



Charter Renewal Petition

Respectfully Submitted to the ~~Board of Trustees of the~~
Franklin-McKinley Elementary School District

Submitted October 11, 2024

Term of July 1, 2025~~17~~ - June 30, 2030~~22~~

Charter School #0846

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 - Detailed revenue and expenditures for five years including FY 24-25 board approved budget
3. Budget Information
4. Insurance Policy for Fiscal year 2024-25
5. LCAP

10/11/24~~12/13/2016~~

George Sanchez, ~~John Lindner~~
Board President
Franklin-McKinley School District
645 Wool Creek Drive
San Jose, CA 95112

Dear Mr. Sanchez~~Lindner~~:

A renewal petition for Voices College-Bound Language Academy (“Voices Academy” or the “Charter School”) is enclosed. The petition contains all required elements and demonstrates that Voices College-Bound Language Academy meets and exceeds the statutory renewal criteria.

We hereby submit the petition and request that the staff and governing board of the Franklin-McKinley School District (“FMSD” or the “District”) review and grant the charter renewal pursuant to the process and timelines **and requirements** specified in Education Code Sections 47607, **47607.2**, and 47605. We look forward to continuing the Charter School and educational program and the positive and lasting partnership between the Charter School and the District.

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

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

We look forward to the public hearing and **board decisionrenewal process**. We understand that an initial public hearing of this charter petition will be held by November 12, 2024 and that a decision to grant or deny the charter will occur by January 14, 2025 as required by the Charter Schools Act. Please do not hesitate to contact me if you or any other board members have any questions or concerns. We would be pleased to meet with you or any other board member to resolve or answer any outstanding questions or concerns prior to the hearing.

Thank you for your support,

Aldo Ramirez~~Frances Tese~~
Chief Executive Officer~~Founder and CEO~~

Introduction

Voices College-Bound Language Academy is located within the boundaries of the Franklin-McKinley Elementary School District in San Jose, California. It was the first charter school approved by FMSD in March 2006 and renewed for ~~an~~ additional five year terms in 2011 and 2016.

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishes a performance contract detailing the charter school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted in California depends upon the performance category of the charter school as determined by Education Code Sections 47607 or 47067.2 ~~is five years~~. As a middle-performing charter school, Voices College-Bound Language Academy is eligible for a default renewal with a five year renewal term. At the end of the term, the ~~entity granting the~~ chartering authority may renew the charter school's charter. ~~C~~The charters schools are accountable for both academic results and fiscal practices to several groups: the chartering authority ~~sponsor that grants them~~, the parents who choose them and the public that funds them (see Performance Report in Appendix A).

Voices Academy is site-based and opened in the fall of 2007 with kindergarten and first grade and increased by one grade each school year, until reaching 8th grade in 2015. In 2010, Voices College-Bound Language Academy was awarded a facility construction grant with a matching loan amount to build a permanent facility. In 2014 the funds became available and the facility was built to house the full TK-8 program (co-located on the Hellyer School site).

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

Parents/~~guardians~~ are provided with opportunities to learn how to best support the success of their children. ~~Recent~~ An examples ~~is include an~~ ESL program and computer safety classes. Voices Academy has provided child care for parent participation programs in the past. In addition, Voices Academy partners with The Boys and Girls Club for the ~~The Communities Organizing Resources to Advance Learning ("CORAL")~~ after school program ~~has also been part of our community referred to as~~ E.L. F.A.R.O. (Expanded Learning For Afterschool ~~en~~Richment Opportunities). The program has always been filled to capacity, and we are currently working on adding staff to accommodate ~~acomodate~~ the waiting list. ~~it currently maintains a healthy waiting list.~~

Voices Academy is self-sustaining on public school dollars and is funded through a variety of channels. Charter Funded Revenues include Local Control Funding Formula ("LCFF") allocation, state lottery funds, ~~f~~Federal and ~~(IDEA)~~ and state special education ~~SPED~~

funding, Child Nutrition, and federal funds (Title I, Title II, Title III). **Voices Academy** was also the recipient of a 5-year Community Schools Implementation Grant (CCSPP) in 2023-24.

Assurances and Declaration

As the authorized lead petitioner, I, [Aldo Ramirez], hereby certify that the information submitted in this petition for renewal of a California public charter school named Voices College-Bound Language Academy (“Voices Academy” or the “Charter School”), **to be operated by Voices College-Bound Language Academies (“Voices” or the “Corporation”)** and to be located within the boundaries of the Franklin-McKinley Elementary School District (“**FMSD**” or the “District”) is true to the best of my knowledge and belief. Voices College-Bound Language Academy, located at 715 Hellyer Ave., San Jose, CA. will comply with all applicable laws including but not limited to the following:

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

Charter School shall not be determined according to the place of residence of the student or ~~of that student's~~~~his or her~~ parents or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(~~ed~~)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(~~ed~~)(2)(C). [Ref. Education Code Section 47605(~~ed~~)(A)-(C)]

8. Voices College-Bound Language Academy shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
9. Voices College-Bound Language Academy shall ensure that teachers in the Charter School hold the ~~a~~ Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment~~equivalent to that which a teacher in other public schools is required to hold~~. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers in the same manner as a governing board of a school district.~~As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers.~~ [Ref. California Education Code Section 47605(~~IF~~)(1) and 47605.4(a)]
10. Voices College-Bound Language Academy shall at all times maintain all necessary and appropriate insurance coverage.
11. Voices College-Bound Language Academy shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
12. The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
13. Voices College-Bound Language Academy shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
14. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
15. The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
16. The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
17. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section

47612.5(a)(1)(A)-(D).

18. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including ~~a report cards or transcript of grades, or report card~~ and health information. ~~If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(ed)(3)]~~
19. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
20. The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring^[LR1] a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
21. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
22. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(de)]
23. The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Section 47605 and 47605.1]
24. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]
25. The Charter School shall meet or exceed the legally required minimum ~~number~~ of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Authorized Representative Signature

Title

Date

CHARTER RENEWAL CRITERIA

Introduction

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. Voices is pleased to see that the CDE has determined that the Charter School is middle-performing, and thus eligible for a five-year charter renewal term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools’ status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English Language Arts/Literacy and Mathematics

Rationale for Renewal of Voices Charter Petition

For middle-performing charter schools, Education Code Section 47607.2 mandates that the **chartering authority** consider the performance, schoolwide and for all student groups on the state and local indicators on the Dashboard. The **chartering authority** shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and math assessments and the English Learner Progress indicator (“ELPI”).

Further, in addition to the state and local indicators on the Dashboard, the **chartering authority** shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

Voices **Academy** documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

Charter School Dashboard State and Local Indicators (2023)

The following chart(s) reflect the Charter School’s 2023 Dashboard performance indicators, and for comparison purposes, the District’s and the State’s.

	Voices	District	State
ELA	Orange	Orange	Orange
Math	Orange	Orange	Orange
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Blue	Orange	Orange
English Learner Progress	Orange	Orange	Yellow

Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met

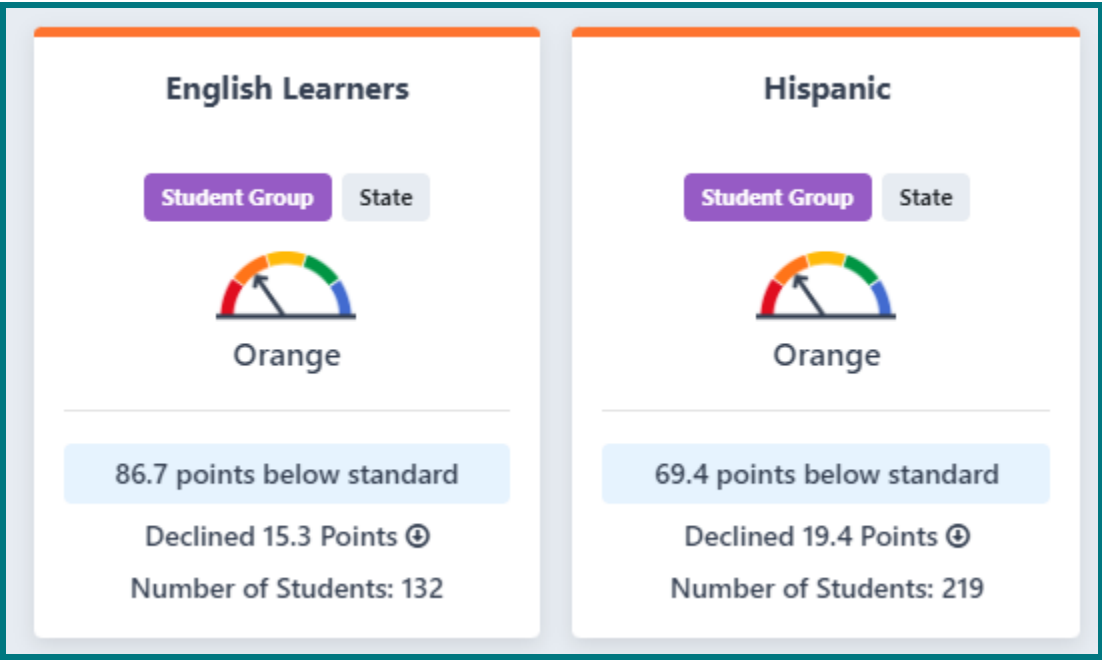
Access to a Broad Course of Study	Standard Met
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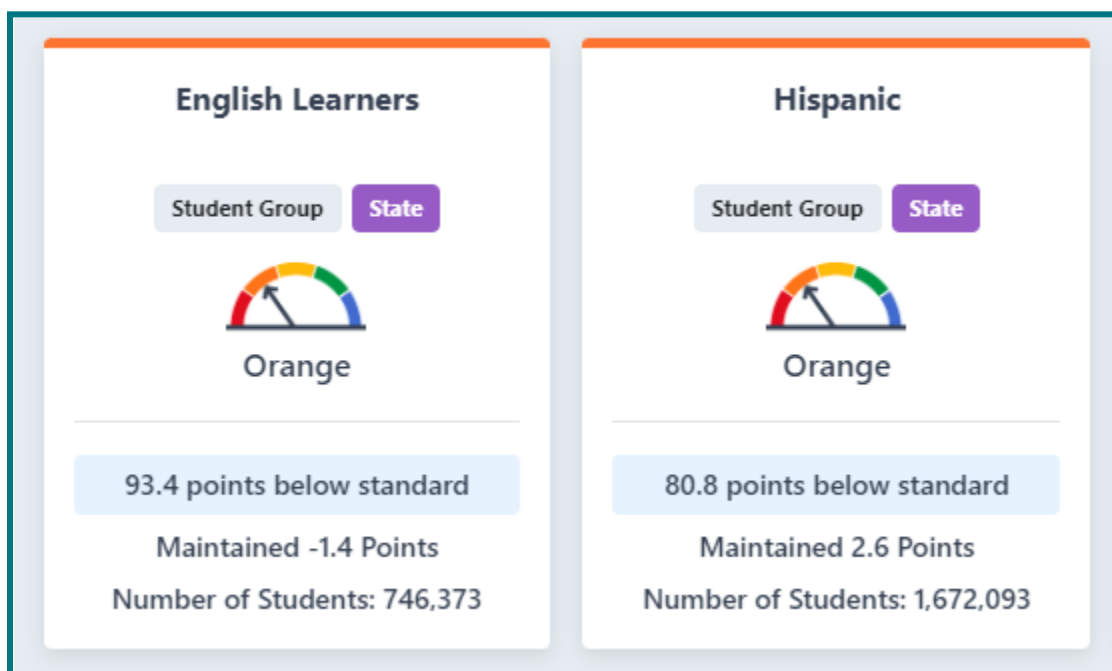
As the above chart indicates, the Charter School is performing on par with the District and State in nearly all academic measures on the 2023 Dashboard. Both the Charter School and the District fall slightly behind the state on English Learner Progress. The Charter School shines in school climate metrics, with only 1% of students being suspended at least one day, which is down 2.6% from the previous year. The Charter School has a similar level of student engagement as the District and State, with all three falling in the “yellow” performance level for Chronic Absenteeism. In the year since the 2022 data report, the Charter School was able to decrease its Chronic Absenteeism by 11.5%.

The Charter School compares favorably against the State, despite having more than twice the percentage of EL students (44.8%) as the State (19%), and teaching every student at the Charter School a second language.

In Mathematics, the Charter School’s groups of English Learners and Hispanic Students are outperforming the State. While both Voices Academy and the State are in the “orange” performance range for Math on the 2023 Dashboard, Voices’ subgroups are closer to standard than the State for both ELs and Hispanic students.

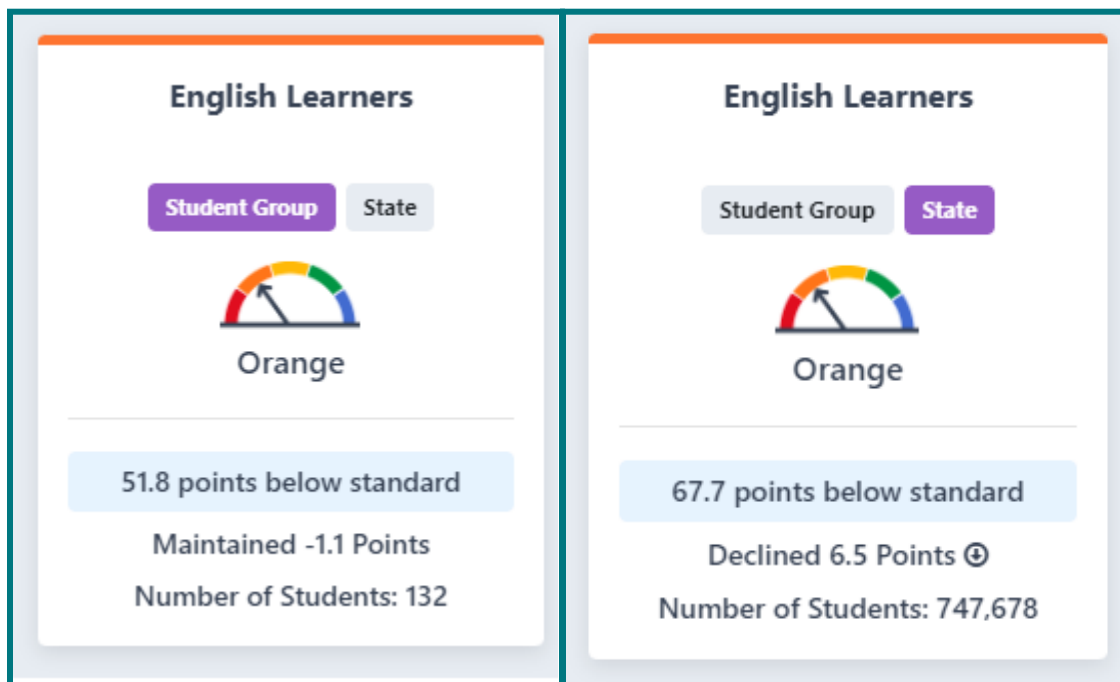
Voices Subgroup Performance in Mathematics: 2023 Dashboard





Similarly, while both Voices Academy and the State are in the “orange” performance range for ELA on the 2023 Dashboard, Voices Academy’s EL students are closer to standard than the State. These results highlight the success of Voices Academy’s dual language immersion program with English Learners.

Voices English Learner Performance in ELA: 2023 Dashboard



Measurements of Academic Performance – Verified Data

At the time of renewal, AB 1505 also requires chartering authorities to review and consider verified data demonstrating the extent that a charter school's students experienced measurable increases in academic achievement, as follows:

(1) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peer.

(2) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined ...

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (“SBE”) approved the criteria to defined “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, the Charter School currently utilizes the California Assessment of Student Performance and Progress Data (“CAASPP”) and NWEA MAP to meet the verified data requirement.

