

Voices College-Bound Language Academy
Charter Term 2012-2017

Academic Accomplishments

Over the last charter term Voices Academy has celebrated many accomplishments. Each year we have engaged in a results oriented cycle of inquiry, which includes data analysis, deep reflection, examining the latest research, determining priorities, and thorough planning. In the true spirit of a learning organization, we have experienced continued growth. Listed below are some of our academic recognitions during our charter term:

- Innovate Public Schools' 2015-16 *Top Bay Area Public Elementary School for Low-income Latino Students in English*
- Innovate Public Schools' 2015-16 *Top Bay Area Public Middle School for Low-income Students in Math*
- Innovate Public Schools' 2015-16 *Top Bay Area Public Middle School for Low-income Students in ELA*
- Included in *The Funders: Inside Revolution to Invest and Reinvent America's Best Charter Schools* by Richard Whitmire, 2016 The 74 Media, Inc. and featured in Darryl Cobb, Charter School Growth Fund on "powerful women of color."¹
- Named as a "Rising Star that are Beating the Odds for High-Need Students" by Innovate Public Schools. This means that Voices has met Innovate Public Schools' beating-the-odds criteria in one of the two most recent years, 2011-12 and 2012-12 and a high-need population of 55 per or more low-income students or 55 percent or more English learners.
- State Title I Academic Achievement Award (2014)
- Made the list of the Top 20 Elementary Schools with the largest API gain in Santa Clara County (2013)
- Ranked 3rd in Santa Clara County for EL API-2013 (889)
- Ranked 2nd in Santa Clara County for Latino API-2013 (894)
- Ranked 3rd in Santa Clara County for low-income students API-2013 (895)

¹ <http://thefunders.the74million.org/explore-the-oral-history/#>

Demographics and Demographically Similar District School

One of the ambitions of Voices College-Bound Language Academy is to serve the historically underserved students in the community and to close the achievement gap that regrettably exists between children of color, English Learners and poor students and their more affluent, white and Asian counter parts. The following table compares the percentage of these significant subgroups between Voices and the FMSD schools in the 2015-2016SY. Highlighted schools are demographically similar to Voices for comparison purposes.

2014-2015SY SARC Published 15-16 SY	Hispanic	EL's	Socioeconomically Disadvantaged
Voices	90.7%	37.5% *	75.5%
McKinley	88.2%	76.7%	96.1%
Los Arboles	86.1%	70.6%	95.7%
Santee	84.1%	75.8%	98.5%
Larion	85.9%	43.4%	95.9%
College-Connection	72%	66%	92%
Dahl	69%	58.3%	90%
Bridges	63.8%	36.5%	84.6%
Meadows	62.7%	51.3%	83.4%
Kennedy	62%	59.2%	88%
Hellyer	58.5%	48.2%	77.6%
Sylvandale	56.3%	20.9%	82.9%
Franklin	47.7%	56.9%	86.1%
Stonegate	45.9%	46.7%	81.7%
Shirakwa	43.3%	37.4%	70.4%
Windmill Springs	40.8%	41.3%	69%
Rambelwood	25.4%	44.1%	63.7%

***Voices Kinder English Learner Enrollment Percentage**

2012-13	2013-14	2014-15	2015-16	2016-17
65%	74%	57%	53%	57%

The discrepancy between kindergarten enrollment and overall school EL percentage is reflective of our highly effective EL instructional methods which lead to high and early RFEP rates (see table on page 11).

Academic Results 2011-2014

Voices Academy has grown to exceed Dual Immersion education program expectations. Voices CST testing grades exceed the ELA At and Above proficient expectations at every grade (Thomas & Collier) based on ELA and Mathematics CST Results which indicate that students in Dual immersion schools don't reach the 50th percentile on standardized tests until middle school grades:

ELA	2 nd	3 rd	4th	5 th	6th
2012-2013	71%	53%	77%	74%	92%
2011-2012	55%	61%	78%	84%	

Math	2 nd	3 rd	4th	5 th	6th
2012-2013	76%	83%	98%	91%	100%
2011-2012	64%	84%	79%	92%	

Furthermore, Voices Academy has exceeded the API of all Franklin McKinley Schools. The highlighted cells indicate schools with a similar demographic profile as Voices Academy. Voices Academy has also improved to the level of exceeding the statewide performance targets API goal of 800 as well as the legislative criteria for charter renewal.

School	Weighted 3-year Average API*
Voices	870
Ramblewood	866
Shirakawa	854
Franklin	846
Stonegate	839
Hellyer	822
Windmill	814
Success	792
Meadows	788
Kennedy	787
Dahl	754
Los Arboles	751
Bridges	733
McKinley	720
Lairon	716
Sylvandale	715
Santee	712

<http://data1.cde.ca.gov/dataquest/Acnt2014/apiavgDst.aspx?allcids=4369450&c=R>

*Assembly Bill (AB) 484 amended California Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

