvement ("CSI") for being the lowest performing five percent of Title I schools based on the chronic absenteeism rate. Fortunately, Voices exited CSI and is no longer eligible based on the 2023 Dashboard. The efforts of Voices demonstrated a 15.8% decline in the percentage of students who missed ten percent or more of the instructional days they were enrolled. The CSI Plan in 2022-23 was implemented to address this concern, and Voices expects an additional decline in the percentage of students who are chronically absent in 2023-24.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 CA Dashboard.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 CA Dashboard.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 CA Dashboard.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed. DATE(S) 1/18 and 3/5, 2024. Additionally, staff surveys were used to inform the LCAP. DATE(S) - 11/20 - 12/6, 2023 (Fall pre survey) - 4/9 to 4/24, 2024 (Spring post survey)
Parents/Guardians	arent/guardian surveys were used to inform the LCAP. DATE(S) - 11/20 - 12/6, 2023.
Students	Engaged in collecting feedback on the goals and actions with grade 4 students. DATE(S)
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/8/24
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1). 5/2/24
Student Advisory Committee	Will begin in 2025-26.
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). DATE(S)
Public Comment	6/17/24-6/23/24: Public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/6/24: Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/24: Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/25/24 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Student Achievement: Improve achievement of all students, including significant subgroups, especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.	Broad

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials
2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board; English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency
4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.

An explanation of why the LEA has developed this goal.

Voices has reviewed ELA, Math, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. The 2023 Dashboard indicates no performance color for English Language Arts, but the students' score was 78.4 points below standard. The 2023 Dashboard indicates no performance color for Math, but the students' score was 52.2 points below standard. There will not be a CAST Science score until 2024-25 when the students matriculate to grade 5. The 2023 Dashboard indicates that 37.5% of English Learners made progress toward English Language proficiency with an increase of 8.9%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	Appropriately assigned and fully credentialed teachers	25% Clear 75% Intern Data Year: 2021-22 Data Source: Dashboard Fall 2023			70% Clear 30% Intern Data Year: 2024-25 Data Source: Dashboard Fall 2026	
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators			100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

1.4	SBAC ELA	2022-23 ELA Distance from Standard Overall: -78.4 HISP: Set in 2024 SED: Set in 2024 EL: Set in 2024 Percent Meets and Exceeds: Overall: 14.29% HISP: Too Few SED: 9.09% EL: Too Few Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 ELA Distance from Standard Overall: -18.4 HISP: TBD SED: TBD EL: TBD Percent Meets or Exceeds: Overall: 32.81% HISP: TBD SED: 24.09% EL: TBD Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.5	SBAC Math	2022-23 Math Distance from Standard Overall: -52.2 HISP: Set in 2024 SED: Set in 2024 EL: Set in 2024 Percent Meets or Exceeds: Overall: 21.43% HISP: Too Few SED: 18.18% EL: Too Few Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 Math Distance from Standard Overall: 7.8 HISP: TBD SED: TBD EL: TBD Percent Meets or Exceeds: Overall: 36.43% HISP: TBD SED: 33.18% EL: TBD Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	
1.6	CAST Science	Baseline set in 2024-25 Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			Overall: TBD HISP: TBD SED: TBD EL: TBD Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.7	ELA Local Assessment –MAP	Not Yet Available Data Year: 2023-24 Data Source: Local Data			To be Determined	
1.8	SLA Local Assessment - TBD	Baseline set in 2024-25 Data Year: 2024-25 Data Source: Local Data			To be Determined	
1.9	Math Local Assessment –MAP	Not Yet Available Data Year: 2023-24 Data Source: Local Data			To be Determined	
1.10	EL students making progress toward English Proficiency	ELPI has no performance color for 2023 ELPI is 37.5% Data Year: 2022-23 Data Source: DataQuest ELPAC Summative			ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	
1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest			EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	[$ 0.00]	No

1.2	Implementation of Core Curriculum	Ensure fidelity to the core high-quality curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation which will include a trainer/consultant who provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction.	[$ 0.00]	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	[$ 0.00]	Yes
1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Special attention will be paid to SWD with poor attendance and behavioral issues. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	[$ 0.00]	No

1.5	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”), and GLAD Training • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion (“DEI”) • Using Achieve3000 to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support– Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE Provide in-depth professional development for teachers in the summer. Topics may include:	[$ 0.00]	Yes

		• Understanding of Charter, Mission, Vision, and Core Values • Academic Program • Voices School Culture Playbook • Multi-Tier System of Supports • Positive Behavior Intervention Support Provide in-depth professional development for associate teachers. Topics may include: • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities Provide in-depth professional development for principals. Topics may include: • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue CEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports • Parents/Guardians as Partners • Opportunities for trainings (SELPA), workshops (SCCOE), and conferences (CSDC, CCSA, CABE)		
1.6	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	[$ 0.00]	No

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1.7	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP, Renaissance STAR, Illuminate, PKRS). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used (Newsela, Mystery Science). Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	[$ 0.00]	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teaches on the most effective instructional practices for the whole child and the significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data-analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on exemplars for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	[$ 0.00]	No

1.9	Associate Teachers	Provide associate teachers in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Associate teachers will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and taking additional support time. Associate teachers support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	[$ 0.00] Title I	Yes
1.10	After School Program and Summer School	Provide a robust after-school program and summer school for students to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program open to all students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/Literacy and Math through project based learning and field trips.	[$ 0.00]	Yes
1.11	Network Support Infrastructure	Implement a strong support infrastructure for the school through network educational services, student support services, operational services, human resource management (credentials), business services to support the school's instructional goals. Ensure clear and consistent communication between the network, the school, the teachers, the staff, and the families. Ensure transparency and accountability.	[$ 0.00]	No
1.12	Project-Based Learning	Engaging in relevant, project-based learning projects that integrate literacy, math, and science is important because it promotes deep understanding, critical thinking, and real-world application of concepts. It enhances students' ability to connect learning across disciplines, fosters problem-solving skills, and prepares them for success in an interconnected, knowledge-based society. Students will showcase their projects at an event for families and communities to attend at least twice per year.	[$ 0.00]	No

1.13	Leadership Team	Establish a site-based Leadership Team who will collaborate to set educational goals, develop policies, and oversee the day-to-day operations of the school. This team ensures effective communication, implements initiatives, and supports teachers and students. The site Leadership Team can interact with other school's Leadership Teams at the Network level to share best practices, aligning goals with Network priorities, and seek support for resources and professional development. Network leaders provide guidance, monitor progress, and facilitate collaboration among schools to improve overall educational outcomes.	[$ 0.00]	No
1.14	Collaborative Learning Community	Create a collaborative learning community that focuses on learning rather than teaching, allowing teachers to work collaboratively, and hold each other accountable for results. This could look like book studies (Thinking Classrooms), conversations, problem solving, brainstorming, sharing strategies (4 Cs of Common Core – Creativity, Critical Thinking, Communication and Collaboration), etc. The outcome will be to ensure more collaboration amongst students which will allow for an authentic, language rich learning environment.	[$ 0.00]	No

Goal 2

Goal #	Description	Type of Goal
2	Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.	Broad

State Priorities addressed by this goal.

5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out
6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students on the sense of school safety and connectedness
7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

Voices is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 90.66%. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "High" as were the following subgroups of Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged students.

The 2023 Dashboard indicates the Suspension Rate was Overall "Very Low" as were the following subgroups of Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met "Good" repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT			All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	

2.2	Attendance Rate	90.66% Data Year: 2023-24 Data Source: P-2 Report			96% Data Year: 2026-27 Data Source: P-2 Report	
2.3	Chronic Absenteeism Rate	All: 50.5% HISP: 49% EL: 51.4% SED: 51.9% Data Year: 2022-23 Data Source: Dashboard Fall 2026			All: 20% HISP: 20% EL: 20% SED: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	
2.4	Middle School Drop Out Rate	Baseline set in 2025-26 Data Year 2023-24 Data Source CALPADS 8.1c			0% Data Year 2026-27 Data Source CALPADS 8.1c	
2.5	Suspension Rate	All: 0% HISP: 0% EL: 0% SED: 0% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate			All: <1% HISP: <1% EL: <1% SED: <1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	

2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate			0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data			100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	
2.8	Student Surveys on the sense of safety and school connectedness	Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data			80% Data Year: 2026-27 Data Source: Local Data	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	[$ 0.00]	Yes
2.2	Student Health	Ensure that universal precautions recommended by the School Nurse to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.	[$ 0.00]	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to students based on need. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	[$ 0.00]	Yes

2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented. Creating a playground space by painting an inviting play space at school fosters physical activity, social interaction, creativity, and social emotional well-being. Indoor and outdoor play spaces provide opportunities for exercise, skill development, and imaginative play, which are essential for healthy development and overall academic success.	[$ 0.00]	No
2.5	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide a data management system (Panorama) to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement through bilingualism. Prioritize student activities, clubs, and events to create a sense of belonging for students. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and associate teachers to collaborate for improved student achievement. Work directly with students and families to increase attendance and reduce suspensions and utilize alternatives to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	[$ 0.00]	Yes

2.6	Attendance Support	Implement the Attendance Policies and Tiered Re-Engagement Strategies with fidelity. Tier I strategies targeted all students and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Voices Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are for students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	[$ 0.00]	No
2.7	Enrichment Activities (and Advisory Curriculum)	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, and physical education (Playworks, dance, ToolBox). Specific focus on developing the middle school Advisory/Student Council called Grupo Estudiantil for Voices Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas will begin in 2025-26.	[$ 0.00]	No

2.8	Middle School Culture	Beginning in 2025-26, develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. and Responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	[$ 0.00]	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	[$ 0.00]	Yes
2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	[$ 0.00]	Yes

2.11	Peace Learning Circles (Previously Tribes Learning Communities)	Peace Learning Circles is a process that fosters the development of collaborative and academic skills by creating a caring environment and delivering curriculum content in an active and student centered manner. It combines the tenets of social emotional learning, family learning, restorative practices, and equity learning. The outcome is an on-going goal-oriented process based on sound principles and practices that maximize academic, social and emotional development and learning for students.	[$ 0.00]	No

Goal 3

Goal #	Description	Type of Goal
3	Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.	Broad

State Priorities addressed by this goal.