Charter School Verified Data:

CAASPP – Distance From Standard Voices Academy Student Groups Compared to State

CA SCHOOL DASHBOARD																	
2018, 2019, 2022 and 2023 DASHBOARD COMPARISON TO STATE																	
Group Name		ELA															
		2018				2019				2022				2023			
		Status		State	Diff	Status		State	Diff	Status		State	Diff	Status		State	Diff
		Count	Score	Score		Count	Score	Score		Count	Score	Score		Count	Score	Score	
All Students	All Students	296	13.7	-6	19.7	298	2.5	-2.5	5.0	256	-27.8	-12.2	-15.6	233	-34.7	-13.6	-21.1
Language Proficiency	English Learner	170	-11.6	-47.1	35.5	181	-24.7	-45.1	20.4	149	-50.7	-61.2	10.5	132	-51.8	-67.7	15.9
Programs	Socioeconomically Disadvantaged	227	5.9	-34.7	40.6	213	-6.4	-30.1	23.7	198	-38.8	-41.4	2.6	113	-57.9	-42.6	-15.3
	Student with Disabilities	44	-38.5	-95.5	57.0	47	-54.4	-88.1	33.7	37	-104.1	-97.3	-6.8	32	-108.1	-96.3	-11.8
Race/Ethnicity	Hispanic/Latino	275	11.4	-31.3	42.7	276	-1.7	-26.6	24.9	241	-31.2	-38.6	7.4	219	-41.2	-40.2	-1.0
Group Name		Math															
		2018				2019				2022				2023			
		Status		State	Diff	Status		State	Diff	Status		State	Diff	Status		State	Diff
		Count	Score	Score		Count	Score	Score		Count	Score	Score		Count	Score	Score	
All Students	All Students	296	-3	-36.4	33.4	298	-11.9	-33.5	21.6	256	-48	-51.7	3.7	233	-66.8	-49.1	-17.7
Language Proficiency	English Learner	170	-20.7	-69.9	49.2	181	-30.3	-68.6	38.3	149	-71.4	-92	20.6	132	-86.7	-93.4	6.7
Programs	Socioeconomically Disadvantaged	227	-10.8	-67.4	56.6	213	-19.9	-63.7	43.8	198	-58	-84	26.0	113	-84.1	-80.8	-3.3
	Student with Disabilities	44	-68.9	-125.3	56.4	47	-64.2	-119.4	55.2	37	-107.6	-130.8	23.2	32	-137.3	-127.3	-10.0
Race/Ethnicity	Hispanic/Latino	275	-5.5	-65.8	60.3	276	-14.7	-62.2	47.5	241	-50	-83.4	33.4	219	-69.4	-80.8	11.4
Group Name		ELPI															
		2018				2019				2022				2023			
		Status		State	Diff	Status		State	Diff	Status		State	Diff	Status		State	Diff
		Count	Score	Score		Count	Score	Score		Count	Score	Score		Count	Score	Score	
All Students	All Students	183	60	66	-6.0	157	48.4	48.3	0.1	152	55.3	50.3	5.0	138	46.4	48.7	-2.3
Language Proficiency	English Learner																

Voices Academies has a strong record of helping its student groups surpass state averages

over time despite it's high concentration of unduplicated students. During the last four years of available testing data, Voices Academies has helped it's English Language Learners maintain an edge over the state in both ELA and Math. The Hispanic/Latino group (it's largest) scored higher than the state in Math, all four years and just missed by one scale score point in year four in ELA. This would have made four for four in ELA as well. In Appendix A, we discuss some of the unique factors that lead to this momentary laps in achievement acceleration and what we have done and will continue to do in the near future to quickly get back to the high levels of accelerated learning we have experienced in the past.

2023-2024 Verified Data Analysis

NWEA Growth Calculations 2021-2024 Math

Based on guidance from NWEA researchers, we utilized the Student CGI value to calculate the school-wide, grade band, and subgroup averages for each year. According to NWEA guidance in using MAP Growth Data for AB1505: "For both the student and school CGI values, a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

Voices Academy tests all students in grades 3 through 8 in the Spring of each year. We view growth from Spring to Spring as a measure of year-long growth. Since the comparison is from the Spring of a prior school year to the next school year, students in grade 3 do not have a growth measure.

In Math, Voices met or exceeded the CGI target for one year's growth from Spring 2021 to Spring 2022 and from Spring 2023 to Spring 2024, school-wide and for key student groups (socioeconomically disadvantaged, English learners, and students with disabilities).

MATH K-12

	CONDITIONAL GROWTH INDEX (CGI)				PARTICIPATION RATE		
Grade Level	Spring '21 - Spring '22	Spring '22-Spring '23	Spring '23 - Spring '24		Spring '21 - Spring '22	Spring '22-Spring '23	Spring '23 - Spring '24
4	0.26	-3.5 8	-0.7 1		98 %	95 %	100 %
5	3.65	1.17	1.42		96 %	100 %	100 %
6	1.34	-1.5 8	-1.1 8		92 %	98 %	100 %
7	2.32	-2.4 9	1.11		97 %	89 %	100 %
8	-0.3 4	-1.0 2	1.54		84 %	97 %	96 %

Elementary Average	0.5	-0.5	-0.2		95%	97%	100%
Middle Average	0.3	-0.5	0.3		91%	94%	98%
ALL STUDENTS TESTED	0.5	-0.5	0.0		93%	96%	99%
Socioeconomically Disadvantaged	0.5	-0.5	0.0		94%	97%	99%
English Learners	0.6	-0.7	0.1		95%	99%	100%
Students w/ Disabilities	0.7	-1.0	0.1		94%	86%	91%

In Reading, Voices Academy met or exceeded the CGI target for one year's growth from Spring 2021 to Spring 2022 and was very close to the cut scores in the two subsequent years, missing the mark in most cases by a very thin margin.

NWEA Growth Calculations 2021-2024 Reading

READING							
	CONDITIONAL GROWTH INDEX (CGI)				PARTICIPATION RATE		
Grade Level	Spring '21 - Spring '22	Spring '22 - Spring '23	Spring '23 - Spring '24		Spring '21 - Spring '22	Spring '22 - Spring '23	Spring '23 - Spring '24
4	1.21	-3.40	-0.13		103%	97%	100%
5	-0.68	-0.45	-1.05		91%	105%	100%
6	-0.98	0.83	-3.53		89%	93%	97%
7	-0.67	-1.08	-2.30		97%	89%	94%
8	-0.62	-0.89	-1.39		86%	95%	100%
Elementary Average	-0.1	-0.3	-0.5		94%	98%	99%
Middle Average	-0.2	-0.3	-0.5		92%	93%	96%
ALL STUDENTS	-0.1	-0.3	-0.5		93%	96%	98%

TS TESTED							
Socioeconomically Disadvantaged	-0.1	-0.3	-0.6		93 %	99 %	98 %
English Learners	-0.1	-0.5	-0.5		95 %	100 %	98 %
Students w/ Disabilities	-0.6	-0.2	-0.5		94 %	86 %	91 %

While it is clear that the Charter School has been impacted by pandemic learning loss, Voices Academy has had to work diligently to overcome some momentary leadership and staffing challenges exacerbated by post-pandemic conditions. It is now positioned to assist students to accelerated learning once again and expects to reach and exceed pre-pandemic results in the near future. Appendix A outlines in more detail the recent challenges and the work that was done last year to reset the foundations that are setting up Voices Academy to reach the same level of acceleration as in the recent past.

Other Dashboard Measures

Voices Academy met the standard on each of the local indicators in the domains of Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Local Climate Survey; and Access to a Broad Course of Study.

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.

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

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

- ~~(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.~~
- ~~(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.~~
- ~~(3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.~~

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

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

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

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

Comparison to Public Schools that Charter School Pupils Would Otherwise Attend

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

Donald J. Meyer Elementary School	26	25
O. S. Hubbard Elementary School	34	31
Horace Cureton Elementary School	38	19
Linda Vista Elementary School	40	33
Cesar Chavez Elementary School	25	24
Clyde Arbuckle Elementary School	19	14
Thomas P. Ryan Elementary School	33	19
Anthony P. Russo Academy	43	37
Summerdale Elementary School	54	55

~~Vinci Park Elementary School~~	~~57~~	~~47~~
~~Fammatre Elementary School~~	~~60~~	~~48~~
~~Blackford Elementary School~~	~~35~~	~~22~~
~~Lynhaven Elementary School~~	~~38~~	~~35~~
~~John J. Montgomery Elementary School~~	~~35~~	~~29~~
~~Cadwallader Elementary School~~	~~66~~	~~66~~
~~Dove Hill Elementary School~~	~~42~~	~~42~~
~~Katherine R. Smith Elementary School~~	~~19~~	~~12~~
~~Cedar Grove Elementary School~~	~~50~~	~~38~~
~~Holly Oak Elementary School~~	~~44~~	~~39~~
~~Millbrook Elementary School~~	~~65~~	~~59~~
~~Norwood Creek Elementary School~~	~~64~~	~~61~~
~~McKinley Elementary School~~	~~23~~	~~17~~
~~Robert F. Kennedy Elementary School~~	~~46~~	~~36~~
~~Santee Elementary School~~	~~30~~	~~31~~
~~Franklin Elementary School~~	~~54~~	~~48~~
~~Jeanne R. Meadows School~~	~~52~~	~~45~~
~~Daniel Lairon Elementary School~~	~~31~~	~~13~~