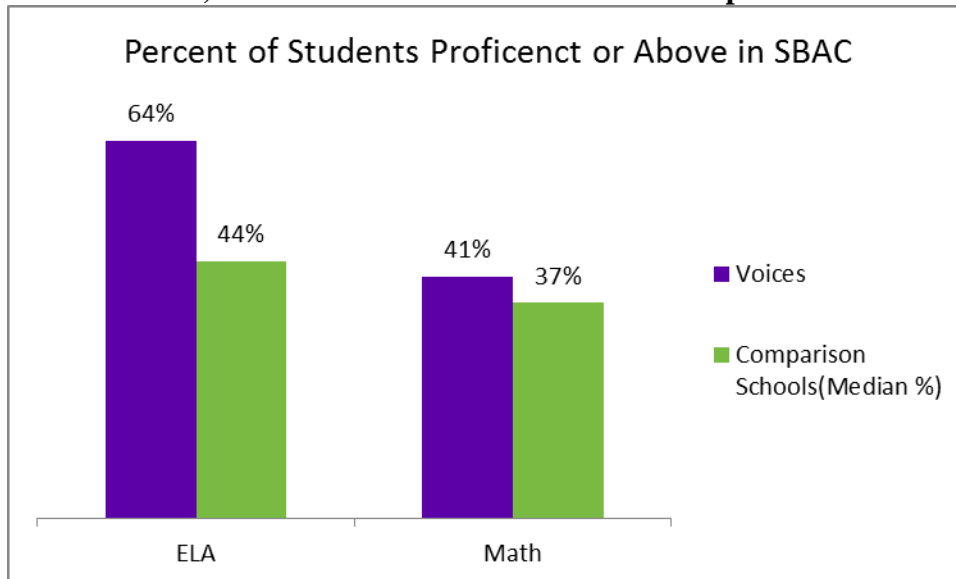
- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

Academic Results 2014-2016

Moreover, Voices Academy's student achievement scores are comparable or above other schools that students would have otherwise attended in the community. These include both dual immersion and non-dual immersion programs whether looking at all students or significant subgroups.

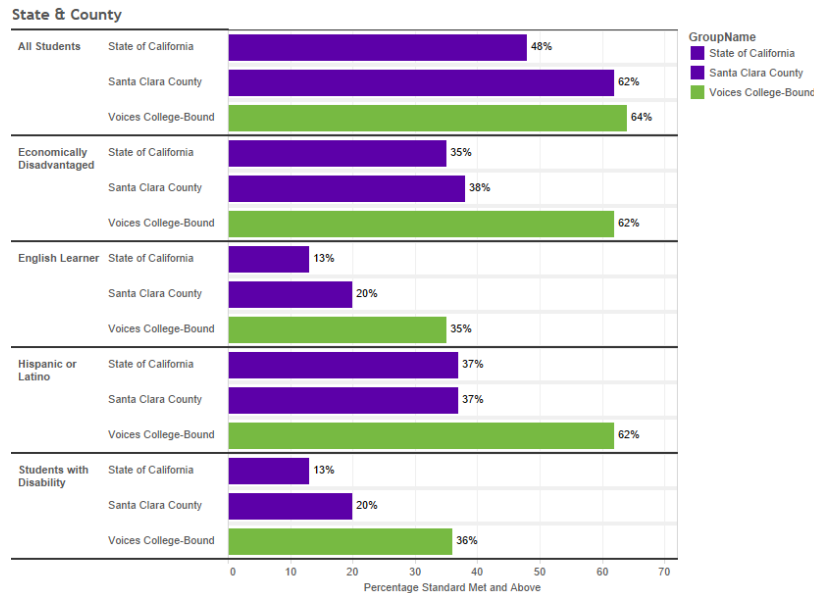
Voices has proven to be an academic success. The FMSD Charter Renewal Criteria and Requirements states, "if a charter school achieves or makes substantial progress towards achieving its "measurable pupil outcomes" and consistently performs above the median for comparison schools, the school may be considered an Academic Success." Voices Academy's percent of students scoring At or Above standard on the SBAC for ELA is 21% greater and 5% greater for math than the median for comparison FMSD schools and the schools students would have otherwise attended.

2015-16 Schools the Charter School Students Would Have Otherwise Attended (including FMSD schools) SBAC/CAASPP Median Scores Compared to Voices



2015-16 SBAC/CAASPP Results

State & County Comparisons ELA



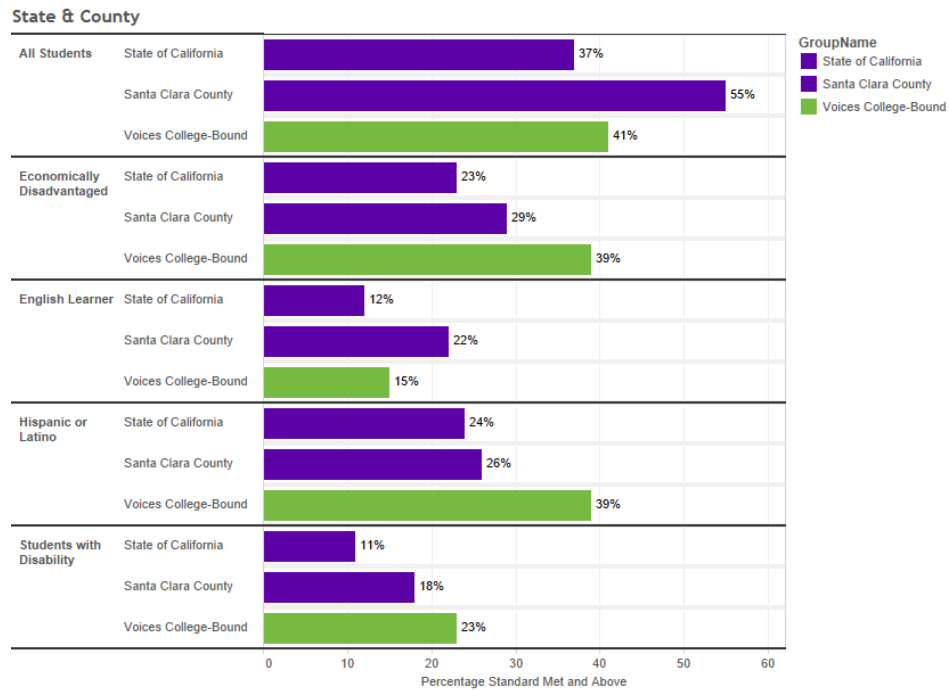
Voices Academy continues to provide stronger instruction in English Language Arts for Latino students, Economically Disadvantaged students and students with a disability in comparison to the state and county schools.