3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
6 - School Climate –Survey of teachers and parents/guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

Voices understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

3.2	English Learner Advisory Committee	Not Yet Available (Total Number per year) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Number per year) Data Year: 2026-27 Data Source: Local Data	
3.3	Parent Satisfaction with School Program	Not Yet Available (Total Percent Satisfied) 69% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Percent Satisfied) Data Year: 2026-27 Data Source: Local Data	
3.4	Teacher/Staff Survey	Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data	
3.5	Parent Education Workshops	Not Yet Available (Total Number per year) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Number per year) Data Year: 2026-27 Data Source: Local Data	

3.6	Project/Portfolio Presentations	2 per year Data Year: 2023-24 Data Source: Local Data			2 per year Data Year: 2026-27 Data Source: Local Data	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Orientation, Back to School Night, Open House, Literacy Night, Math Night, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Advisory Committee and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings.	[$ 0.00]	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. Promote literacy through the Latino Family Literacy Project to empower families to teach and support literacy at home.	[$ 0.00]	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, Parent Square, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	[$ 0.00]	No
3.4	Comer Juntos	Host monthly gatherings for grade levels after school where families, students, teachers, and staff can share a meal together to break down barriers and celebrate together.	[$ 0.00]	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.5, 1.7, 1.9, 1.10, 1.11	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Very Low” – 74.8 points below standard, declined 14.4 points. The following subgroups were “Very Low” – English Learners – 91.1 points below standard, declined 15.2 points, Hispanic/Latinx – 75.2 points below standard, declined 15.5 points; and Socioeconomically Disadvantaged- 76.2 points below standard, declined 9.3 points. The 2023 Dashboard indicates the Math performance was Overall “Low” – 93.6 points below standard, declined 10.8 points. The following subgroups were “Very Low”: English Learners – 102 points below standard, declined 10.6 points, and Socioeconomically Disadvantaged- 104.8 points below standard, declined 17.3 points. The following subgroup was "Low": Hispanic/Latinx – 93.2 points below standard, declined 11.8 points. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State.	Voices is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, the school will ensure that every classroom has a credentialed teacher who will implement standards using a standards-based curriculum. The teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By using evidence based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, SLA, math and science. The primary classrooms will have the support of associate teachers who will support individual and small group interventions in the classroom. With the support of a Student Support Manager, the process of progress monitoring and assigning appropriate interventions will ensure that a robust MTSS program will be implemented with fidelity. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

2.1, 2.3, 2.5, 2.9, 2.10	2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" – 42.1% chronically absent, declined 6.5%. The following subgroup was "Very High" -Students with Disabilities, 56.7% chronically absent, increased 11%. The following subgroup was "High" - Socioeconomically Disadvantaged, 48.5% chronically absent, declined 2%. The following subgroups were "Medium" - English Learners – 40% chronically absent, declined 6.6%, and Hispanic/Latinx –41.5% chronically absent, declined 6.5%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0.6% of students were suspended at least one day, declined 1.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Very Low"- Hispanic/Latinx – 0.6% were suspended at least one day, declined 1.6% and Socioeconomically Disadvantaged – 0.9% of students were suspended at least one day, declined 1%. The following subgroup was "Low" English Learners – 1.1% suspended at least one day, declined 1.3%. The following subgroup was "High" Students with Disabilities – 3.1% were suspended at least one day, increased 0.3%.	Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with needed school supplies to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students with poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness

3.2	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but students' social emotional health and school connectedness is dependent on regular school attendance and understanding. Parents must play an active role in the education of the students and in partnership with the school.	Voices is committed to improving the academic achievement in ELA, SLA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, Voices will provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low" which is a decline of 8.9%. Additionally, many students who have been attending school in the United States for five years have not been Reclassified as Fluent English Proficient.	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long Term English Learners. We expect that the ELPAC scores of English Learners to increase because the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:8

Coversheet

WCC LCAP Hearing

Section: IV. Public Hearing to Review Local Control Accountability Plan (LCAP)
Item: F. WCC LCAP Hearing
Purpose: Discuss
Submitted by:
Related Material: Voices West Contra Costa DRAFT LCAP 2024 for Public Hearing.pdf

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at West Contra Costa	Keri Szymanski Principal	kszymanski@voicescharterschool.com (510) 480-0540

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Voices College-Bound Language Academy at West Contra Costa ("Voices") is an independent TK-7 (expanding to TK-8 by 2025-26) public charter school in Richmond founded in 2018 authorized by West Contra Costa Unified School District. Voices provides a rigorous college-prep TK-8 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. The school uses an instructional approach that is based on inquiry and project-based learning. There are some metrics which do not apply to Voices because it is a TK-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

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.

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.

The Voices Network Core Values are:

Students in the Forefront: Our students motivate, inspire and guide us. Every decision is made with their well-being and achievement in mind.

Sí Se Puede Attitude: “Yes we can.” These Spanish words reflect the strength of our gente, our people, our culture. Whatever role, age or background, we at Voices embrace Sí Se Puede attitude with a smile on our face.

In Lak’ech: This Mayan phrase means, “I am you, you are me.” We are familia. And when we act with unity, we are unstoppable.

Shared Leadership: Everyone has something valuable to contribute to the Voices school community. Whether you are a first-year teacher, an assistant teacher, a principal or a parent, Voices believes in shared knowledge and accountability.

The School Site Values are activism and scholarship promotes a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The California School Dashboard (“Dashboard”) in 2023 reports that in 2022-23, Voices served 245 students with diverse needs and backgrounds: 62.9% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 58% of students were English Learners (“ELs”); 6.9% of English Learners were Redesignated Fluent English Proficient (“RFEP”); 12.7% of students with disabilities (“SWD”); 0% Foster Youth (“FY”); and, 0% Homeless Youth. As of the 2022-23 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (97.1%), White (0.4%), Asian (1.2%), Filipino (0.5%), and African American/Black (0.4%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED/LI, and FY. Of these subgroups, SED students and ELs are a significant subgroup at Voices; however, the Charter School addresses specific actions and services for FY students to provide equal access to a high-quality program.

The purpose of this Local Control Accountability Plan (“LCAP”) is to address the School Plan for Student Achievement (“SPSA”) for Voices Community Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. GOAL 2: Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. GOAL 3: Parent and Community Engagement: Voices’ parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Committee (“ELAC”) which functions as the Parent Advisory Committee. ELAC meets a minimum of four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the ELAC. The number of parents will exceed or be equal to the number of total staff members. The ELAC discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and actions. The teachers, staff and administrators actively participate in the decision making process throughout the

year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, SLA assessments, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, SWD, and ELs and RFEPs. This student achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2023 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Increase ELA Performance overall and for significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Low” – 54.7 points below standard, declined 9.7 points. The following subgroups were also “Low” – English Learners – 59.1 points below standard, maintained 1.3 points, Hispanic/Latinx – 57.7 points below standard, declined 9.3 points, and Socioeconomically Disadvantaged- 60 points below standard, declined 6.7 points. Voices will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, SWD, and SED students.

Increase math performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance was Overall “Low” – 74.7 points below standard, declined 13.9 points. The following subgroups were also “Low” – English Learners – 75 points below standard, declined 6.2 points, Hispanic/Latinx – 76.7 points below standard, declined 13.1 points, and Socioeconomically Disadvantaged- 77.1 points below standard, declined 12.1 points. Voices will focus specifically on increasing the Math performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, SWD, and SED students.

Increase English Learner Progress Indicator (“ELPI”) for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of “Low” which is a decline of 6.9%. Students have daily English Language Development (“ELD”) instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English (“SDAIE”) in their core content areas. Voices provides ELD instruction, monitoring, and support and improving language proficiency. The goal is to prevent students from being classified as LTELs by meeting English Proficiency in the primary grades.

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall “Medium” – 52.8% chronically absent, declined 3.8%. The following subgroup was “High” -Students with Disabilities, 57.8% chronically absent, declined 7.2%. The following subgroups were “Medium” - Socioeconomically Disadvantaged, 48.8% chronically absent, declined 10.5%, English Learners –45.8% chronically absent, declined 9.6%, and Hispanic/Latinx –53.9% chronically absent, declined 3.1%. Voices will continue this decline and will focus specifically on decreasing Chronic Absenteeism for all students and especially for the subgroups of Hispanic/Latinx students, ELs, SWD, and SED students by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance,

implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.

Maintain suspension rate at 1%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0% of students were suspended at least one day, maintained 1.3%. None of the students were suspended at Voices Overall or in any of the subgroups of Hispanic/Latinx students, ELs, SWD, and SED students. Voices is working with students on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and Positive Behavioral Interventions and Supports ("PBIS").

Voices is not eligible to be an Equity Multiplier School.

Voices Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Voices is in General Assistance based on Charter School Assistance due to the hard work and improvement overall and specifically for Students with Disabilities. Based on the 2022 Dashboard, Voices was in Additional Targeted Support and Improvement ("ATSI") for SWD for the lowest level of chronic absenteeism, but progress was made to move from "Very High" in 2022 to "High" in 2023 demonstrating a decline in chronic absenteeism of 7.2%. Voices was exited from ATSI in 2023 based on this growth.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed. DATE(S) - 1/17 and 3/12, 2024. Additionally, staff surveys were used to inform the LCAP. DATE(S) - 11/20 - 12/6, 2023 (Fall pre survey) - 4/9 to 4/24, 2024 (Spring post survey).
Parents/Guardians	Parent/guardian surveys were used to inform the LCAP. DATE(S) - 11/20 - 12/6, 2023.
Students	Engaged in collecting feedback on the goals and actions with middle school students. DATE(S)
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/8/24
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1). 5/2/24
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). DATE(S)
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). DATE(S)
Public Comment	6/17/24-6/23/24: Public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/6/24: Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/24: Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/25/24 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Student Achievement: Improve achievement of all students, including significant subgroups, especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.	Broad

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials
2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board; English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency
4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.

An explanation of why the LEA has developed this goal.