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~~Shirakawa Elementary School~~	~~60~~	~~53~~
~~Stonegate Elementary School~~	~~51~~	~~47~~
~~Captain Jason M. Dahl Elementary School~~	~~34~~	~~30~~
~~G. W. Hellyer Elementary School~~	~~60~~	~~53~~
~~Ramblewood Elementary School~~	~~53~~	~~54~~
~~Windmill Springs Elementary School~~	~~53~~	~~46~~
~~Los Arboles Elementary School~~	~~31~~	~~41~~

~~Eliot Elementary School~~	~~34~~	~~32~~
~~Luigi Aprea Elementary School~~	~~60~~	~~56~~
~~Las Animas Elementary School~~	~~50~~	~~38~~
~~Rucker Elementary School~~	~~41~~	~~38~~
~~Antonio De Buono Elementary School~~	~~35~~	~~30~~
~~Daves Avenue Elementary~~	~~77~~	~~78~~
~~Nordstrom Elementary School~~	~~76~~	~~67~~
~~P. A. Walsh Elementary School~~	~~28~~	~~19~~
~~Paradise Valley/Machado Elementary School~~	~~66~~	~~64~~
~~Barrett Elementary School~~	~~42~~	~~26~~
~~Los Paseos Elementary School~~	~~51~~	~~49~~
~~Mt. Pleasant Elementary School~~	~~42~~	~~33~~
~~Santa Teresa Elementary School~~	~~69~~	~~57~~
~~Taylor Elementary School~~	~~60~~	~~56~~
~~Anderson Elementary School~~	~~40~~	~~35~~
~~Baldwin Elementary School~~	~~37~~	~~38~~
~~Ledesma Elementary School~~	~~67~~	~~64~~
~~Christopher Elementary School~~	~~29~~	~~24~~
~~Glider Elementary School~~	~~57~~	~~50~~

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~~Edenvale Elementary School~~	~~23~~	~~17~~
~~Hayes Elementary School~~	~~50~~	~~35~~
~~Parkview Elementary School~~	~~56~~	~~49~~
~~Stipe Elementary School~~	~~26~~	~~29~~
~~Frost Elementary School~~	~~52~~	~~32~~
~~Miner Elementary School~~	~~30~~	~~24~~

~~Del Roble Elementary Sechool~~	~~39~~	~~32~~
~~Orchard Elementary School~~	~~48~~	~~44~~
~~Don Callejon School~~	~~58~~	~~55~~
~~Gardner Elementary School~~	~~21~~	~~10~~
~~Lowell Elementary School~~	~~32~~	~~22~~
~~Merritt Trace Elementary School~~	~~39~~	~~33~~
~~Rachel Carson Elementary School~~	~~64~~	~~49~~
~~Terrell Elementary School~~	~~48~~	~~32~~
~~Reed Elementary School~~	~~69~~	~~63~~
~~Empire Garden Elementary School~~	~~33~~	~~13~~
~~Grant Elementary School~~	~~26~~	~~19~~
~~Horace Mann Elementary School~~	~~33~~	~~16~~
~~Washington Elementary School~~	~~36~~	~~28~~
~~Schallenberger Elemntary School~~	~~57~~	~~52~~
~~Almaden Elementary School~~	~~41~~	~~22~~
~~Lietz Elementary School~~	~~67~~	~~67~~
~~Carlton Elementary School~~	~~81~~	~~76~~
~~Clyde L. Fischer Middle School~~	~~34~~	~~24~~
~~Joseph George Middle School~~	~~37~~	~~22~~
~~Lee Mathson Middle School~~	~~22~~	~~11~~
~~Oeala Middle School~~	~~36~~	~~26~~

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ff

~~William Sheppard Middle School~~	~~41~~	~~28~~
~~Piedmont Middle School~~	~~53~~	~~45~~
~~Price Charter Middle School~~	~~72~~	~~53~~
~~Campbell Middle School~~	~~29~~	~~21~~
~~Monroe Middle School~~	~~41~~	~~29~~

~~Chaboya Middle School~~	~~84~~	~~83~~
~~George V. Leyva Intermediate School~~	~~38~~	~~31~~
~~Quimby Oak Middle School~~	~~68~~	~~63~~
~~Bridges Academies~~	~~37~~	~~22~~
~~Stone Gate Elementary School~~	~~51~~	~~47~~
~~Sylvandale Middle School~~	~~45~~	~~32~~
~~Brownell Middle School~~	~~57~~	~~46~~
~~Solorsano Middle School~~	~~55~~	~~43~~
~~South Valley Middle School~~	~~42~~	~~40~~
~~Lewis H. Britton Middle School~~	~~43~~	~~38~~
~~Martin Murphy Middle School~~	~~46~~	~~40~~
~~August Boeger Middle School~~	~~36~~	~~20~~
~~Bernal Intermediate School~~	~~60~~	~~55~~
~~Davis Intermediate School~~	~~44~~	~~27~~
~~Herman Intermediate School~~	~~60~~	~~47~~
~~Herbert Hoover Middle School~~	~~33~~	~~23~~
~~John Muir Middle School~~	~~46~~	~~33~~
~~Peter Burnett Middle School~~	~~37~~	~~13~~
~~Willow Glen Middle School~~	~~56~~	~~40~~
~~Castillero Middle School~~	~~62~~	~~51~~
~~Dartmouth Middle School~~	~~74~~	~~69~~
~~Union Middle School~~	~~80~~	~~73~~

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Comparison to Demographically Similar Schools in the District

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

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

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

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

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

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

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

CAASPP – Mathematics Percentage of Students Meeting or Exceeding Standards Percent Change from 2015 to 2016			
	2015	2016	Percent Change
All Students	30%	41%	+11%
Students with Disability	14%	23%	+9%
Economically Disadvantaged	30%	39%	+9%
English Learner	2%	16%	+14%
Hispanic/Latino	28%	38%	+10%

Element 1: Educational ~~Philosophy and~~ Program

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

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

Mission

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

Vision

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

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

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

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

Values, and Culture and Character Development

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

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

- Personal Responsibility **connected to the Core Value of Shared Leadership:** Teachers/~~Staff~~, parents/~~guardians~~ and students ~~are will be~~ held ~~up~~ to the highest expectations of personal responsibility. ~~The saying "No Excuses" will influence our practices.~~ Although times may be trying and outside influences seem overwhelming, we ~~will~~ look within ourselves to take responsibility for our actions. For instance, teachers ~~will~~ ~~reflect on their actions and own student achievement, in order to learn and grow.~~ Parents/~~guardians~~ ~~commit to supporting students whenever possible not make excuses for low achievement, students will not make excuses for lack of effort, and parents will not make excuses for truancy.~~ Only then can we move forward and make positive change. Likewise, all stakeholders ~~will~~ understand that they have a personal responsibility to help others and to share their expertise and talents with others.
- Absolute Determination **connected to the Core Value of Si Se Puede Attitude:** We each ~~will~~ look within ourselves to overcome obstacles. Taking into account that many Voices ~~College-Bound Language~~ Academy students and families may face adversity, they ~~will~~ discover that through perseverance these challenges can be overcome. Students ~~will~~ understand that nothing is beyond their reach. They all have the potential to make their dreams reality.
- Community **connected to the Core Value of In Lak'Ech:** No one at Voices-~~College-Bound Language~~ Academy is ever alone. Together parents/~~guardians~~, teachers/~~staff~~, and students ~~will~~ accomplish great feats. The notion that despite our differences and diversity, we are all moving towards the same vision of high student achievement **and joy in learning** will unite us. For instance, to achieve the Charter School's mission, teachers will work collaboratively, parents/~~gurardians~~ and teachers will work as partners, and students will support each other.

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

Voices ~~College-Bound Language~~ Academy has created a small learning community that currently serves 316 students in grades ~~transitional~~ kindergarten ("TK") through eight. The Charter School opened with 104 kindergarteners and first graders and added a grade level each year. This growth plan allowed the Charter School to create a cohesive culture and

coherent curriculum and instructional program.