Voices performs similarly to Santa Clara county overall. But when the data from the 2015-16 CAASPP is disaggregated, Voices outperforms Santa Clara County with critical populations. Voices Academy subgroup populations outperformed both Santa Clara County and the State of California. Given our mission and vision, which is to provide quality education for these populations, we are making strides to close the achievement gap.

In addition, Voices also improved from its overall 2014-15 results in ELA by 10%. For economically disadvantaged students, we grew by 27%. For Latino students, our results improved by 38%.

2015-16 SBAC/CAASPP Results

State & County Comparisons Math



Voices Academy improved upon its 2014-15 CAASPP Math results by 11%, and outperformed the state and county in serving multiple-subgroups.

Voices Academy outperformed the State of California and Santa Clara County in serving Economically Disadvantaged students, and Latino students and students with a disability.

Voices also improved by 22% in the Latino subgroup from 2015-16 and improved by 9% in the Economically Disadvantaged subgroup.

2015-16 SBAC/CAASPP Results

FMSD Comparisons ELA

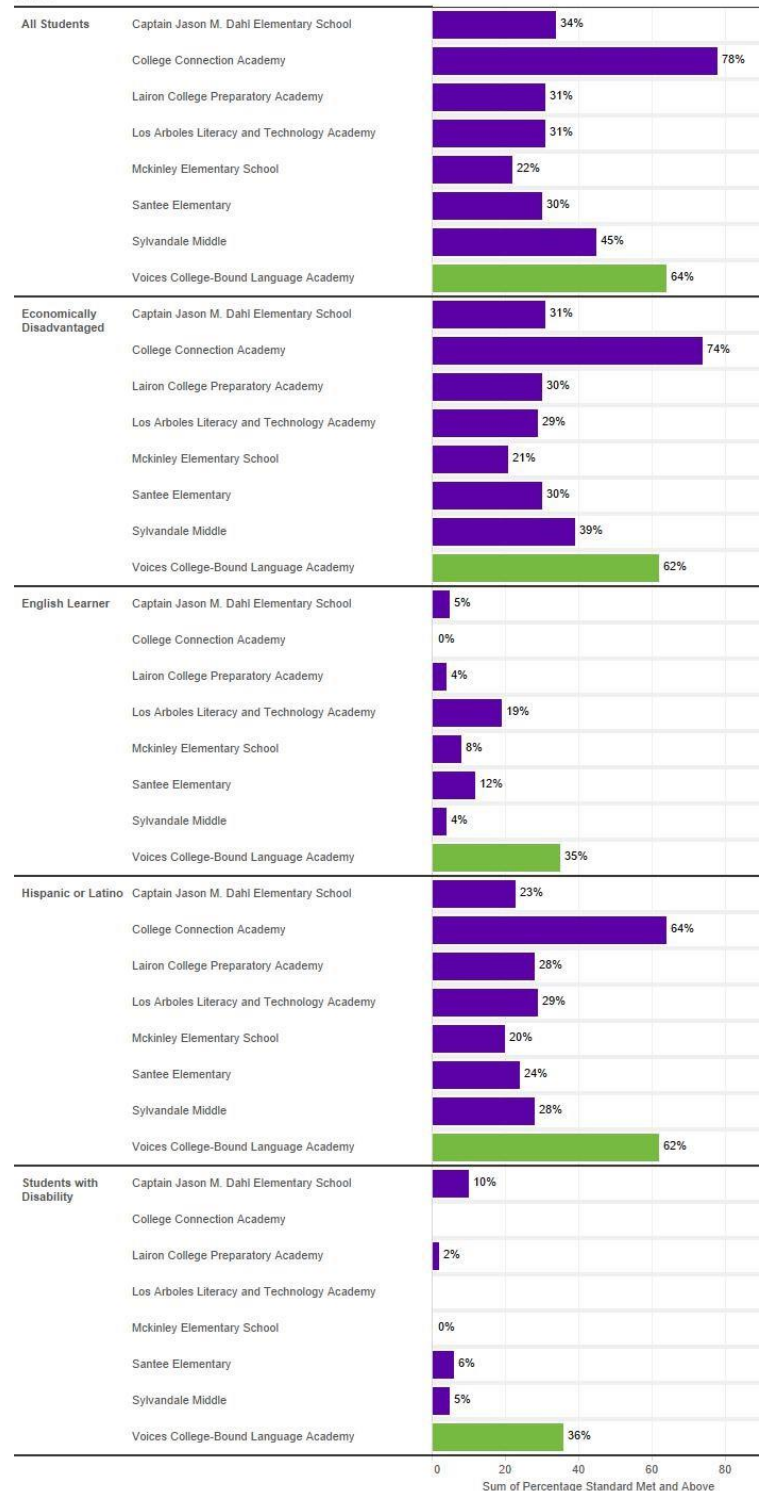
Voices was the highest performing school when compared to schools with similar demographics in the Franklin McKinley school district* and was able to better meet the needs of English Learners in FMSD.