Voices has reviewed ELA, Math, Science, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall "Low," and the following subgroups were "Low" –Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged. The 2023 Dashboard indicates the Math performance was Overall "Low," and the following subgroups were "Low": Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	Appropriately assigned and fully credentialed teachers	0% Clear 100% Intern Data Year: 2021-22 Data Source: Dashboard Fall 2023			70% Clear 30% Intern Data Year: 2024-25 Data Source: Dashboard Fall 2026	
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators			100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

1.4	SBAC ELA	2022-23 ELA Distance from Standard Overall: -54.7 HISP: -57.7 SED: -60 EL: -59.1 Percent Meets and Exceeds: Overall: 27.83% HISP: 27.03% SED: 27.16% EL: 12.90% SWD: 0% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 ELA Distance from Standard Overall: 5.3 HISP: 2.3 SED: 0 EL: 0.9 Percent Meets or Exceeds: Overall: 42.83% HISP: 42.03% SED: 42.16% EL: 27.90% SWD: 15% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.5	SBAC Math	2022-23 Math Distance from Standard Overall: -74.7 HISP: -76.7 SED: -77.1 EL: -75 Percent Meets or Exceeds: Overall: 23.69% HISP: 22.73% SED: 25.00% EL: 13.12% SWD: 12.5% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 Math Distance from Standard Overall: -14.7 HISP: -16.7 SED: -17.1 EL: -15 Percent Meets or Exceeds: Overall: 38.69% HISP: 37.73% SED: 40% EL: 28.12% SWD: 27.5% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	
1.6	CAST Science	Overall: 6.67% HISP: 7.14% SED: 8.33% EL: Too Few SWD: Too Few Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			Overall: 21.67% HISP: 22.14% SED: 23.33% EL: TBD SWD: TBD Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.7	ELA Local Assessment –MAP	Not Yet Available Data Year: 2023-24 Data Source: Local Data			To be Determined	
1.8	SLA Local Assessment - TBD	Baseline Data Year: 2024-25 Data Source: Local Data			To be Determined	
1.9	Math Local Assessment –MAP	Not Yet Available Data Year: 2023-24 Data Source: Local Data			To be Determined	
1.10	EL students making progress toward English Proficiency	ELPI is Low for 2023 ELPI is 46.4% Data Year: 2022-23 Data Source: DataQuest ELPAC Summative			ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	
1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest			EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	[$ 0.00]	No

1.2	Implementation of Core Curriculum	Ensure fidelity to the core high-quality curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation which will include a trainer/consultant who provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction.	[$ 0.00]	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	[$ 0.00]	Yes
1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	[$ 0.00]	No

1.5	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics to include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers (co-teaching model) • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”) • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion (“DEI”) • Using IXL to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students - GATE • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support (PBIS) – Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE	[$ 0.00]	Yes

		Provide in-depth professional development for teachers in the summer. Topics may include: • Understanding of Charter, Mission, Vision, and Core Values • Academic Program • Voices School Culture Playbook • Multi-Tier System of Supports • Positive Behavior Intervention Support Provide in-depth professional development for associate teachers. Topics may include: • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities Provide in-depth professional development for principals. Topics may include: • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue CEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports • Parents/Guardians as Partners • Opportunities for trainings (SELPA), workshops (SCCOE), and conferences (CSDC, CCSA, CABE)		
1.6	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	[$ 0.00]	No

1.7	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP, Renaissance STAR, Illuminate, PKRS). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used. Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	[$ 0.00]	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teachers on the most effective instructional practices for the whole child and the significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data-analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on examples for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	[$ 0.00]	No

1.9	Associate Teachers	Provide associate teachers in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Associate teachers will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and taking additional support time. Associate teachers support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	[$ 0.00] Title I	Yes
1.10	Student Services Manager	The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for special education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. The SSM will track data and support with coaching of teachers and staff. The SSM will play an active role in weekly Intellectual Preparation and Planning and data meetings through collaboration in order to close the achievement gap for the most vulnerable students.	[$ 0.00]	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school for students to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program open to all students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/Literacy and Math through project based learning and field trips.	[$ 0.00]	Yes

1.12	Network Support Infrastructure	Implement a strong support infrastructure for the school through network educational services, student support services, operational services, human resource management (credentials), business services to support the school's instructional goals. Ensure clear and consistent communication between the network, the school, the teachers, the staff, and the families. Ensure transparency and accountability.	[$ 0.00]	No
1.13	Writing Program	Teaching constructed writing responses to students in a dual language immersion TK-8 grade school is important because it helps develop proficiency in both languages, enhances critical thinking skills, and promotes cultural understanding. Constructed writing allows students to express themselves effectively in written form, strengthening their communication abilities in both languages. It also reinforces language acquisition and literacy skills while fostering deeper comprehension of content across various subjects.	[$ 0.00]	No

Goal 2

Goal #	Description	Type of Goal
2	Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.	Broad

State Priorities addressed by this goal.

5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out
6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students on the sense of school safety and connectedness
7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

Voices is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 89.55%. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" with the following subgroup was "High" -Students with Disabilities, and the following subgroups were "Medium" - Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged.

The 2023 Dashboard indicates the Suspension Rate was Overall "Very Low" as were the following subgroups of Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met "Good" repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT			All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	

2.2	Attendance Rate	89.55% Data Year: 2023-24 Data Source: P-2 Report			96% Data Year: 2026-27 Data Source: P-2 Report	
2.3	Chronic Absenteeism Rate	All: 52.8% HISP: 53.9% EL: 45.8% SED: 48.8% SWD: 57.8% Data Year: 2022-23 Data Source: Dashboard Fall 2026			All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c			0% Data Year 2026-27 Data Source CALPADS 8.1c	
2.5	Suspension Rate	All: 0% HISP: 0% EL: 0% SED: 0% SWD: 0% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate			All: <1% HISP: <1% EL: <1% SED: <1% SWD: <1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	

2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate			0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data			100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	
2.8	Student Surveys on the sense of safety and school connectedness	Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data			80% Data Year: 2026-27 Data Source: Local Data	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	[$ 0.00]	Yes
2.2	Student Health	Ensure that universal precautions recommended by the School Nurse to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.	[$ 0.00]	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to students based on need. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	[$ 0.00]	Yes
2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented.	[$ 0.00]	No

2.5	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide a data management system (Panorama) to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies (Plaza) about bullying, social emotional well-being, and other activities that encourage student engagement through bilingualism. Prioritize student activities, clubs, and events to create a sense of belonging for students. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and associate teachers to collaborate for improved student achievement. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	[$ 0.00]	Yes
2.6	Attendance Support	Implement the Attendance Policies and Tiered Re-Engagement Strategies with fidelity. Tier I strategies targeted all students and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Voices Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are for students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	[$ 0.00]	No

2.7	Enrichment Activities and Advisory Curriculum	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, and physical education (Playworks, dance, ToolBox). Specific focus on developing the middle school Advisory/Student Council called Grupo Estudiantil for Voices Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas.	[$ 0.00]	No
2.8	Middle School Culture	Develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. and Responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	[$ 0.00]	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	[$ 0.00]	Yes

2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	[$ 0.00]	Yes

Goal 3

Goal #	Description	Type of Goal
3	Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.	Broad

State Priorities addressed by this goal.

3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
6 - School Climate –Survey of teachers and parents/guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

Voices understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

3.2	English Learner Advisory Committee	Not Yet Available (Total Number per year) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Number per year) Data Year: 2026-27 Data Source: Local Data	
3.3	Parent Satisfaction with School Program	Not Yet Available (Total Percent Satisfied) 69% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Percent Satisfied) Data Year: 2026-27 Data Source: Local Data	
3.4	Teacher/Staff Survey	Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Percent) Data Year: 2023-24 Data Source: Local Data	
3.5	Parent Education Workshops	Not Yet Available (Total Number per year) Data Year: 2023-24 Data Source: Local Data			Not Yet Available (Total Number per year) Data Year: 2026-27 Data Source: Local Data	

3.6	Project/Portfolio Presentations	2 per year Data Year: 2023-24 Data Source: Local Data			2 per year Data Year: 2026-27 Data Source: Local Data	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Engagement and Advisory	Host school wide events and assemblies to showcase student success to include Orientation, Back to School Night, Open House, Literacy Night, Math Night, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Advisory Committee and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings.	[$ 0.00]	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	[$ 0.00]	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, Parent Square, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	[$ 0.00]	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.5, 1.7, 1.9, 1.10, 1.11	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Low” – 34.7 points below standard, declined 6.9 points. The following subgroup was “Very Low” – Students with Disabilities – 108.1 points below standard, declined 4 points. The following subgroups were “Low” – English Learners – 51.8 points below standard, maintained -1.1 points, Hispanic/Latinx – 41.2 points below standard, declined 10 points; and Socioeconomically Disadvantaged- 57.9 points below standard, declined 19.1 points. The 2023 Dashboard indicates the Math performance was Overall “Low” – 66.8 points below standard, declined 18.8 points. The following subgroup was “Very Low”: Students with Disabilities – 137.3 points below standard, declined 29.6 points. The follow subgroups were "Low": Socioeconomically Disadvantaged- 84.1 points below standard, declined 26.1 points, English Learners – 86.7 points below standard, declined 15.3 points, and Hispanic/Latinx – 69.4 points below standard, declined 10 points. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State.	Voices is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, the school will ensure that every classroom has a credentialed teacher who will implement standards using a standards-based curriculum. The teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By using evidence based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, SLA, math and science. The primary classrooms will have the support of associate teachers who will support individual and small group interventions in the classroom. With the support of a Student Support Manager, the process of progress monitoring and assigning appropriate interventions will ensure that a robust MTSS program will be implemented with fidelity. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

2.1, 2.3, 2.5, 2.9, 2.10	2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" – 37.3% chronically absent, declined 11.5%. The following subgroup was "High" -Students with Disabilities, 31.3% chronically absent, declined 24.5%. The following subgroups were "Medium" - Socioeconomically Disadvantaged, 38% chronically absent, declined 13.8%, English Learners –38.1% chronically absent, declined 16.4%, and Hispanic/Latinx –38.4% chronically absent, declined 12.4%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" - 1% of students were suspended at least one day, declined 2.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Low"- Students with Disabilities - 2% were suspended at least one day, declined 3.6% and English Learners – 1.1% suspended at least one day, declined 2.4%. The following subgroups were "Very Low" - Socioeconomically Disadvantaged - 0% of students were suspended at least one day, declined 4.4% and Hispanic/Latinx – 0.8% were suspended at least one day, declined 2.8%.	Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with needed school supplies to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students which poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness

3.2	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but students' social emotional health and school connectedness is dependent on regular school attendance and understanding. Parents must play an active role in the education of the students and in partnership with the school.	Voices is committed to improving the academic achievement in ELA, SLA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, Voices will provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low" which is a decline of 8.9%. Additionally, many students who have been attending school in the United States for five years have not been Reclassified as Fluent English Proficient.	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long Term English Learners. We expect the ELPAC scores of English Learners to increase because the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:8

Coversheet

Approve Minutes

Section: V. Consent Items
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on May 7, 2024

APPROVED

Voices College-Bound Language Academies

Minutes

Special Board Meeting

Date and Time
Tuesday May 7, 2024 at 4:00 PM

Location
6840 Via Del Oro #160 San Jose, CA 95119
715 Hellyer Ave., San Jose, CA 95111
14271 Story Rd., San Jose, CA 95127
201 28th St., Richmond, CA 94804
321 E. Weber St., Stockton, CA 95202
17740 Peak Ave., Morgan Hill, CA 95037
5168 Summerhill Dr., Oceanside, CA 92057
1365 Locust St., Denver, CO 80220
225 W Santa Clara Street, Suite 1500, San Jose, CA 95113
40 Henderson PA, Palo Alto, CA 94306
4313 Miranda Ave., Palo Alto, CA 94306
2803 S Norton Ave., Los Angeles, CA 90018

Instructions For Presentations To The Board By Parents and Citizens
PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Members of the public may also address the Board on an agenda item before or during the Board's consideration of the item. Submitted comments may be read into the record to the extent practicable based upon factors such as the length of the agenda and available time. Comments received within the window of the board meeting whether read or not, will be shared with the board and noted in the minutes. Individual commenters are limited to a single comment per agenda item.