As a charter school, Voices ~~College-Bound Language~~ Academy is charged with educating the students of California and not just students from one district. Voices ~~College-Bound Language~~ Academy is committed to providing educational opportunities and choice to those students who have traditionally been underserved (e.g. students of color, students from disadvantaged socio-economic backgrounds, recent immigrants, and English learners), with particular efforts made to recruit within the FMSD and students who are not succeeding in traditional public schools. The diversity of the target Voices ~~College-Bound Language~~ Academy population is reflective of the Franklin-McKinley School District.

The table below describes our student population ~~demographics in terms of ethnicity/race~~ over our last ~~five years charter term~~, demonstrating our commitment to serving students of color:

Figure 1.0 – Voices Academy ~~Demographics - 2019-2023~~Race/Ethnicity 2011-2016

Student Group/Race/Ethnicity	20192021-2022	20202022-2023	20212023-2024	20222024-2025	20232025-2026	2024
Hispanic or Latino	92.787.7%	94.70.4%	95.80.6%	94.30.7%	94.24%	94.6%
Asian	0.63.2%	0.72.8%	0.2.5%	0.72.0%	0.82.0%	0.6%
Filipino	0.29%	0.24.4%	0.24.0%	0.27%	0.39%	0.0%
African American	1.53.8%	0.73.4%	0.53.0%	0.52.7%	0.04.5%	0.0%
White	3.32.2%	2.24.4%	1.90%	2.24.8%	2.20%	2.8%
Two or More, Not Hispanic	1.52.2%	0.74.4%	0.24.8%	0.54.8%	04.8%	0.0%
Other	0.20%	0.0%	0.0%	0.02%	0.04%	0.0%
English Learners	45.7%	45.5%	46.4%	45.4%	44.8%	42.6%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.3%	0.6%
Socioeconomically Disadvantaged	70.1%	71.3%	62.4%	70.2%	48.9%	69.1%*
Students with Disabilities	13.7%	14.0%	13.2%	11.9%	11.0%	9.8%
	100.0%	100.0%	100.0%	100.0%	100.0%	

Moreover, we recruit native Spanish, English, and Vietnamese speakers and bilingual students. Our target population is both socioeconomically and ethnically diverse. As a non-selective public school, Voices ~~College-Bound Language~~ Academy is tuition-free and admits any student regardless of ethnic, socioeconomic, or religious background.

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

Figure 1.1 – Voices Academy ~~Free or Reduced Price Meal Eligibility 2011-2016~~

FRPM	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
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Qualified	73.1%	68.3%	68.5%	74.5%	68.9%
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Figure 1.2 – Voices Academy Primary Language 2019-2023

Primary Language	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Spanish	71%	68%	67%	67%	69%
Vietnamese	0.2%	0%	0%	0%	0%
English	28%	32%	33%	33%	31%
Mandarin	0%	0%	0%	0%	0%

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

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

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

How Learning Best Occurs

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

- *Standards-Based:* To adequately prepare students for academic success as measured by state indicators, our students will be fully immersed in the ~~CCSS~~~~Common Core State Standards~~, NGSS, and applicable state content standards (Ainsworth, 2003)
- *Multilingual:* Research demonstrates that virtually all children; are capable of acquiring multiple languages and benefit from bilingual instruction. ~~Additionally, recognizing learners' linguistic and cultural assets, positions students as global citizens with endless potential to create global connections and~~

transform the future in dynamic ways. (Collier, 1998; Cummins, 1986; Lindholm-Leary, 2001; Snow, 1990; Freire, Alfaro, De Jong 2023)

- *Cognitive*: The most powerful learning comes from developing sophisticated understanding of concepts and higher order thinking associated with various fields of inquiry. (Bruner, 1966 & 1996; Wiggins &McTighe, 2005)
- *Developmental*: Schooling matches its activities to the developmental level of children and then accelerates learning. Teachers must “hook” students when necessary content does not naturally pique student interest. (Bruner, 1966 & 1996; Piaget 1969; Wiggins &McTighe, 2005)
- *Rigor*: Students learn best when faced with genuine challenges to think about new interpretations and possibilities, to see patterns and to interpret them. (Doll, 1993; Bruner, 1966; Vygotsky, 1978; Wiggins & McTighe, 2005)
- *Critical Thinking*: Children should be taught how to think and be offered questions to think about. Through authentic dialogue students develop an awareness of reality and bias which then helps them examine new possibilities. Creating the conditions and context within which students can acquire critical thinking skills and thrive, is a universal responsibility of the educators. (Burbules, 1993; Cortez, 1986; Freire, 1996; Olsen, 1999; Shor, 1992; Wiggins & McTigh,2005; Hopewell, 2016)
- *Reflective*: Ample opportunities for learners to look back, to reflect, and to debrief about both what they know and don’t yet know must be provided. (Dewey, 1971; Doll, 1993; Freire,1996)
- *Authentic*: Real, rich, complex ideas and materials are at the heart of the curriculum because active, hands-on, minds-on, concrete experiences are the most powerful form of learning. Children learn best when they encounter whole, real ideas, events, and materials in purposeful context and not by only studying sub-parts isolated from actual use. Content is made relevant by making connections to life outside the classroom (Doll, 1993; Gardner, 1991; Piaget, 1969; Wiggins & McTighe, 2005)
- *Collaborative*: Cooperative learning activities tap the social power of learning, especially for children learning a second language. Learning is socially constructed; students working together collaboratively in a variety of different groupings maximizes learning for all students regardless of their achievement levels (Cummins, 1986; Lindholm-Leary, 2001; Lazarowitz & Karsenty; Slavin, 1994; Vygotsky, 1978, 1990; Gillies, 2016)
- *Recursive*: Ideas, concepts, and themes are not just taught once and forgotten. They are revisited throughout a child’s education, building understandings into more sophisticated levels each time. (Bruner, 1966; Dewey, 1971; Doll, 1993;

Piaget, 1969; Whitehead, 1967; Wiggins and McTighe, 2005)

- *Transformational*: Children do not just receive knowledge; they create it within the cognitive systems they encounter; fostering new ways to see and do things. (Doll, 1993; Freire, 1996, Bruner, 1966; Shor, 1992)
- *Development of Character: All educational settings, consciously or unconsciously impact the qualities and dispositions of children.* The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. *Positive, intentional, and explicit approaches to character education, can transform educational contexts and relationships for pupils and communities.* Students learn to take full responsibility for their own learning *and at the same time, flourish as human beings in the process.* (Nelson, 2000; Kohn, 1993; Komarinck 2004; Watts, Fullard, and Peterson 2021)
- *Parent/guardian and community involvement*: Students are successful when they are supported by caring adults and when school and home work as partners to set high expectations for student behavior and achievement (Brandt, 1989; Delgado-Gaitan, 1990; Mapp & Kuttner, 2013)
- *Culturally Responsive Practices*: The academic achievement of these students [diverse, racial, ethnic, cultural, linguistic, and social-class groups] will increase if schools and teachers reflect and draw on their cultural and language strengths. (Gay, 2000; Delpit 1995, Nieto, 2010; Dimick, 2012).

Curriculum and Instructional Design

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

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

As a result of these approaches, our students will not only meet program goals and assessment targets, but will also become literate, self-motivated, ambitious, life-long learners. Teachers and administrators together will research and choose curriculum

programs, and supplements that meet the needs of students as needed, so long as they align with the Charter School's philosophies, approaches, program, and mission. Across the grades, Voices ~~College-Bound Language~~ Academy seeks to balance more progressive teaching strategies, which are linked to student engagement and motivation, with more traditional strategies, which are required for success in higher education.

Research-Based Instructional Models and Pedagogy

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

Dual Immersion Program

Foremost, Voices ~~College-Bound Language~~ Academy meets the needs of ~~EL~~English Learners by implementing a Dual Language Program. The Dual Language Program also allows students to maintain that high level of achievement and to reach even higher levels through the end of K-12 schooling.¹ Research findings demonstrate that a quality Dual Language Program must include all of the following instructional components to reach these results.

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

The highly-regarded longitudinal research of Wayne and Virginia Collier² states:

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

Dual immersion programs were the only program models that closed the achievement gap even when taking into account high student mobility, English

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

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

language acquisition, ethnicity, and parent education levels and SES.