Overall, Voices Latino students performed better than those in FMSD. Voices had 62% of its Latino student meet/exceed. FMSD had 31% of its Latino students reach met/exceeded standard (not shown).

Voices Academies also had stronger scores when serving students with disability in comparison to schools with similar demographics.

*College Connection only serves grades 7 and 8. Voices outperforms College Connection's 8th graders in ELA by 21% (not shown).

FMSD



2015-16 SBAC/CAASPP Results

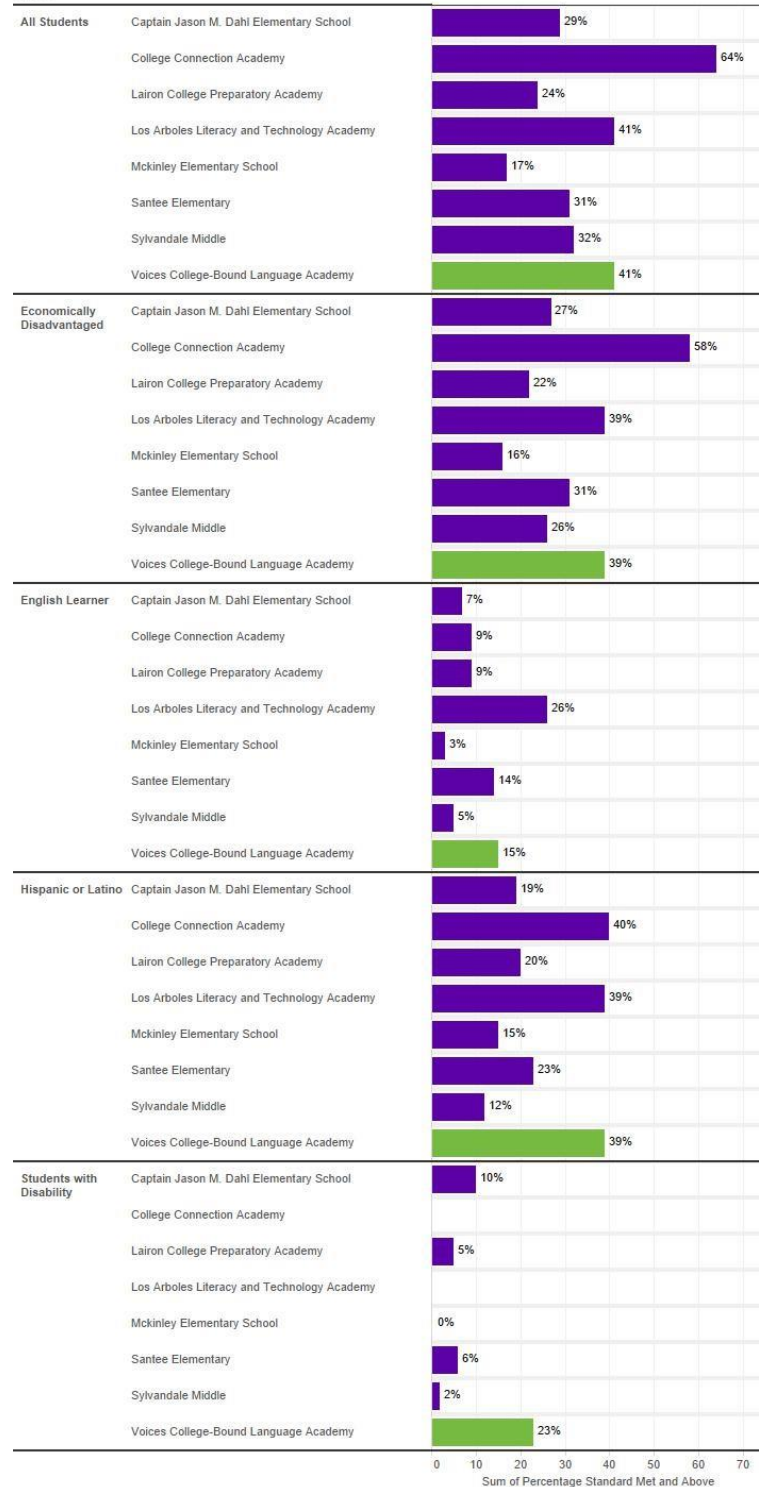
FMSD Comparison Math

Voices scored above the FMSD district average, in SBAC math scores in schools with similar populations in FMSD and was tied with Los Arboles overall. *

A highlight for Voices Academies is that it led all FMSD in serving students with disability. Twenty-three percent of Voices students met the standard vs. 10%, 5%, 6% 2% and 0% in other FMSD similar schools.