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

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1. When addressing the Board, speakers are requested to state their name and address and adhere to the limits set forth.
2. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or majority of all, of the Board members shall be available for public inspection at 6840 Via Del Oro, Suite #160. San Jose, CA 95119.
3. REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Lizzette Ramirez at (408)791-1609 Ex.1052
4. All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The executive director recommends approval of all consent items.
5. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
6. All time durations are estimates and may run shorter or longer.

Note:
SPANISH TRANSLATION: If you need Spanish audio translation in order to access the Voices Board meeting, please send a request to info@voicescharterschool.com or call Lizzette Ramirez at (408) 791-1609 Ex 1052 at least 24 hours before the start of the meeting. If you would like to make a public comment in Spanish and would like us to translate to English for the Board, please send a request to info@voicescharterschool.com or call Lizzette Ramirez at (408) 791-1609 Ex 1052 at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Voices, envíe una solicitud a info@voicescharterschool.com o llame a Lizzette Ramirez a (408) 791-1609 Ex 1052 por lo menos 24 horas antes del inicio de la reunión. Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a info@voicescharterschool.com o llame a Lizzette Ramirez a (408) 791-1609 Ex 1052 por lo menos 24 horas antes del inicio de la reunión.

Directors Present
A. Miller, D. Koren, I. Connell (remote), J. Nguyen (remote), K. Wisckol, S. Sandoval

Directors Absent
P. Carreño

Guests Present
A. Ramirez

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. Sandoval called a meeting of the board of directors of Voices College-Bound Language Academies to order on Tuesday May 7, 2024 at 4:08 PM.

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

No public comment.

II. Consent Items

A. Approve Minutes

K. Wisckol made a motion to approve the minutes from Board Meeting on 03-13-24.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Nguyen	Aye
D. Koren	Aye
S. Sandoval	Aye
I. Connell	Aye
P. Carreño	Absent
A. Miller	Aye

III. Board Business

A. Approve Declaration(s) of Need

B. Motion to approve DON for Voices Flagship

I. Connell made a motion to approve the Stockton Declaration of Need.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Wisckol	Aye
S. Sandoval	Aye
P. Carreño	Absent
A. Miller	Aye
D. Koren	Aye
J. Nguyen	Aye
I. Connell	Aye

C. Motion to approve DON for Voices Morgan Hill

D. Koren made a motion to approve the Voices Flagship Declaration of Need.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Carreño	Absent
S. Sandoval	Aye
K. Wisckol	Aye
I. Connell	Aye
A. Miller	Aye
D. Koren	Aye
J. Nguyen	Aye

D. Motion to approve DON for Voices Mount Pleasant

K. Wisckol made a motion to approve the Voices WCC Declaration of Need.
D. Koren seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

I. Connell	Aye
J. Nguyen	Aye
A. Miller	Aye
D. Koren	Aye
S. Sandoval	Aye
P. Carreño	Absent
K. Wisckol	Aye

E. Motion to approve DON for Voices West Contra Costa

K. Wisckol made a motion to approve the Voices Morgan Hill Declaration of Need.
J. Nguyen seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Koren	Aye
A. Miller	Aye
J. Nguyen	Aye
S. Sandoval	Aye
P. Carreño	Absent
I. Connell	Aye
K. Wisckol	Aye

F. Motion to approve DON for Voices Stockton

K. Wisckol made a motion to approve the Voices Mount Pleasant Declaration of Need.
J. Nguyen seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Wisckol	Aye
A. Miller	Aye
D. Koren	Aye
J. Nguyen	Aye
S. Sandoval	Aye
P. Carreño	Absent
I. Connell	Aye

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:23 PM.

Respectfully Submitted,
S. Sandoval

Coversheet

Approve Contracts for 24-25

Section: V. Consent Items
Item: B. Approve Contracts for 24-25
Purpose: Vote
Submitted by:
Related Material: RF-Voices 24-25 Vended Meals Renewal (1).pdf
Voices CharterSAFEProposal 2425.pdf
VOICES EdTec 2024-2025 (Add AP Services).pdf
Voices Flagship_STRS Agreement for FY2024-25.pdf
Voices MP_STRS Agreement for FY2024-25.pdf
Voices MH_STRS Agreement for FY2024-25.pdf
FACES Summer School Enrichment 2024.pdf
B&G Club 2024 Summer).pdf
IXL Contract 200589 [Voices College Bound Language Academy].pdf

ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between Revolution Foods, PBC and Voices College Bound Language Academies

This addendum made on _____/_____/_____between **Revolution Foods, PBC.**, hereinafter referred to as **Revolution Foods** and Voices College Bound Language Academies, hereinafter referred to as Voices College Bound Language Academies is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. **Addendum Purpose**
   This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2024 ending on June 30, 2025. The terms and conditions of the original Base Year service agreement are applicable to this contract renewal.

2. **Service Agreement Period**

   Base Year: July 1, 2021 – June 30, 2022
   Current Renewal Year: July 1, 2024 – June 30, 2025

3. **Pricing**

   In consideration of the premises and mutual agreements contained in this Renewal, the Parties agree as follows:

Meal Type	Annual Estimated Meals	Fee Per Meal	Annual Cost
Breakfast	**104,528**	**$2.90**	**$303,131.20**
Lunch	**104,528**	**$4.20**	**$439,017.60**
Snack	**12,250**	**$1.17**	**$14,332.50**
Estimated Total			**$756,481.30**

Additional Ordering Options – Non Required

1. Special Therapeutic Meals – 9 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybeans[1]
   Breakfast: $ 3.50 Lunch: $ 5.00
2. Soy Milk – non medically needed: $ 0.80 (sold by case only, case size varies)
3. 3rd Party Pizza Meal Options: $0.56 per lunch
4. Onsite BBQs for Lunch: $0.64 per lunch (when available)
5. Salad Bar as Vegetable Side (price per meal): $ .50 per meal, sold in kits of 50 count

[1] Special meals needed outside of the 9 major food allergens may result in a higher price, based on medical need.

Powered by BoardOnTrack

6. National Commodity Processor Fee: 10% of creditable commodity usage

Voices College Bound Language Academies and Revolution Foods hereby mutually exercise the option to renew the service agreement from Base Year 2021 - 2022.

Name & Title of SFA Representative	**Telephone Number**
Mailing Address	
Signature	**Date**
Name & Title of Revolution Foods Meals Representative	**Telephone Number**
Steven Holguin, Vice President of Business Development	(323) 838-5555
Mailing Address	
5743 Smithway Street, Ste 103, Commerce, CA 90040	
Signature	**Date**

Voices College Bound Language Academies Initials_____ Revolution Foods Initials _____

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2024-2025 Membership Renewal Proposal

Prepared for:

Voices College-Bound Language Academies

Coverage Effective:

July 01, 2024 at 12:01 AM - July 01, 2025 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: May 24, 2024 at 11:42 am

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Lizzette,

CharterSAFE is pleased to present your membership renewal for the 2024-2025 year. Your membership includes the following:



For a more detailed listing of our member services, please contact Dan Berry at dberry@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

REQUIRED SIGNATURES:

To bind coverage, you must login to the CharterSAFE web portal to complete and sign the Member Renewal Acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

We look forward to working with you in the 2024-2025 year!

Thank you,

The CharterSAFE Team

CharterSAFE • Protecting Schools. Promoting Safety. Customizing Insurance.

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MEMBER CONTRIBUTION SUMMARY

Voices College-Bound Language Academies

Coverage Effective: July 01, 2024 at 12:01 AM - July 01, 2025 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution	**$285,486.00**

Core Liability Program
- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime
Property
Student & Volunteer Accident

Additional Program Coverages
- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution	**$105,248.00**
Total Member Contribution	**$390,734.00**

Member can choose one of two payment options when accepting the proposal online	**Payment in Full - $390,734.00** **Installment Plan** • Deposit (25%) - Due Now - $97,684.00 • 9 Monthly Installments - $32,561.00

You are currently enrolled in the CharterSAFE ACH program. The required payment will be processed once a signed proposal is received, based upon the payment option that you have chosen. To make any changes to your enrollment in the CharterSAFE ACH program, or if you have any special payment requests, please email Pilar Archer at parcher@chartersafe.org.

Invoices shall become delinquent thirty (30) calendar days from installment due date. **CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

EXPOSURES & LOCATIONS

Mailing Address

6840 Via Del Oro, Suite 160
San Jose, CA 95119

Member contributions are calculated based on the exposures listed below, which represent the total sum of all scheduled locations.

Student Count	**1,419**
Employee Count	**193**
Annual Estimated Payroll	**$9,600,288.00**
Total Insured Value	**$16,449,115.00**
Building Value (owned or required to insure)	$14,931,000.00
Tenant Improvements	$0.00
Portable Value	$0.00
Content Value	$1,228,502.00
Electronic Data Processing (EDP) Value	$289,613.00
Number of Portables	**0**

Scheduled Locations and Breakdown of Exposures

Location ID: 22053
Voices College Bound Language Academy at Morgan Hill: 16505 Monterey Road
Morgan Hill, CA, 95037
Leased/Owned: **Owned**

Students:	**316**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**2.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	1.00
EDP Value:	1.00
# of Portables:	**0**

Location ID: 21436
Voices College Bound Language Academy At Stockton: 321 E Weber Ave.
Stockton, CA, 95202
Leased/Owned: **Leased**

Students:	**156**
Employees:	**25**
Payroll:	**1,412,668.00**
Total TIV:	**6,914,250.00**
Building Value:	6,825,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	52,500.00
EDP Value:	36,750.00
# of Portables:	**0**

Location ID: 22499
Voices College Bound Language Academy At West Contra Costa: 201 28th St.
Richmond, CA, 94804
Leased/Owned: **Leased**

Students:	**316**
Employees:	**45**
Payroll:	**0.00**
Total TIV:	**2.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	1.00
EDP Value:	1.00
# of Portables:	**0**

Location ID: 19121
Voices College-Bound Language Academies CMO: 6840 Via Del Oro Suite 160 and 170
San Jose, CA, 95119
Leased/Owned: **Leased**

Students:	**0**
Employees:	**30**
Payroll:	**2,519,078.00**
Total TIV:	**52,500.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	21,000.00
EDP Value:	31,500.00
# of Portables:	**0**

Location ID: 14193

Voices College-Bound Language Academy: 715 Hellyer Ave

San Jose, CA, 95111

Leased/Owned: **Owned**

Students:	**358**
Employees:	**51**
Payroll:	**3,081,816.00**
Total TIV:	**8,964,711.00**
Building Value:	8,106,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	787,500.00
EDP Value:	71,211.00
# of Portables:	**0**

Location ID: 14195

Voices College-Bound Language Acadmey At Mt. Pleasant: 14271 Story Rd.