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

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

In addition, ~~more recently~~, the California Department of Education commissioned and published a report outlining the significant progress in the field of ~~EL~~English learner education. The intent of this report was to gather the most prominent researchers in the field of English language learning to offer a comprehensive review and analysis of the strongest research evidence currently available to inform instructional practices for English learners. The report cites the following benefits of a dual language education.³

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

Designated~~Systematic~~ ELD

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

Systematic ELD instruction is part of a comprehensive program for English Learners. The purpose of ~~designed~~ ELD instruction is to develop a solid foundation in the English

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

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

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

Systematic English Language instruction:

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

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

Balanced Literacy

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

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

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

Figure 1.3—Structured Balanced Literacy Components¶

The National Reading Panel Report outlined key practices that are researched based and support the reading development, particularly when combined with systematic and explicit instruction (National Institute of Child Health and Human Development [NICHD], 2000). Voices has adopted this guidance to strengthen and update our literacy approach. ¶

Balanced Literacy¶	We do this by creating an environment where children see themselves as readers and writers, thinkers, listeners, and talkers. We are trying to instill in them a great love of learning. The balanced literacy framework provides the structure to make this all happen.¶
Reading aloud¶	Reading aloud is the foundation of the early literacy framework. By being immersed in a variety of well-chosen texts, children not only learn to love stories and reading, but they also learn about written language.¶
Word Study:¶ (Sight words, Phonemic awareness, Phonics, Vocabulary)¶	Word study refers to the deliberate investigation of words. It occurs in settings where the teacher directs children's categorization and understanding of how words work through routines, direct instruction, and word sorts. Teachers provide whole group, small group, and center instruction throughout the literacy period. Teachers avoid giving rules, work towards automaticity and flexibility, and constantly return to meaningful texts and prompt students to use new knowledge in reading and writing settings.¶



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

Writers workshop¶¶	Guided writing, or the writing workshop, is another way for teachers to help children learn to write, but in this case the children are constructing their individual pieces of writing with teachers (and eventually) peer guidance, assistance, and feedback. The teacher may have individual conferences with children or call them together first for a mini-lesson on an aspect of writing from topic selection to¶¶ composition to punctuation to letter formation.¶¶
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Children read from a variety of reading materials that include grade-level texts, above-grade level texts, leveled and/or decodable books, anthologies, original works, magazines, reference books/materials, newspapers, and text books. Reading instruction includes both literature and emphasizes expository text. Teachers use teaching strategies that make grade level content accessible to all students, regardless of reading level (universal access). Through professional development and coaching, teachers modify and acquire new instructional strategies to ensure the most effective instruction for these children. Teachers and administrators also research and recommend other curricula to support and supplement the program.

Our ELA and SLA curriculum builds content knowledge and background knowledge using texts on informational topics and literature texts. The texts are grade-appropriate and complex, allowing us to do close reads and explore new vocabulary. We then use those texts to ground our reading, writing and speaking, showing our students how to refer back to text evidence. Our writing curriculum connects back to texts and helps students apply their content knowledge. There are frequent opportunities to develop writing as outlined in our state standards, whether in ELA or ELD.

Students are given the tools in early grades to be able to decode written language in English and Spanish. We engage with the Simple View of Reading (Goudh and Tunmer 1986) to help students develop decoding skills alongside language comprehension. In primary grades, students develop phonological awareness, letter-sound correspondence, sight recognition and alphabetic principle along with vocabulary and background knowledge to help create increasingly automatic and increasingly strategic reading in English and Spanish. If a student needs additional support, we provide explicit instruction in a differentiated small group setting. Our teachers also build love and pleasure in reading by connecting with students, responding to their interests via read-alouds, exposing them to print via song, poems, classroom libraries and making learning to read joyful in the classroom.

In upper grades, we continue to build towards accurate, skilled, fluent reading with a curriculum that continues to support both language comprehension and word recognition, with a greater focus on building background knowledge, vocabulary, understanding language structures, developing verbal reasoning and building literacy knowledge (Scarborough 2001). Students engage in informational texts and novel studies across units, with writing lessons grounded in responding to text. Students in upper grades continue to receive support at their level via small group instruction. effering back to the¶¶

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There is¶¶

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

~~Balanced Mathematics~~

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

Understanding by Design

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

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

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

Integrated ELDS~~Sheltered Instructional Observation Protocol~~

The Sheltered Instructional Observation Protocol (“SIOP”) Model (Echevaria, Vogt & Short) was developed to provide teachers with a well-articulated, practical model of sheltered/specially designed academic instruction in English (“SDAIE”) instruction. The

intent of the model is to facilitate high quality instruction for ~~English Learners~~ in content area teaching. However, as a dual immersion school we also utilize this model to provide sheltered instruction for Spanish Learners.

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

This learning environment values the student, provides authentic opportunities for the use of academic language, and maintains the highest standards and expectations for all students. In addition, it fosters voice and identity. Moreover, professional development time is dedicated each year to the understanding of language acquisition strategies, research inquiry, data analysis, and lesson planning and execution in regards to the needs of second language learners.

Socratic Seminars (middle school)

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

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

Shared Best Practices for Success

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

Figure 1.4 - Basic Staffing Models

Staff	TK	Kindergarten	1 st -4 th Grade	5 th -8 th Grade
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Base Staff (per classroom)	One teacher One Full Time Associate teacher	One teacher One Full Time Associate Teacher	One teacher One Part Time Associate Teacher	One teacher One School Assistant (shared among middle school)
Support Staff (as required per Individualized Education Program (“IEP”))	Educational Specialist (s) Special Education Associate Teacher(s)			

Additional Instructional Minutes ~~Extended Learning Time~~

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

Time on Task

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

Differentiated Instruction

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

Cooperative Learning

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

Direct Instruction

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

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

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

Explicit Instruction, a teaching approach which includes direct instruction, has been found to be a particularly helpful tool. Research has shown that this approach, a direct, systematic, structured, scaffolded approach, can have a positive impact on student achievement (Archer and Hughes 2011).

There are additional instructional approaches that we can use, depending on student needs and the intention in presenting/reviewing the standard.

Prove It!

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

Focus on Core Content and State Standards-Based Curriculum

Standards Deconstruction

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

Backwards Map

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

Literacy

The literacy program at Voices Academy incorporates all of the recommendations originally published by The National Reading Panel ("NRP") and more recently updated by the National Institute for Literacy ("NIL"), the National Institute of Child Health and Human Development, and the U.S. Department of Education.⁴ The NRP and NIL summarizes what research has discovered is necessary to successfully teach children to read. It identified key skills and scientifically based instructional practices central to reading achievement. According to the NRP and NIL, the five areas of reading instruction are:

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

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

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

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

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

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

Literacy in Upper Grades

English Language Arts in the upper grades will aim to create high-rigor environments where students are deeply analyzing, deconstructing, and evaluating texts while using writing as a tool of creation in which students express their knowledge, opinions, and criticisms. As students engage in this rigorous process of literacy and writing, Voices Academy middle school also makes a deliberate approach to literacy and writing through the mentality of “literacy as power.” Lessons, texts, and discussions are often framed around the following guiding question: “How can reading and writing act as a form of power?” Classes ~~will have~~ ~~will be theme-based with~~ a strong emphasis on collaborative learning, supports for second language learners, and demanding evidence from students. ~~Lessons will include key shifts around complex texts, building background and vocabulary and teaching students how to use evidence for class discussions and writing responses.~~ Moreover, the ELA program frames its themes around developing multicultural understanding in the most critical sense. Students will not only explore the self and culture, but through a variety of specifically chosen texts and high-level discussions students will be encouraged to also explore the power structures and forces that students deal with every day. ~~The texts serve as both windows into other perspectives and mirrors where students see themselves.~~ In this way students will be able to make the connection between literacy, writing, and power; ultimately creating an empowering experience for all involved.

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

The vision that Voices Academy middle school has for its writing program is one where students will become unique and engaging proficient writers. ~~This will be done by creating a program that interweaves the CCSSCommon Core State Standards for ELAEnglish Language Arts with the Writer's Workshop Model.~~ Our writing classes will provide students with an opportunity to create, plan and produce works that reflect the reading-based standards they are identifying and analyzing in the English Language Arts class. Our goal is to provide a rigorous curriculum that will have each student explore writing, innovate their craft, and internalize the writing process in a pragmatic manner. The long-term goal for Voices Academy middle school students is that they will push themselves to be creative and critical writers throughout their lives. To achieve this, our writing program ~~will show students how to use the three genres of writing (argument, narrative, informational) will present students with practical world issues that will engage their interest and inspire them to improve the variety of relevant writing projects they will work on. These writing projects will reflect the enthusiasm, professionalism, understanding, and application that must be present in any rigorous writing process.~~ Writing projects will include assignments grounded in the text read together and assignments that help students synthesize learning, such as our 8th grade exit project. Furthermore, we believe that all forms of media should be valued and therefore, our writing program will teach students the various ways a professional writer can present, publish, and defend ~~theirhis or her~~ work to a broader community.