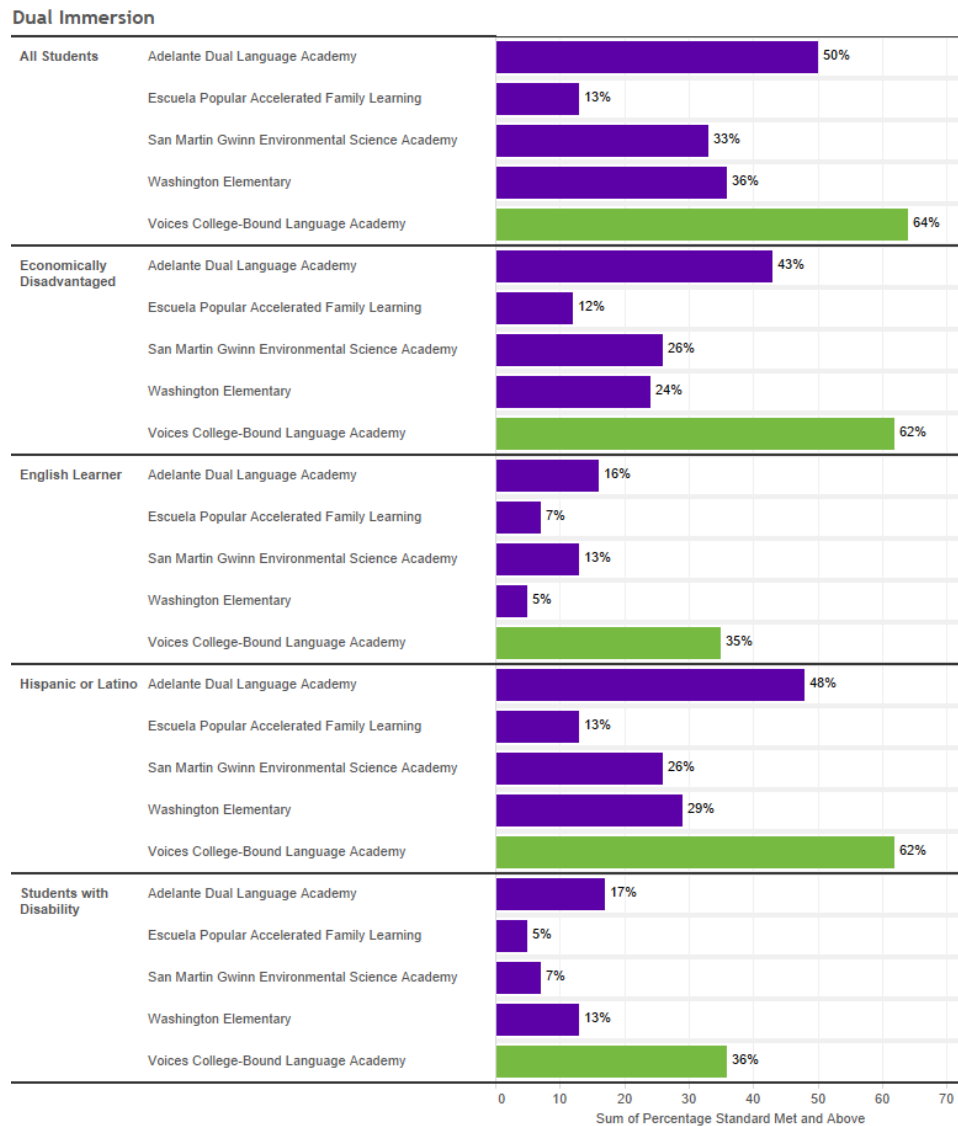
*College Connection only serves grades 7 and 8. Voices outperforms College Connection's 8th graders in Math by 42% (not shown).

FMSD



2015-16 SBAC/CAASPP Results

Dual Immersion Comparisons ELA



Voices Academies outperformed local dual-immersion programs on the 2015-16 SBAC/CAASPP ELA test.