San Jose, CA, 95127

Leased/Owned: **Leased**

Students:	**273**
Employees:	**42**
Payroll:	**2,586,726.00**
Total TIV:	**517,650.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	367,500.00
EDP Value:	150,150.00
# of Portables:	**0**

Vehicles

None scheduled.

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **$55,000,000** Per Member Aggregate

Directors & Officers, Employment Practices, and Fiduciary Liability

Directors & Officers Liability Retroactive Date: **07/01/2011**
Employment Practices Liability Retroactive Date: **07/01/2011**
Fiduciary Liability Retroactive Date: **07/01/2012**

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	$5,000,000 per **claim** and member aggregate	$15,000.00 per **claim**
Employment Practices Liability	$5,000,000 per **claim** and member aggregate	$15,000.00 per **claim**
Fiduciary Liability	$1,000,000 per **claim** and member aggregate	$0

Reporting: Claims must be reported to CharterSAFE as soon as you are made aware of a claim and **not to exceed sixty (60) days after policy expiration**. Coverage is provided on a claims-made basis.

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	$5,000,000 per occurrence and member aggregate	$2,500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity**
Premises Medical Payment	$10,000 per person $50,000 per occurrence	$0
Products and Completed Operations	$5,000,000 per occurrence and member aggregate	$0
Fire Legal/Damage to Premises Rented Sublimit	$1,000,000 per occurrence	$0
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Dan Berry at dberry@chartersafe.org / (916) 880-3469.		

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	$5,000,000 per occurrence and member aggregate	$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	$5,000,000 per occurrence and member aggregate	$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	$50,000 per occurrence/ aggregate reimbursement sublimit $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$7,500 per occurrence

Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date: **07/01/2021**

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	$5,000,000 per **claim** and member aggregate	$0 if school completes training mandate* $100,000 if school does not complete training mandate*
Reporting:	Claims must be reported immediately to CharterSAFE and to **not exceed** sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
***Training Mandate** Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is **REQUIRED** to be completed by 90% or more of staff **no later than September 30th**. If coverage begins after July 1, the training must be completed no later than ninety (90) days from when coverage begins. New employees are required to complete the training within six (6) weeks of employment.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	$5,000,000 per occurrence and member aggregate	$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	$5,000,000 per occurrence and member aggregate	$0
Auto Physical Damage*	$2,000,000 per occurrence and member aggregate	$500 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	$50,000,000 per occurrence/**claim** and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the $5M limits above to total a limit of $55M.

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities **Forgery or Alteration** **Employee Dishonesty** **Computer and Funds Transfer Fraud**	$1,000,000 per occurrence and member aggregate	$2,500 per occurrence

PROPERTY

Perils Include: Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation: Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits.	$1,000 per occurrence for all other covered perils **Causes of Loss:** 1. Water Damage: $2,500 per occurrence 2. Wildfire: $10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits.	$1,000 per occurrence
Business Interruption	$10,000,000 per occurrence	$1,000 per occurrence
Extra Expense	$10,000,000 per occurrence	$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over $200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over $200,000 in hard and soft costs, please contact your CharterSAFE Representative: Dan Berry at dberry@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to $10,000,000 onto your policy. Additional member contribution would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact Kiki Goldsmith (kiki_goldsmith@ajg.com/ 949-349-9842).

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	$50,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
Volunteer Accident	$25,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Dan Berry at dberry@chartersafe.org / (916) 880-3469.		

Terms & Conditions:

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
18201 Von Karman Avenue, Suite #200
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	$1,000,000 per pollution condition or indoor environmental condition and aggregate $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$10,000 per pollution condition

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	$0

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence See "Exposures & Locations" section for schedule limits	$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability	$1,000,000 per **claim** $5,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	Qualification Level 1 $1,000,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 2 $500,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 3 $50,000 ransom payment sublimit* $250,000 ransomware limit	Level 1 $10,000 per **claim** Level 2 $25,000 per **claim** Level 3 $50,000 per **claim**

Reporting:

Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

***Requirement for Coverage to be in effect:**

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application and/or do not meet the security requirements.

Deadly Weapons Protection

Coverages	Limits	Deductibles
Deadly Weapons Protection	$500,000 per occurrence of a Deadly Weapon Event $2,500,000 CharterSAFE Members' Combined Annual Aggregate	$0

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	$0
Employer's Liability	$5,000,000 per Accident $5,000,000 by Disease per Employee $5,000,000 by Disease Policy Limit	$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

AMENDED AND RESTATED STATEMENT OF WORK #4

by and between

EdTec Inc. and Voices College Bound Language Academies

Reference:	Master Services Agreement dated March 26, 2021, by and between EdTec Inc. ("EdTec") and Voices College Bound Language Academies ("Client").
Term:	July 1, 2023 through June 30, 2025 (the "Term"). This Statement of Work shall automatically renew for consecutive additional one (1) year terms unless either party provides written notice of non-renewal to the other at least one hundred twenty (120) days prior to the expiration of the then-current term (each, a "Renewal Term"). The Term and any Renewal Term(s) are referred to as the Term.
Scope of Services:	The philosophy of our Back-Office Services is that we provide outsourced solutions so your school can focus on its educational mission. Moreover, you receive the benefit of our extensive experience with California Charter Schools. **1. FINANCE and ACCOUNTING** **Budgeting:** ▪ **Annual and multi-year budgets including cash flows** – For existing clients, EdTec works with the school leader to create annual and multi-year budgets in time for submission to the State by July 1, and for new clients entering their first year of operations, in the spring or when services begin, EdTec will review the school's budget in time for submission to the State by July 1. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school. ▪ **Budget revisions (as needed, on demand)** – EdTec revises budgets as needed to reflect changing circumstances at the school or in State funding. ▪ **Updated monthly budget forecasts** – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision). **Financial Statements:** ▪ **Monthly year-to-date financial statements** – EdTec prepares YTD financials compared to budget in time for the regularly scheduled board or committee meeting. EdTec makes the financials and presentation electronically available ahead of the meeting. For schools with board or committee meetings on or before the 15th of the month, EdTec will furnish the financials and presentation in time for (but not in advance of) the meeting. For schools with board or committee meetings on or before the 10th of the month, EdTec will furnish the financials and presentation (for the month prior to the previous month) ahead of the meeting. ▪ **Monthly cash flow projections** – EdTec monitors the school's cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow loans. ▪ **Financial statement analysis (periodically, in line with finance committee or board meetings)** – In addition to financial statements, EdTec provides a succinct PowerPoint summary and analysis of the

financial statements so Board and staff can quickly focus on the salient financial issues facing the school.

- **Customized financial analysis** – EdTec performs reasonable financial analysis that the staff or board requests, e.g., providing a comparative analysis of the school's budget relative to industry norms, scenario modeling (within reason), or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals.
- **Support in resolving financial issues** – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding.

Accounting:

- **Setup of school's chart of accounts and general ledger** – EdTec sets up and maintains the school's chart of accounts, based on EdTec's standard structure which is designed to be compliant with SACS.
- **Customized account codes** – EdTec maintains limited customized account codes for unique features of the school program. These must be established at the beginning of the fiscal year to avoid re-coding of historic transactions.
- **Fund accounting** – EdTec can track revenue and expenditures by fund, e.g., implementation grant funds and expenses or Title I expenditures.
- **Training** – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping.
- **Transaction recording** – EdTec records in detail all transactions in a computerized accounting system.
- **Journal entries and account maintenance** – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards.
- **Bank reconciliation** – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.
- **Account for capital outlay expenses** – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing.
- **Generate financial reports as requested** – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget; expenditures by account; cash balances; revenues; general ledger account balances.

Accounts Receivable:

- **Revenue verification** – EdTec verifies that the school is receiving the correct amount of funds from State and Federal sources.
- **Revenue collection** – If the funds from the State or the county/district are not correct, EdTec tracks down the appropriate officials and alerts them of the problem. EdTec will use reasonable efforts to negotiate on behalf of the school in disputes with funding agencies over improperly calculated payments.

Accounts Payable *(effective July 1, 2024)*:

- **Accounts payable** – EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them, based on school input, in the financial software, typically on a

weekly schedule with limited rush payments as needed. EdTec checks to make sure there are no double payments or double billings on multiple invoices. EdTec troubleshoots vendor payment issues with the school. EdTec also verifies that funds are available to pay the bill.

- **Form 1099 processing** – EdTec prepares and sends 1099 Forms to vendors and government, provided that this SOW remains in effect at the end of the applicable calendar year and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of accounts payable services under this SOW.

Purchasing:

- **Vendor selection** – EdTec provides guidance on vendors based on its experience with vendors around the State and country.
- **Purchasing assistance on big-ticket items** – EdTec can assist the school in its purchase or leasing of big-ticket items such as portables.

Government Financial Reporting:

Subject to timely receipt of information and/or materials from Client, EdTec provides the following:

- **Preliminary and final budget reports** – EdTec prepares and files the preliminary budget report by July 1st based on the board adopted budget and a final budget as required.
- **Interim financial reports** – EdTec prepares and files the two interim financial reports to the district or county by the December 15 and March 15 deadlines.
- **Audited financial reports** – Subject to timely receipt of information and/or materials from the auditor, EdTec prepares and files the unaudited financial report by September 15. EdTec supports the Client and the auditor in the preparation (by the auditor) of the final audited report by December 15.

Audit:

- **Audit support** – EdTec prepares certain financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall also provide all records related to the excluded services set forth in Appendix A – Excluded Back Office Services and all non-financial records required by the audit – e.g., attendance records, employee records, teacher certifications.
- **Audit compliance training** – EdTec helps the school leader and audit staff develop financial policies designed to meet requirements and help protect the school from financial mismanagement.
- **Single Audit Act of 1984** – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.
- **IRS Form 990 support** (and the corresponding State form, if applicable) – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school and it is the school's and auditor's sole responsibility to ensure these forms are filed).
- **Annual auditor selection form** – EdTec sends auditor information to the county in the spring.

- The school is responsible for attendance and audit of employee work.