The structure of the writing program at Voices Academy has the teacher take on the role of a writing coach. The writing coach models professionalism and effective peer editing collaboration. By introducing, modeling, and showing enthusiasm for the tools, strategies, and procedures that professional writers use to improve their craft, teachers will equip each student ~~with~~ the essentials of good writing. Focused ~~mini-~~lessons that employ effective teaching strategies, noting down observations made during check-ins and conferences, giving ample writing time to have students work at their own pace, and providing an equitable sharing space to reinforce a positive collaboration are the major components of the writers workshop which will ensure an engaging writing environment. The teacher will model and guide each student to become a peer editor who seeks to give constructive suggestions instead of direct corrections. The end goal of the writing program is to instill in our students a true appreciation of writing that is reflected in the enthusiasm, professionalism, and critical lens they use when working on their writing. Our young writers will demand excellence from themselves as they seek to improve their voice, ideas, organization, word choice, sentence fluency, and conventions. Voices Academy middle school students leave with the understanding that when they improve their craft, they are giving themselves more opportunities to communicate their unique voice in an engaging and evocative way through the power of the written word.

Math

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

The ongoing assessment procedures will monitor each child's level of mathematical understanding and skills (computation, problem solving, and application). The teachers will

use internally created formative assessments based on a curriculum scope and sequence and a standards-based item bank, adopted school-wide interim and state assessments. Math instruction will be characterized by teaching the children to:

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

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

Math in Upper Grades (Grades 6 to 8)

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

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

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

Lastly, Voices Academy strives to empower students to see math as a powerful tool to understand and analyze the world around them. Teachers will often engage with the CCSS Mathematical Practice of modeling as they not only use math to connect to the real-world, but make explicit connections between math and social justice. Upper grades math teachers at Voices Academy will not stop at connecting math to the appealing or the relevant, but they extend this notion by using math to “go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and

personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse." (Shor, Empowering Education, 129) Math is more than equations and word problems. Math requires deep, critical thinking and can be used to better understand the intricacies of the world around us.

Science and Social Studies

Besides being incorporated into the core curriculum through an emphasis on expository reading and writing, science and social studies will be presented to the students in integrated, thematic units of instruction. Voices Academy increases the complexity and depth of these units by using the curriculum design process Understanding by Design® for both science and social studies. This framework allows teachers to ~~internalize-design and adjust~~ curriculum, assessment, and instruction focused on developing deepening understandings of important ideas. Students will then demonstrate the sophistication of their understanding through explanation, interpretation, application, perspective, empathy, and self-knowledge in exhibition projects, otherwise known as performances of understanding.

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

The Voices Academy approach to Science and Social Studies is one that fosters a critical mindset in an effort to promote higher order thinking and global awareness. Each unit revolves around a big idea, allowing students to connect specific content to overarching stories and themes. The big idea acts as a focused reference point throughout the unit ~~for~~ which students can refer to. Teachers will ensure that big ideas not only invoke curiosity and understanding in the content area, but ~~they~~ also allow students to more closely analyze current social and global issues.

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

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

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

The five power mindsets aim to develop students who not only think critically, but have also acquired the type of higher order thinking needed to succeed in their future academic and professional career. Teachers will encourage students to engage in the material through

different lenses in an effort to promote student thinkers who can engage in a variety of topics. This approach is evident in assessments as teachers have deviated from the traditional multiple choice and fact-recall assessments. Science and Social Studies assessments are deliberately designed to allow opportunities for students to demonstrate higher order thinking.

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

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

Technology

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

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

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

We help create mindful use of technology by reviewing guidelines with teachers and associate teachers regarding screen time, how to monitor students’ safe use of the internet and by following requirements set by state or federal policies such as CIPA (Childrens’ Internet Protection Act).

Goals and Objectives of Technology Integration

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

Figure 1.5 – Basic Technology Integration Classroom Model

	Elementary (TK-5)	Middle school (6-8)
Model	• A Technology centers, during both literacy and math rotations • Use of laptops during Enrichment 1x/week	• Each period will be partially whole-class instruction, partially differentiated groups (some students with teacher, some students working independently or collaboratively and others on laptops)

Enrichment

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

daily for one hour as part of the regular school day and does not occur on minimum days. Enrichment is directed and staffed by Associate Teachers (paraprofessionals), or expert consultants, contractors or community partners. Enrichment is not instructional and is not counted as instructional minutes for apportionment purposes and/or to meet instructional minutes. School Assistants may meet the same qualifications of Associate Teachers (and often do); however, given enrichment is not instructional, teacher credentials and/or permits are not required, allowing enrichment to be staffed by trained School Assistants and when necessary, additional trained staff, such as the Dean of Culture. The School Assistants and all other staff participating in enrichment supervision meet the minimum requirements for such supervision. Students rotate weekly through cycles of enrichment activities during the end of day block throughout the year based on the grade level

Results Matter

Student Assessment and Mastery

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

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

Results Oriented Cycle of Inquiry (“ROCI”)

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

Professional Learning Communities

Essential Components

The founders of Voices ~~College-Bound Language~~ Academies, the nonprofit public benefit corporation that operates Voices Academy, saw a need to create a Professional Learning Community (“PLC”) in which teachers could create a truly collaborative environment. The

PLC affords teachers the opportunity to work with like-minded individuals with an undying commitment to professionalism, collaboration, and constant learning. Voices Academy is a school based on best practices, innovative initiative, and the search for excellence. The Charter School strives to make teaching public by inviting the community and other educators and teachers to observe and learn from us. Likewise, we seek out best practices from the educational community.

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

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

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

Micro and Macro Grade Level Planning

New Teacher Training

New teachers to Voices Academy will spend ~~5 to 10 days~~ ~~two to three weeks~~ ~~immersed~~ ~~immersed~~ in professional development (“PD”) facilitated by the Principal, Coach, Dean of Culture and experienced Teachers. This time is allocated to introduce teachers to our shared practices, expectations, and culture. New teachers read research, learn how to implement strategies, and are familiarized with school curriculum and resources. These weeks culminate in a ~~two-day~~ practice session where teachers implement their newly learning strategies in a classroom setting and receive real-time coaching and peer feedback afterwards.

Summer Professional Development and Retreat

In addition to regular school year professional development, all educators (i.e. teachers, associate teachers and behavior support technicians along with Senior Leadership) ~~teachers~~ also engage in a ~~two-week~~ summer retreat/in-service. This time is dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, unit development, standards deconstruction, and to other yearlong school wide planning. Grade level teams and the

faculty as a whole bond and develop into strong units which support each other through the year. Please see Appendix L for sample Summer PD Schedule and Appendix M for Sample Monthly Plans.

Grade level Team Collaboration

When the ~~school year begins~~~~Charter School is first opened,~~ Voices Academy teachers met more frequently for professional development with the ~~instructional leaders~~ ~~principal~~ across grade levels. As the ~~school year~~~~Charter School advances~~~~grows~~ew and teachers were better able to deconstruct standards, teachers ~~are~~~~were~~ given more time to work with their grade level teams to talk about ~~lesson internalization~~, data ~~collection/analysis~~ and ~~reflect~~~~look~~ at the results of the learned practices.

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

Teachers also ~~align on~~~~create~~ common assessments within grade levels in order to analyze the results of specific teaching practices from classroom to classroom and drive conversations about how to improve across the grade level. Discussing the "How" in instruction is a common topic of conversation in data meetings. The data reflection document serves as a guide to allow teachers to question not only what does not work in the classroom, but deeply discuss what does work in the classroom. The data meeting and reflection sheet encourages colleagues to ask themselves why they are, or are not getting results in their own classrooms. Teachers are open to stepping outside of their comfort zone to make their practice more effective.

~~PLC and Planning Block~~~~Mid-Day Block~~

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

Character Education and College-Bound Focus

On My Way to College!