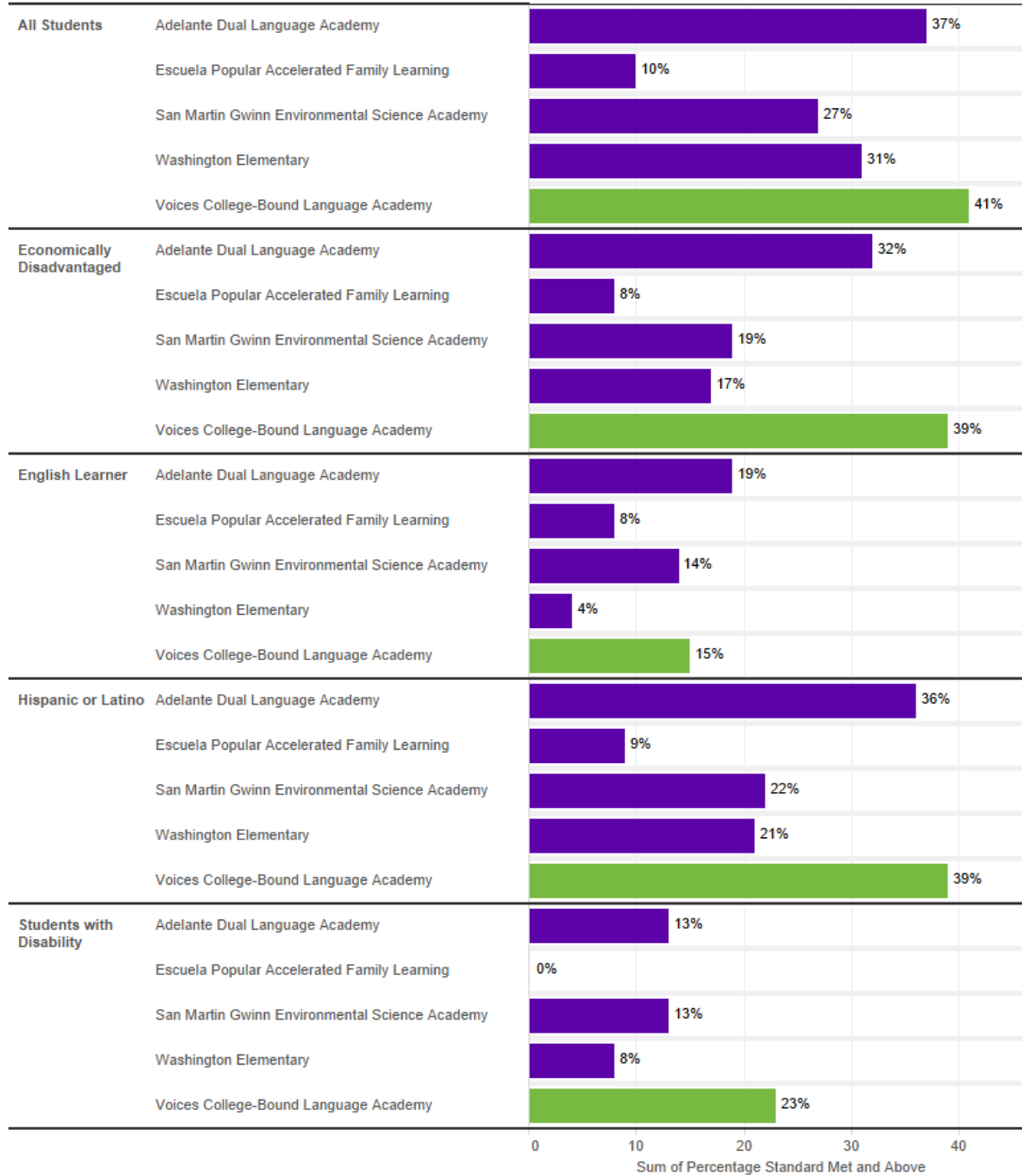
Voices dual-immersion program is leading other Spanish dual-immersion programs in the area in English Language Arts. Overall, it led the field by at least 10 percentage points.

Voices significantly outperformed Escuela Popular and San Martin Gwinn in all subgroup areas (by at least 20 percentage points in all subgroups). This includes Students with Disabilities and Latino students.

2015-16 SBAC/CAASPP Results

Dual Immersion Comparisons Math

Dual Immersion



Voices Academies performed similarly overall to local dual immersion schools on the 2015-16 Math SBAC.

Voices scored highest amongst these dual immersion schools with Latino students, with 39% of Latino students meeting math standards. Even in math, Voices Special Education program is supporting students with disabilities more so than compared to other dual-immersion schools.

CELDT and RFEP Achievement:

Percent of Students Meeting CELDT Criterion (per DataQuest):

SY	K	1	2	3	4	5	6	7	8
11-12	*	28	9	22	36	67	NA	NA	NA
12-13	*	33	25	18	47	65	50	NA	NA
13-14	*	48	20	14	60	86	80	*	NA
14-15	*	40	16	10	42	79	40	*	NA
15-16	*	25	21	32	25	72	60	60	*

*Summary data not provided when there are a total of three or fewer students in a particular subgroup

Ranking of 2014-15 RFEP Rates

Educational Entity	RFEP rates
Voices College-Bound Language Academy	28.2%
State-Wide	11%
Santa Clara County Office of Education	12.3%
Franklin McKinley School District	16.8%

<http://dq.cde.ca.gov/dataquest/Cbeds4.asp?Enroll=on&PctEL=on&PctFEP=on&PctRe=on&cSelect=Voices+College-Bound--Franklin-McKinl--4369450-0113662&cChoice=SchProf1&cYear=2014-15>

Furthermore, Voices percentage of LTELs is lower than Franklin McKinley, Santa Clara County and the state of California.

2015-16 LTELs as Percent of total ELs for 6+ years

Voices Academies Flagship •34.8%	Franklin McKinley Elementary District •49.8%	Santa Clara County •61.8%	California •62.6%
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Charter Specific Accountability (15-16)