2. BUSINESS CONSULTING

EdTec is a strategic thought partner to its clients and provides high-value support and guidance in the following areas:

- **Negotiations** – EdTec supports the school director and board with non-legal, business advice in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school's position.
- **Strategic budget development** – EdTec can assist the school director and board with strategic financial planning and budget scenario development.
- **Financing support** – EdTec assists clients in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as bonds, New Market Tax Credits, Community Development Financial Institution (CDFI) resources, and philanthropic funds.
- **Legal services optimization** – EdTec can help clients think through and frame issues in preparation for engaging legal counsel, thereby assisting in a more efficient use of legal services costs.
- **Special projects** – EdTec performs business-related special projects within reason, such as modeling growth, compensation, and facilities scenarios, and providing an understanding of and analyzing food service and transportation options. (Note: due to State regulations, EdTec cannot complete the School Food Authority (SFA) application. However, EdTec provides assistance in understanding the process.) EdTec can also assist the school leader, within reason, in the analysis and understanding of best practices regarding a structurally sound pay scale.

3. BOARD MEETING SUPPORT

- **Board meeting attendance** – EdTec attends a maximum of eight board or finance committee meetings per year in person or by teleconference and presents its financial analysis presentation. EdTec can assist the board in staying in compliance with the Brown Act, as needed.

4. FACILITIES

- **Facility needs assessment and planning** – EdTec works with clients to help them refine their thinking about key facilities-related considerations and identify important facility requirements based on the school program and industry standards. EdTec helps clients think creatively about their facility needs and come up with workable solutions.
- **District negotiations** – EdTec will help the school negotiate deals with the district regarding facilities.
- **SB 740** – Effective July 1, 2024, as State funding is available, EdTec prepares and submits SB 740 facilities reimbursements on the school's behalf. Note, that for the period of July 1, 2023 through June 30, 2024, as Client is responsible for accounts payable processing, school staff may be required to assist in organizing and providing certain invoices to EdTec for submitting SB 740 facilities reimbursements.
- **Financial reporting to lender** - EdTec provides financial data to lenders for loan covenants.

- **Facilities funding support** – EdTec provides financial data for compliance-related reporting on State facility funding programs such as Prop 1D.
- ***Facility acquisition/lease negotiation*** *– On a separate fee basis and subject to staff availability, EdTec can assist clients with business, non-legal advice in negotiating purchase and/or lease terms. The school's attorney should review these.*

5. COMPLIANCE and ACCOUNTABILITY

- Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources.
- **Mid-year internal review** – From time to time, EdTec may perform an internal review with client designed to help the school comply with many school regulations, or in preparation for a potential authorizer site visit. Using an EdTec-developed checklist, we assist the school staff in testing compliance in key areas, such as: Board resolutions and policies; risk management; food service; restricted funding; student and personnel files; and attendance reporting and student data.
- **ESSA compliance support** – EdTec will track the financial reporting and can help provide related backup necessary for the Every Student Succeeds Act (ESSA) compliance. On an hourly billable basis, EdTec can provide assistance on Local Control Accountability Plan (LCAP) development and related school and student performance analysis.
- **SPED compliance** – EdTec provides partial checklists and general information to help schools understand their responsibilities related to Special Education. EdTec assistance does not include educational program compliance and we recommend getting specialized assistance in this area to ensure complete compliance. EdTec assists the school in completing the following reports: Maintenance of Effort (MOE), Mental Health expenditure reporting, Excess Cost Report, and year-end reporting.
- **Funding compliance** – EdTec makes compliance recommendations regarding funding requirements, such as Federal PCSGP implementation grant funding and other restricted funds. Note that, as more information becomes available, ESSA compliance may be especially complex with many school obligations.
- **District and State regulation compliance** – EdTec can help the school identify areas where it may not be in compliance with district or State regulations.

6. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION

- **Financial reports** – EdTec prepares customized financial reports for grant purposes, within reason.
- **Fund accounting** – EdTec sets up fund accounting to track direct and allocated costs to grants.
- **Consolidated Application (ConApp)** – EdTec prepares the Consolidated Application parts 1 and 2 for eligible schools and files in the Consolidated Application Reporting System (CARS).
- **After School Education and Safety Program (ASES)** – EdTec submits annual budget and quarterly expenditure reports.

	▪ **School-Based Medi-Cal Administrative Activities (SMAA)** – EdTec completes quarterly reports. ▪ **Charter School Facilities Incentive Grant (CSFIG)** – EdTec completes semi-annual disbursement requests. ▪ **Deferral Exemption Application** – EdTec completes the application for the school. ▪ ***Charter renewal*** – EdTec prepares the budget materials and budget narrative for charter renewal. *On a separate fee basis, EdTec can assist in preparing and advocating a charter petition for school renewal.*
Excluded Services:	Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish the included services, Special Ed administration, testing, assessment, compliance with ESSA, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.
Compensation:	▪ **Back Office Services**: EdTec will provide these services at a fixed fee per school fiscal year as follows: ○ $242,288 for the 2023-24 school fiscal year ○ $289,402 for the 2024-25 school fiscal year **Multi-year renewal credit of $1,000 to be applied to each year of the Term* These fixed fees include all normal postage, telephone, copying, faxing, etc., except for bank and payroll fees that will be passed through. The annual fees are payable monthly commencing on July 1, 2023. ○ The fees above are for the scope of services contained herein solely for those school(s) for which Client holds a granted charter or that have been in operation prior to the date of this SOW. ○ In addition to the fees as provided above, there will be an incremental fee for the following, if applicable: • Use by school personnel of debit cards. ▪ **Consulting**: Should you desire additional services not in the above scope, we would be pleased to provide these, subject to staff availability, on a time and materials basis at the then-current discounted hourly fee schedule for back-office clients (travel time is billed at ½ of the applicable hourly rate). Typical additional services that are not in the above scope are charter petition writing and the implementation of computer systems or computerized Student Information Systems. Again, this rate includes normal phone, copying and incidental costs. Additional costs would include mileage reimbursement for travel, overnight delivery charges, and pre-approved out-of-pocket expenses. ▪ **Fee Increases**: EdTec reserves the right to increase the fees payable under this Statement of Work by up to 5% upon the conclusion of the Term and each Renewal Term. EdTec will provide written notice of a fee increase at least thirty (30) days prior to the expiration of the Term or then-current Renewal Term, as applicable.

	▪ **Payment Terms**: All fees payable to EdTec must be received by EdTec within thirty (30) days of the date of invoice. EdTec reserves the right to suspend the provision of Services in the event an invoice is thirty days past due.
School Obligations	EdTec's services will assist with the operations of Client's back-office operations, but do not include auditing Client's provided information and operations for completeness and compliance. It is Client's responsibility to adopt and adhere to reasonable policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with EdTec. Furthermore, Client must immediately inform EdTec of any material change that could affect EdTec's ability to complete its responsibilities and to assist Client in complying with all applicable laws and regulations. Client will comply with the attached Roles and Responsibilities document (Attachment 1).
Termination	Either party may, upon giving thirty (30) days' written notice identifying specifically the basis for such notice, terminate this Statement of Work for breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, (a) if Client, in EdTec's reasonable judgment, violates any of the "School Obligations" above, (b) if Client does not open for any school fiscal year during the Term, or (c) upon any revocation of Client's charter. Upon any early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination.

EDTEC INC.	**VOICES COLLEGE BOUND LANGUAGE ACADEMIES**
By: _____	Signature: _____
Name: Steve Campo	Name: _____
Title: President & CEO	Title: _____
Date: _____	Date: _____
1266 66th Street Suite 4 Emeryville, CA 94608	Address: _____ _____
Fax: 510.663.3503	Email: _____
	Phone: _____
	Fax: _____

The undersigned officer of Voices College Bound Language Academies, a California public charter school (the "School"), hereby certifies that this Agreement has been duly approved by the governing body of the School, at a publicly noticed meeting held on _____, 2024.

VOICES COLLEGE BOUND LANGUAGE ACADEMIES

Signature: _____

Name: _____

Title: _____

ATTACHMENT 1

Roles and Responsibilities

Clarity on roles and responsibilities between EdTec and Voices College Bound Language Academies ("Client") will help ensure high quality, timely business services.

Table 1: Roles & Responsibilities

	EdTec	Client
Accounts Payable -- *Effective July 1, 2024*	▪ Timely and accurate check payments ▪ Payment of invoices according to client's approval policies ▪ Recordkeeping/processes adhering to generally accepted accounting standards for accuracy and security and approved by independent auditors ▪ Payment systems linked to financial statements and analyses for informed managerial decision-making ▪ Bank account reconciliations ▪ Invoice/payment research ▪ Advising clients on outstanding checks to ensure adequate cash availability	▪ **Submission of payment and deposit information; provision to EdTec of view-only access to bank account** ○ Weekly submission to EdTec of invoices, reimbursement requests, deposits, and other expenditures using EdTec forms and processes ○ Coding all expenses and non-State funding deposits using EdTec forms and processes and codes from the most recent budget. ▪ **Banking**: Monitoring and maintaining adequate bank account balances to meet expense obligations; securing view-only access to school bank account(s) for use by EdTec.

1. **LATE FEES and PROCESSING CHARGES**

Accounts Payable – Effective July 1, 2024:

- **Weekly submittal**: Client must submit a weekly package conforming to EdTec forms and processes. The submittal shall contain invoices with appropriate coding, reimbursement requests, deposits, and/or other payment documents to EdTec using EdTec forms. If Client fails to submit this weekly package or fails to submit all necessary invoices and receipts to process payment, Client will be charged an additional processing fee of $50.
- As a courtesy, EdTec may waive the first two occurrences (i.e., up to $100) of the Weekly Submittal processing fee.

2. **ADDITIONAL CLIENT RESPONSIBILITIES**

Payroll:

- EdTec shall provide a deadline calendar for Client to provide its payroll processing data to EdTec for inclusion in Client's charter school Financial Statements and related financial reports.

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- Client to provide its payroll processing data to EdTec in a format specified by EdTec for upload into EdTec's accounting system.

3. ADDITIONAL EDTEC RESPONSIBILITY

EdTec School Portal:

- Included in the back office service fixed annual fees, EdTec to provide Client:
  - Up to a total of 10 designated user licenses (view-only access) to access the EdTec School Portal (ESP), EdTec's financial accounting system. Additional user licenses beyond the 10 included in the annual back office service fee can be quoted upon Client request.
  - Standard view-only access user training for up to 10 Client staff on the use of ESP.

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APPENDIX A

EXCLUDED BACK-OFFICE SERVICES

The following services are not included in the Scope of Services; however, subject to staff availability, EdTec may agree to perform the following services, upon Client request, on a time and materials basis at the then-current discounted hourly fee schedule for back-office clients (travel time is billed at ½ of the applicable hourly rate).

Client acknowledges and agrees that it is solely and exclusively responsible for the activities described below, and that EdTec shall have no liability to Client or to any other party (a) for the accuracy or completeness of any item that is included in the Scope of Services, to the extent that any inaccuracy or omission arises from Client-provided information, or from the failure of Client to perform any of the following excluded services, or (b) for not timely providing any item that is included in the Scope of Services that arises from Client's failure to properly or timely perform the following excluded services, or (c) for EdTec's inability to perform, upon Client's request, any of the following excluded services in a timely manner due to staff availability.

FINANCE and ACCOUNTING

Audit:

- **2020-21 Fiscal Year Audit support** – Preparing financial documents for the auditors related to the 2020-21 fiscal year audit. The school is responsible to pay auditor fees.
- EdTec may assist Client, upon request and to the extent possible, with limited 2020-21 fiscal year audit advice and support. Note, that as EdTec's support services do not begin until the 2021-22 school fiscal year, it does not have the information necessary to respond to auditor questions, requests for information or backup documentation nor to prepare financial documents related to the 2020-21 school fiscal year.

PAYROLL and HUMAN RESOURCES

Payroll:

Interfaces with external payroll processor and performs quality checking. The school pays payroll processing fees.

- **Payroll processing** – Calculating and processing payroll and payroll-related payments/deductions for salaried and hourly employees based. Working with the payroll processor to generate checks for signature by authorized Client representatives (or through electronic signature) or facilitates Direct Deposit.
- **Payroll reporting** – Working with the payroll processor to prepare and file all required payroll reports for submission to Federal and State agencies and submitting electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities.
- **Payroll record maintenance** – Tracking payroll information. Maintaining all employee files.
- **W-2 processing** – Preparing and filing Forms W-2 and W-3 with the Social Security Administration.
- **IRS, SDI, WC support** – Resolving payroll tax issues before the IRS and other Federal and State reporting agencies. Managing any State Disability, Workers Comp, or Unemployment Insurance claims and providing supporting payroll reports.
- **STRS/PERS and other retirement plan administration** – Setting up STRS/PERS accounts, and making appropriate deductions and payments to the county for STRS and/or PERS.

Powered by BoardOnTrack

Managing administration and enrollments and paying any fees from outside parties including late fees and interest levied by STRS/PERS.

Human Resources, Benefits and Insurance:

- **Employee file setup** – EdTec may provide Client with template employee files and procedures to help ensure compliance with State and Federal requirements regarding Live Scan procedures, TB Test information, and/or credential verification information.
- **Contracts and handbook development support** – EdTec may provide schools with non-legal, business advice on employment contracts and employee handbooks and their business implications.
- **Health benefits administration** – EdTec may assist in guiding the school in the health benefits procurement process, and with re-quotes of insurance on an annual basis. Client is responsible for all benefit reporting under the Affordable Care Act, including without limitation the Forms 1094-C and 1095-C.
- **Teacher credentialing** – EdTec may provide information and assistance to school leaders to help them evaluate teacher credentials and "highly qualified" requirements.
- **Insurance procurement** – EdTec may provide financial information necessary for the liability insurance quote process.

Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

Informational Bulletin
For Santa Clara School Districts

District Business and Advisory Services

Bulletin: 24-023

Date: April 16, 2024

To: Charter School Administrators

From: Susan Ady, Director - District Business Services
Nghia Do, Advisor - District Business Services

Re: Direct Funded Charter School Retirement Reporting Agreement for Fiscal Year 2024-25

Deadline: July 1, 2024

The purpose of this bulletin is to remind all direct funded charter schools to submit the attached *Agreement for Charter School Retirement Reporting Services* together with the annual fee of $3,000 for fiscal year 2024-25 on or before July 1, 2024. Please mail the check and signed agreement to:

Santa Clara County Office of Education
Attn: District Business & Advisory Services
1290 Ridder Park Drive, MC 252
San Jose, CA 95131-2304

The agreement and the fee are required for all direct funded charter schools that offer retirement benefits to their employees through the California State Teachers Retirement System (CalSTRS) and use the services of the Santa Clara County Office of Education (SCCOE) to process the monthly CalSTRS retirement reports.

To participate in the CalSTRS retirement program, charter schools must meet the following criteria:

- Be recognized as a public charter school by the California Department of Education.
- Elect to participate in CalSTRS and enroll eligible employees as CalSTRS members.
- Provide documentation to CalSTRS via a school district or county office of education. In accordance with Education Code 47611.3, a school district or county office of education may charge the charter school for the cost of providing reporting services.

If a charter school elects to participate in CalSTRS, the charter school is required to inform all applicants for positions within the charter school, of the retirement system options offered to the employees of the charter school. If a charter school chooses to make the CalSTRS Retirement Plan available, all employees of the charter school who perform creditable service shall be entitled to have that service covered under the CalSTRS plan. Additionally, once a charter school elects to participate in CalSTRS, all parts of the Teachers' Retirement Law shall apply (Education Code 47611).

Please distribute this memo within your District as deemed appropriate.

County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org

Transforming Education through Leadership, Service, and Advocacy

Santa Clara County Office of Education

Memorandum of Understanding
between
Santa Clara County Office of Education
and
_____

This Memorandum of Understanding (MOU), hereinafter referred to as the "Agreement", is between the Santa Clara County Office of Education (SCCOE) and Voices College Bound Language Academy *(the "Agency"). SCCOE and the Agency can each be referred to as the "Party" or collectively as the "Parties" for the purpose of this Agreement.*

1. Overview

This Agreement outlines the responsibilities and commitments of each Party regarding the participation in the required submission to the California State Teachers' Retirement System (CalSTRS), a uniform retirement data file for all school districts and charters within the county.

The Charter has determined that there is a need to enter into this agreement with the SCCOE for the services described herein**.**

2. Goals

☐ Improve access to inclusive, equitable, high-quality education.
☒ Provide quality support to districts, schools, students, and communities.
☒ Be a premier service organization.

The services under this agreement will provide Districts with the necessary support to comply with the California State Teachers' Retirement System (CalSTRS) reporting.

3. Responsibilities

3.1. The Agency Responsibilities:

- The Charter agrees to provide the required retirement and payroll information necessary for timely completion and transmittal of CalSTRS information.
- The Charter agrees to provide all payroll/retirement reporting data files and reports by the due dates established by the SCCOE to meet the retirement reporting schedules established by CalSTRS.
- The Charter shall maintain all payroll records for its employees and furnish the SCCOE a copy upon request.
- The Charter will designate one of its employees to serve as the contact person between the Charter and the SCCOE for matters related to reporting and processing of retirement information.
- The Charter shall submit to the SCCOE the full amount of the retirement contributions that includes both the employer and employee amounts within two business days after the close of each payroll.

3.2. The SCCOE Responsibilities:

- The SCCOE agrees to process CalSTRS reporting for the Charter.
- The SCCOE will serve as the contact agency in working with CalSTRS in resolving problems and answering questions related to reporting and processing of retirement information.

Santa Clara County Office of Education

- The SCCOE will notify the Charter of retirement reporting exceptions and recommend possible resolutions.
- The Charter staff may participate in all workshops offered to school districts (within Santa Clara County) for ongoing training and attend other informational meetings related to CalSTRS retirement plans.
- The SCCOE will assist the Charter payroll representative in preparing appropriate entries for past reporting periods that were not processed prior to the effective date of this agreement.

3.3. Authorized Charter Representative for the Submission of Retirement Files to the SCCOE STRS Connect Portal:

Name: Yesenia Reyes

Title: Accounting Manager

E-Mail: Yreyes@voicescharterschool.com

Phone: 408-791-1609

4. Duration of Agreement

This Agreement begins on July 1, 2024 and must be renewed each fiscal year beginning July 1 and ending June 30.

5. Articulation of Monies/Compensation

- The Charter agrees to pay the SCCOE for the services described under this Agreement as follows:
  - $3,000 per year to be paid upon signing and submission of this Agreement (On or before July 1 of every year).
  - A processing fee of $175 for each submitted retirement data file that is not acceptable and must be replaced and reprocessed. These fees shall be assessed monthly and are payable upon demand.
  - An accumulated late fee of $25 per day for a contribution remittance received after the due date.
  - An accumulated late fee of $25 per day for a file submission received after the due date
- The Charter agrees to reimburse the SCCOE for any penalties and/or other levies assessed by CalSTRS that were caused by acts of the Charter.

6. Other Terms

6.1. Entire Agreement: This Agreement and its appendices and exhibits (if any) constitute the final, complete, and exclusive statement of the terms of the agreement between the Parties. It incorporates and supersedes all the agreements, covenants and understandings between the Parties concerning the subject matter hereof, and all such agreements, covenants and understandings have been merged into this Agreement. No prior or contemporaneous agreement or understanding, verbal or otherwise, of the Parties or their agents shall be valid or enforceable unless embodied in this Agreement.

6.2. Amendments: This Agreement may only be amended by a written instrument signed by the Parties.

6.3. Severability: Should any part of this Agreement between SCCOE and the Agency be held invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the validity of the remainder of the Agreement, which shall continue in full force and effect, provided that such remainder can, absent the excised portion, be reasonably interpreted to give the effect to the intentions of the parties.

6.4. Third-Party Beneficiaries: This Agreement does not, and is not intended to, confer any rights or

Santa Clara County Office of Education

remedies upon any person or entity other than the Parties.

6.5. Assignment: No assignment of this Agreement or of the rights and obligations hereunder shall be valid without the prior written consent of the other Party.

6.6. Use of SCCOE Name and Logo for Commercial Purposes: Agency shall not use the name or logo of SCCOE or reference any endorsement from SCCOE in any manner for any purpose, without the prior express written consent of SCCOE as provided by the SCCOE's authorized representative, or designee.

6.7. Governing Law, Venue: This Agreement has been executed and delivered in, and shall be construed and enforced in accordance with, the laws of the State of California. Proper venue for legal action regarding this Agreement shall be in Santa Clara County.

7. Insurance/Hold Harmless

9.1 Insurance: The SCCOE and the Agency shall maintain a certificate of insurance in the Business Office of each respective office.

9.2 Indemnification: Each Party will defend, indemnify, and hold the other Parties, their officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees, or agents.

8. Execution Authority

Each individual executing this Agreement on behalf of a Party represents that they are duly authorized to execute and deliver this Agreement on the entity's behalf, including, as applicable, the Governing Board, Superintendent, Board of Directors, or Executive Director. This Agreement shall not be effective or binding unless it is in writing and approved by the SCCOE's authorized representative, or authorized designee, as evidenced by their signature as set forth in this Agreement.