	Academic Goals	Progress Towards Goal
#1	Students will demonstrate mastery in the understanding and application of mathematical computation, problem solving and concepts.	41% of our student body met or exceeding standards on the 2016 CAASPP test. 92% of our 8 th grade students met or exceeded standard.
#2	Students will demonstrate mastery of English language arts as outlined by California content standards.	64% of our student body met or exceeded ELA standards on the 2016 CAASPP test. 89% of our 8th grade students met or exceeded standard.
#3	Students will demonstrate mastery of English writing, conventions and craft in different genres as outlined by the California Content Standards.	Not Applicable. The CAASPP testing system does not assess writing separately.
#4	Students will demonstrate sophisticated understanding of science content as outlined by the California Content Standards.	30% of 5 th graders and 56% of 8 th graders scored proficient as measured by the CST.
#5	Students will demonstrate sophisticated understanding of social studies content as outlined by the California Content Standards	100% of students participated in the 2015-2016 Social Studies exhibition. Each class from grades Kindergarten to Eighth completed a comprehensive Understanding by Design (UbD) Unit based in the California Content Standards. Students demonstrated sophisticated understanding of the standards through a performance task which was presented at our first Voices Social Studies Night.
#6	Students will be fully bilingual in English and Spanish.	In 2015-16, 100% of the graduating 8th grade class completed all components of the Voices Exit Presentation, 100% of the graduating 8th grade class completed all components of the Voices Exit Presentation in both languages, and using a rigorous, multi-level criteria 12 students were awarded with our Biliteracy Attainment Award and 7 students were awarded our Approaching Biliteracy Attainment Award
#7	Students will demonstrate mastery of Spanish language arts.	Not Applicable. The CAASPP testing system does not assess Spanish language arts separately.
#8	Students will demonstrate mastery of Spanish writing, conventions and craft in different genres as outlined by our curriculum guide.	No end of the year Spanish writing data. Only English writing data was collected as we transition to new Common Core Genres
#9	Students will demonstrate sophisticated understanding of newly acquired knowledge by applying it in novel ways.	100% of students engaged in a performance task as part of the 2015-2016 Science exhibition and 2015-2016 Social Studies exhibition.
#10	Students will meet State physical fitness goals.	15-16 data not published yet.
#11	Students will demonstrate competence in using technology as a learning and communication tool.	100% of students in grades 3 to 8 included a technology component as part of the 15/16 Science exhibition. All classrooms are implementing a blended learning model.
#12	Students will be strong communicators	100% of graduating Voices class completed their final exit presentation which included a professional presentation for various community members, a final written report, and a classroom presentation about the importance of being bilingual. In addition, 100% of these students met all passing requirements.

	Character Goals	Progress Towards Goals
#1	Voices College-Bound Language Academy students will demonstrate confidence, ambition and clarity in regards to their futures.	100% of Voices Middle School students attended the 2015-2016 Pathways to Opportunity Fair and completed a follow-up reflection report
#2	Voices College-Bound Language Academy students will be able to realistically identify and plan for obstacles that they may encounter regarding their ambitions.	100% of 8 th grade students and participated in the Voices Options for High School Program in 15-16. Also, 100% of graduated 8 th grade students completed a presentation in which they analyzed their strengths and future obstacles and a plan for overcoming these obstacles.
#3	Voices College-Bound Language Academy students will be open-minded and value multiple perspectives and diversity	0% of Student Behavior Incident Reports and suspensions have been attributed to biases against individual's personal choices, racial factors or other aspects of diversity.
#4	Voices College-Bound Language Academy students will exemplify good citizenship in and out of the school community.	The goal of 80% of students scoring a 3 or 4 in the end of year Student Observation Checklist of Civic Behavior (Caring for Others and for Community Section) was met.
#5	Voices College-Bound Language Academy students will demonstrate personal responsibility.	The goal of 80% of students scoring a 3 or 4 in the end of year Student Observation Checklist of Civic Behavior (Personal Responsibility Section) was met.
#6	Voices College-Bound Language Academy students will exhibit absolute determination.	The goal of 80% of students scoring a 3 or 4 in the end of year Student Observation Checklist of Civic Behavior (Productive Work Habits Section) was met.
#7	Voices College-Bound Language Academy students will actively participate in the schools learning community.	The goal of 80% of students scoring a 3 or 4 in the end of year Student Observation Checklist of Civic Behavior (Leadership Section) was met.

2014-2015 LCAP Goals – 2015-2016 Metric Analysis

Goal	Voices Academy will recruit, develop, hire and maintain highly qualified faculty.	
Metric		Performance
Increase percent of teachers that express satisfaction with the level of individualized support they receive from coach and principal		In 15-16 SY, 80% of teachers expressed satisfaction with the individual support they received from their coach. This reflects a 30% increase in satisfaction.

Goal	Voices Academy will secure facilities that are on par with district facilities.	
Metric		Performance
Decrease the percentage of students that report feeling unsafe in bathroom		Voices built and moved into its own self-contained building which includes multipurpose room, offices, development space, playground, bathrooms and blacktop.

Goal	Voices Academy will use standards aligned instructional materials, curricula, and technology that will prepare students for college and career success.	
Metric		Performance
100% of grade levels will have at least two science UbD units developed.		22% of grade levels have at least two science UbD units.
Voices Academy will meet goals as outlined in the Technology Plan		We have implemented a 1:1 student chromebook ratio for 2 nd -8 th grades and 2:1 student iPad ration for k-1 st grades accessible in each classroom. Went from 112 chromebooks to 382 and from 30 to 65 student iPads. All teachers have projectors. A local area network infrastructure has been developed for the school. Wireless LAN range and accessibility has increased. Brand new network equipment is being utilized.
Increase the infrastructure, access, and use of technology.		