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Unless otherwise prohibited by law or SCCOE policy, the Parties agree that an electronic copy of a signed contract, or an electronically signed contract, has the same force and legal effect as a contract executed with an original ink signature. The term "electronic copy of a signed contract" refers to a transmission by facsimile, electronic mail, or other electronic means of a copy of an original signed contract in a portable document or other format. The term "electronically signed contract" means a contract that is executed by applying an electronic signature using technology approved by SCCOE.

Authorized Signatures: continued on the next page

Santa Clara County Office of Education

SCCOE:

By: _____
Signature of Authorized SCCOE Official

Name: _____

Title: _____

Date: _____

Address: _____

_____

Phone: _____

Email: _____

***(Enter Agency Name)*:**

By: _____
Signature of Authorized Agency Official

Name: _____

Title: _____

Date: _____

Address: _____

_____

Phone: _____

Email: _____

Approved by the Charter Governing Board on:

Date: _____

For Contracts Office/Risk Management use only:

RM#: _____

Date: _____

Signature: _____

v. 11/01/2021

Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

Informational Bulletin
For Santa Clara School Districts

District Business and Advisory Services

Bulletin: 24-023

Date: April 16, 2024

To: Charter School Administrators

From: Susan Ady, Director - District Business Services
Nghia Do, Advisor - District Business Services

Re: Direct Funded Charter School Retirement Reporting Agreement for Fiscal Year 2024-25

Deadline: July 1, 2024

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Please distribute this memo within your District as deemed appropriate.

County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan

Santa Clara County Office of Education

Memorandum of Understanding
between
Santa Clara County Office of Education
and
_____

This Memorandum of Understanding (MOU), hereinafter referred to as the "Agreement", is between the Santa Clara County Office of Education (SCCOE) and Voices College Bound Language Academy at Mt. Pleasant *(the "Agency"). SCCOE and the Agency can each be referred to as the "Party" or collectively as the "Parties" for the purpose of this Agreement.*

1. Overview

This Agreement outlines the responsibilities and commitments of each Party regarding the participation in the required submission to the California State Teachers' Retirement System (CalSTRS), a uniform retirement data file for all school districts and charters within the county.

The Charter has determined that there is a need to enter into this agreement with the SCCOE for the services described herein**.**

2. Goals

☐ Improve access to inclusive, equitable, high-quality education.
☒ Provide quality support to districts, schools, students, and communities.
☒ Be a premier service organization.

The services under this agreement will provide Districts with the necessary support to comply with the California State Teachers' Retirement System (CalSTRS) reporting.

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Santa Clara County Office of Education

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3.3. Authorized Charter Representative for the Submission of Retirement Files to the SCCOE STRS Connect Portal:

Name: Yesenia Reyes

Title: Accounting Manager

E-Mail: Yreyes@voicescharterschool.com

Phone: 408-791-1609

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Santa Clara County Office of Education

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Authorized Signatures: continued on the next page

Santa Clara County Office of Education

SCCOE:

By: _____
Signature of Authorized SCCOE Official

Name: _____

Title: _____

Date: _____

Address: _____

_____

Phone: _____

Email: _____

***(Enter Agency Name)*:**

By: _____
Signature of Authorized Agency Official

Name: _____

Title: _____

Date: _____

Address: _____

_____

Phone: _____

Email: _____

Approved by the Charter Governing Board on:

Date: _____

For Contracts Office/Risk Management use only:

RM#: _____

Date: _____

Signature: _____

v. 11/01/2021

Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

Informational Bulletin
For Santa Clara School Districts

District Business and Advisory Services

Bulletin: 24-023

Date: April 16, 2024

To: Charter School Administrators

From: Susan Ady, Director - District Business Services
Nghia Do, Advisor - District Business Services

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan

Santa Clara County Office of Education

Memorandum of Understanding
between
Santa Clara County Office of Education
and
_____

This Memorandum of Understanding (MOU), hereinafter referred to as the "Agreement", is between the Santa Clara County Office of Education (SCCOE) and Voices College Bound Language Academy at Morgan Hill *(the "Agency"). SCCOE and the Agency can each be referred to as the "Party" or collectively as the "Parties" for the purpose of this Agreement.*

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Santa Clara County Office of Education

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Santa Clara County Office of Education

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Authorized Signatures: continued on the next page

Santa Clara County Office of Education

SCCOE:

By: _____
Signature of Authorized SCCOE Official

Name: _____

Title: _____

Date: _____

Address: _____

_____

Phone: _____

Email: _____

***(Enter Agency Name)*:**

By: _____
Signature of Authorized Agency Official

Name: _____

Title: _____

Date: _____

Address: _____

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Phone: _____

Email: _____

Approved by the Charter Governing Board on:

Date: _____

For Contracts Office/Risk Management use only:

RM#: _____

Date: _____

Signature: _____

v. 11/01/2021

Faith in Action Community Education Services

And

Voices College-Bound Language Academy Stockton

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Faith in Action Community Education Services and Voices College-Bound Stockton to provide Summer school enrichment services.

Background

This partnership is important because F.A.C.E.S wants to build a relationship and grow with Voices as services are needed and as Voices continues to grow.

Purpose

This MOU will be set in place to allow Faith in Action Community Education Services to provide summer school enrichment services for Voices from 10:00am-5:30pm for a total of 7.5 hours per day for 30 days. Five of those 30 days, services will be ran for 8 hours per day during the first week of summer enrichment. F.A.C.E.S. will maintain general liability insurance and include Voices Charter School as a policy holder.

Funding

This MOU certifies that invoice from F.A.C.E.S will be sent out twice a month on the last day of the month and on the 15th of the month and that payments from Voices College-Bound Language Academies will be sent out once per month on the last day of each month, not to exceed $46,850.

Duration

This MOU is at-will and may be modified by any authorized official from Voices College-Bound Language Academies. This MOU shall become effective for the 2024 summer school

401 E. Main Street
Stockton, CA 95202
209.870.0471
info@FACESedu.org
FACESedu.org

year, upon signature by the authorized Officials from Voices and will remain in effect until modified or terminated by any one of the Authorized officials from Voices College-Bound Language Academies.

Contact Information

Faith in Action Community Education Services

Joshua Brown
Founder/CEO
401 E. Main St. Stockton CA, 95202
(209) 870-0471
jbrown@facesedu.org

Voices College-Bound Language Academies

Kristen Hitchman
Expanded Learning Coordinator
14271 Story Rd, San Jose, California, 95127
(831) 539-3015
khitchman@voicescharterschool.com

_____

Date:(F.A.C.E.S. representative signature)

(Partner name, organization, position)

_____

Date: (Voices representative signature)
(Partner name, organization, position)

GREAT FUTURES START HERE.

BOYS & GIRLS CLUBS OF SILICON VALLEY

2024 PROJECT BUDGET		
Project Name:	Voices Summer	Voices Summer
Project Dates*:	6/24/24 - 8/2/24	6/24/24 - 8/2/24
Instructional Days:	28	28
Operating Hours:	8:30am-5:30pm	8:30am-5:30pm
Number of Students:	60	100
Cost per Student:	$ 1,061.57	$ 960.97
Cost per Student per Day:	$ 37.91	$ 34.32

EXPENSES		
Personnel**		
FT Specialists - 4 - 6 @ $25/hr x 280 hrs	$ 32,348	$ 56,610
FT Director - 1 @ $40.36/hr x 320 hrs	$ 16,103	$ 16,103
FT Regional Director - 1 @ .0760 - .1283 FTE	$ 1,695	$ 2,717
3 FT Operations Staff - .0163 - .0270 FTE	$ 1,220	$ 2,062
Total Personnel Costs	$ 51,367	$ 77,492
Non-Labor		
Program Supplies	$ 3,500	$ 5,000
Staff Development, Materials & Travel	$ 500	$ 850
Field Trips	$ -	$ -
Misc. (cell phone, mileage, meals)	$ 400	$ 700
Office & General	$ 300	$ 500
Uniforms	$ 300	$ 500
Total Non-Labor Costs	5,000	7,550
Administration (~13%)	$ 7,328	$ 11,055
SUB-TOTAL:	**$ 63,694.35**	**$ 96,097.13**

*No sessions on 7/4 or 7/5

**includes benefits and taxes (15.53% PTE & 24.68% FTE)

TOTAL	**$ 254,777.41**	**$ 384,388.52**
△		**$ 129,611**

3/5/2024

QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 1388815-6
DATE: JUNE 3, 2024

TO:
Luz Gutierrez
Voices College Bound Language Academy - WCC
6840 Via del Oro Building #160
San Jose, CA 95119

COMMENTS OR SPECIAL INSTRUCTIONS

Includes immediate complimentary access. Subscription will expire June 30, 2025.

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
Kyla Balderrama		1 year	June 30, 2024

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
	IXL site license for 1,500 students, including:		
1	Grades PK-8: 1,500 students Subjects: Math and ELA	$27,000.00	$27,000.00
1	IXL Spanish for 925 students	$6,938.00	$6,938.00
	K-8 math licenses include complimentary access to IXL's universal screener		
1	Professional Development: IXL Starter PD Package	$1,295.00	$1,295.00
	Unlimited instructor accounts included		
	Auto-rostering services included		
	Google single sign-on services included		
		SUBTOTAL	$35,233.00
		SALES TAX	--
		SHIPPING & HANDLING	--
		TOTAL DUE	$35,233.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to http://www.ixl.com/po-upload and enter quote # 1388815-6. For international accounts, we can accept wire transfers for an additional fee.

SALES CONTRACT

CONTRACT #200589
June 3, 2024

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

CUSTOMER
Luz Gutierrez
Voices College Bound Language Academy - WCC
6840 Via del Oro Building #160
San Jose, CA 95119

SUBSCRIPTION INFO

Salesperson	Quote #	Subscription duration
Kyla Balderrama	**1388815-6**	**1 year**

PAYMENT PLAN

Amount	Invoice date
$35,233	**July 1, 2024**
TOTAL	**$35,233**

Price valid until June 30, 2024

COMMENTS OR SPECIAL INSTRUCTIONS
Includes immediate complimentary access. Subscription will expire June 30, 2025.

ACCEPTANCE OF SALES CONTRACT
This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE _____ **DATE** _____

TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.

2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

   The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

   All checks should be mailed to:
   IXL Learning
   777 Mariners Island Blvd., Suite 600
   San Mateo, CA 94404

   Credit card payments may be made by phone at (855) 255-8800.

   Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.

3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.

4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our website's Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learning's website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

   Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

   If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individual's account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

   If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Children's Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.

5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.

6. **DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**
   a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
   b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (V) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.
   c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.
   d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.
   Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTH'S FEES.

8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.

9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.

10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.

11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:
Toll-free **(855) 255-8800** | Direct **(650) 372-4300** | E-mail **orders@ixl.com**
Completed sales contracts should be emailed to your sales consultant.