Goal	Voices Academy instructional strategies, interventions, and support services will be designed to support ELs and other struggling subgroups	
Metric		Performance
Increase percent of ELs making progress towards proficiency as measured by CELDT		53.6% of ELs made annual progress in learning English % subgroups proficient on Math MAP EOY: Els 27% Latinos 44% Socioeconomically disadvantaged 44%
Increase percent of identified student subgroups reading at grade level by end of 4th grade		

Goal	Parents participate in school experiences that assist with student success.	
Metric		Performance

50% of parents complete the annual school survey.	The school provided over 20 community experiences.
Increase the percentage of responding parents that view themselves as empowered to help their child succeed.	27% of parents responded to the annual survey.
The school will provide at least 2 school-community building experiences each year.	

Goal	Students show growth on external measures.	
Metric	Performance	
Increase percent of students in identified significant subgroups below proficient level that demonstrate growth on the statewide assessment in language arts.	SBAC:	
Identified sub group API will show growth as measured by state criteria.	59% below grade level in math	
Increase percent of ELs that show growth toward English proficiency as measured by CELDT	85% EL below grade level in Math	
Increase the percent of reclassified students that score proficient or above as measured by state criteria in ELA.	39% FR?R below grade level in ELA	
	65% EL below grade level in ELA	
	14% of RFEP below grade level in ELA	
	CELDT: 53.6% of ELs making progress towards English proficiency as measured by CELDT.	
	State API measures has been eliminated	

Goal	Students demonstrate growth on benchmark assessments.	
Metric	Performance	
Identified student sub groups will demonstrate growth on the end of year benchmark assessments.	65 % of ELs demonstrated growth on EOY MAP ELA	
Identified student sub groups will demonstrate growth on the end of the year benchmark ELA assessment.	65% of Latinos demonstrated growth on EOY	
	65% of socioeconomically disadvantaged students demonstrated growth on EOY MAP ELA	
	62% of ELs demonstrated growth on EOY MAP Math	
	63% of Latino students demonstrated growth on EOY MAP math	
	66% of socioeconomically disadvantaged students demonstrated growth on EOY MAP Math.	

Goal	All students attend school regularly, consistently, and on time	
Metric	Performance	
Decrease the average percent of students that are tardy on a daily basis	The average percent of daily students tardy in the 15/16 ST remained the same in 15/16 SY at 7%	

Goal	All students are enrolled in a broad course of study as prescribed by the governing board	
Metric	Performance	
70% of grades will have at least two enrichment activities per year	100% of students participated in at least 2 enrichment activities this year. Including YMCA, Yoga, art, handwriting and dance	

Goal	All students will become proficient in science and scientific thinking	
Metric	Achieved Metric	
All grades will have UbD science units	100% of classes have NGSS aligned UbD units.	

Goal	All students will become proficient bilingual speakers, readers and writers	
Metric	Achieved Metric	
Increase the percent of students that read at grade level in their L2 by end of 8th grade.	Student LAS data not available	
Increase the percent of students that score an Overall score on the LAS in their L2,		

Goal	All students will show growth on the PFT	
Metric	Achieved Metric	
Increase the percent of 5th grade students that are in the Healthy Fitness Zone (HFZ) on the PFT.	15/16 data not available yet	

Fiscal Accomplishments

Voices College-Bound Language Academy has successfully run a financially solvent organization since inception, through conservative fiscal practices. Over the past nine years Voices Academy has had a very disciplined and conservative in their approach to financial management. This financial discipline and rigor has allowed the school to manage financially despite significant state budget cuts during the growth years.

- Voices Academy was awarded the Charter School Facility Program grant/loan award from the State Allocation Board (SAB) under Proposition 55 in the amount of \$7.7M. The charter school moved to its new site in July 2015.
- Maintained strong reserves every year.
- Received a \$20,000 Yahoo Employee Foundation Spark Grant for 2016
- Received a \$10,000 Yahoo Employee Foundation Spark Grant for 2015
- Received \$50,000 Silicon Schools Tech Grant in 2014

Charter Term Audit Results

2011-12	2012-13	2013-14	2014-15	2015-16
Unqualified	Unqualified	Unqualified	Unqualified	Unqualified

School Community and Culture Accomplishments

On an equal par to our academic and fiscal goals, Voices highly values s strong school culture dedicated to high standards, our mission, values and vision schools must meet rigorous, research-based standards that reflect the essential elements of a quality and effective school.

Following are a snapshot of community and cultural accomplishments in our second term:

- Voices celebrates its 10th anniversary this year! It was the first charter school ever sponsored by the FMSD and the only independent Dual Immersion Charter School in Santa Clara County.
- Hart Vision Charter School of the Year Award (2015-16)
- WASC Accreditation
- California Distinguished School (2012)
- In the SY 2015-16, 99% of parents responded that the bilingual program is very effective and 98% answered that the school sets high academic standards and meets the individual academic needs of their child. These surveys have consistently revealed high levels of satisfaction and support of the school, its programs and staff.
- Low mobility rate averaging 6%, demonstrating the strong family commitment to the dual immersion program
- Maintained an average yearly ADA of 97.25% over the charter term, demonstrating strong family commitment to education
- Furthermore, Voices Academies' commitment to its school-wide discipline plan, values, character development, parent engagement and leadership development and high expectations have led to zero (0) expulsions in Voices Flagship's nine year history and a low incidence of less than .02% suspensions in the last nine years (≤ 2 days).
- Other evidence of Voices Academies' success can be measured by the demand for our program from families in local and surrounding districts. Our current waitlist stands at 767 for the Voices FMSD school.