Students of color, in particular, need to focus on higher education at an early age. Nationally, only ~~20.8~~~~twenty~~ percent of Latino adults have a postsecondary degree, compared to ~~36.26~~ percent of all U.S. adults. In California, only ~~16.8~~ percent of Latino

adults over 25 have an associate or bachelor's degree, compared to 37.58 percent of all adults in that age group.⁵ Students of Voices ~~College-Bound Language Academy~~ need to have a realistic plan, be academically prepared to take on opportunities, and be prepared to overcome any obstacles that stand in their way. Voices ~~College-Bound Language Academy~~ prepares students for higher education and high-quality careers from the start of their elementary career. ~~With the motto "Find your path and prepare for your future!" Voices College-Bound Language Academy will make it known that it's never too early to plan for your future.~~

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

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

Qualities for Success

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

In addition to fostering good citizenship, Voices Academy promotes respect for diversity of all people. Students learn that while differences exist, all human beings ultimately have a right to respect and dignity. Students also learn that diversity and culture come in all shapes and sizes and include but are not limited to race, ethnicity, nationality, language, gender preference, sexual orientation, religion, and ~~ability~~ableness. Moreover, diversity and multiple perspectives will be evident in both content and literature. Students learn how to judge information through a critical lens. That is, ~~students~~ learn how to ask themselves essential questions like, "Whose perspective is this?" "Is there ~~is~~ another point of view?" and "What do I believe about this?"

Advisory

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

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<https://data.census.gov/table/ACSST1Y2023.S1501?q=S1501&g=010XX00US>~~http://www.nbcnews.com/news/latino/latino-college-compliance-rates-low-despite-enrollment-n80326~~

citizenship, trustworthiness, and fairness), promoting academic success, developing leadership skills, and exploring life goals.

We use different resources to facilitate powerful discussions and meaningful activities, but also make it a personal affair by encouraging students to share their personal experiences, thoughts, and perspectives, all in a positive environment. Students are given the opportunity to celebrate each other's accomplishments, to reflect on their mistakes, to set personal goals, to work on their communication and organizational skills, to develop the skills necessary to form strong positive friendships, to grow as leaders, to develop a sense of self and community, to learn about conflict resolution, to laugh with one another, to play with one another, and to learn from one another.

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

~~Once per month teachers nominate one student from their class as Student of the Month. This student exemplifies and embodies the character trait being highlighted that particular month. The vision behind Student of the Month at Voices is to celebrate growth and effort in all students. The vision behind Student of the Month at Voices Academy is to celebrate growth and effort in all students. As human beings, we all have strengths and areas of improvement as a natural trajectory in our growth development, which is why we want Voices Academy students to continue developing their strengths and work hard to improve in the areas of schooling that are challenging for them. We understand that while it is appropriate for a student to be recognized for their academic growth, it is similarly important to recognize improvement in character development and improvement in other students. Voices Academy students who are chosen to be students of the month can exemplify and embody the character trait being highlighted that particular month, has reached an important academic milestone, or has shown major improvement in character. The teacher will write up an accolade to the student which is read by the Principal or Dean of Culture at Plaza to acknowledge the student. and the student receives an "Oon Mmy Wway to Ceollege" shirt that he or she can wear as part of his or her uniform. The student's picture and accolade also is posted on a wall of fame on the school site. Our approach to Students of the Month does not aim to only recognize one student from each class that fits the description of an exemplary student, on the contrary, it aims to rally and motivate all students to believe there are multiple ways to show growth and we are always looking to recognize effort.~~

Every staff member at Voices Academy can pass out ~~and or discuss~~ Character Counts ~~tickets with students.~~ ~~and Character violation tickets.~~ The Character Counts[!] ticket is given when a student is "caught being good" or for exemplifying one of Voices Academy values. ~~This ticket can then be entered in a raffle for a small prize at Plaza (described below). Parents/guardians are encouraged to praise their child for remembering to be a good citizen. Similarly, Character Counts tickets can also be~~ The Character violation ticket is given out if a student is found to have violated one of the Voices Academy values. ~~Any staff member should engage in a conversation with students regarding poor decision making in order to continuously~~ ~~continuously~~ build relationships with students and be character mentors. Parents/guardians are ~~also~~ encouraged to engage in ~~conversations~~ ~~a discussion~~ ~~decision~~ about making better decisions. ~~s if their child brings a Character Counts ticket home. Whether it is for exemplar display of character or as a reflection for poor decision making related to character development, this home.~~

School-Wide Behavior ~~Practice~~System

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

Plaza Comunitaria

Voices Academy students and staff will regularly gather for community-building and character development time ~~—we call in a tradition~~ceremony we call, Plaza Comunitaria~~Communitarian~~, or Plaza. For Voices Academy, Plaza is not only the name we give to our assembly time, it is a time that holds deep historical and cultural meaning to the communities we serve. In many ancient Mesoamerica cultures "Plazas" were central gathering places in ancient cities that were both used for display of power, but also for a plethora of rituals and ceremonies. For Voices staff, Plaza is not only part of the way we live out ~~do~~ culture at Voices, it is also part of our students' rich~~students-rich~~ cultural background.

~~Plazas are an~~ This is an opportunity for whole-school culture and climate building. It ~~Plaza~~ typically includes character development via Voices Academy ~~Core~~ values and character ~~traits~~istics of great citizens (i.e. Core Values: Students in the Forefront, In ~~L~~lak'Eech, ~~A~~activism, Si Se Puede, Scholarship, and Shared Leadershp; Character Traits: ~~p~~perseverance, ~~Respect and Empathy~~conscientiousness), birthday celebrations, class college cheer competitions, Student of the Month acknowledgement, ~~Good~~ Character ~~Counts~~ Ticket recognition, teacher/staff skits focusing on a range of topics from safety to class motivation, student performances, and music. Typically, we will alternate the language of facilitation between English and Spanish week to week and parents/guardians are always welcome and invited to attend ~~and on occasion special guests are invited~~.

Plan for Students who are Academically Low Achieving

A ~~students~~ who is academically low achieving is defined as any student not meeting standards on the CAASPP, scoring less than 80% on any interim or formative assessment, or not meeting Big Goals (see Appendix N for Sample Big Goals). The ultimate goal at Voices ~~College-Bound Language~~ Academy is to focus on prevention, intervention, and

acceleration for all students. Because we believe that all children can learn at high levels, alternatives and support services within the educational environment are provided for all students not meeting desired outcomes. We have created an environment in the classroom that is risk-free and developmentally-oriented.

It is also our objective to close the achievement gap. In order to do this, student learning must be accelerated at every level. Furthermore, our approach is diagnostic in nature with appropriate targeted academic interventions offered primarily during the block schedule.

Together, the Student Services Manager, Intervention Teacher, and Educational Specialists will form a team (that reports directly to the principal and communicates with parents) that coordinates services and schedules for ELs, low and high achieving students, students with Individualized Education Programs (“IEP”) and Section 504 Plans, SSTs, etc. Additionally, Voices College-Bound Language Academy has a variety of student support services for students who are academically low achieving and will augment and add necessary services as the student needs indicate.

Multi Tiered Systems of Support (MTSS)Response to Intervention

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

Student Success Team

Any student requiring additional support and/or challenges (low achieving, behavior, high achieving) may be referred for an SST by the teacher or requested by a parent. The teacher gathers evidence about the student and makes adaptations and modifications for the child in class.

The teacher submits a SST referral folder to the principal. After observations by the principal or coach and any required testing or document collection, the SST team, usually made up of the student’s teachers, parents, and the principal, convenes for the first time. The team brainstorms strategies for supporting the student both at home and at school and decides upon a date for the second SST team meeting, by which time all strategies or action items are to be implemented or completed. At the second SST team meeting, the team decides whether the student has made satisfactory or unsatisfactory progress. If the progress is unsatisfactory, the SST team continues to meet regularly until the student does not need further support. This cycle continues as needed, with other interventions being tried as needed (reading intervention, math intervention, modifications, challenges, behavior contracts, etc.). ~~If and~~ the team is concerned ~~that there is of~~ a suspected disability,

the parent shall be offered an assessment plan for evaluation for student eligibility under IDEA. After testing, the student is determined to be eligible or ineligible for Special Education services. Eligible students receive IEP goals and appropriate services are provided. Ineligible students may continue ~~the with the SST process again or~~ be assessed for Section 504 eligibility if warranted.

Interventions

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

Reading Intervention

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

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

Voices Academy is implementing a comprehensive Response to Intervention (RTI) framework to ensure all students receive the appropriate supports needed to achieve literacy proficiency. Voices Academy, will utilize Sonday System Essentials alongside Sonday Systems 1 and 2 by Winsor Learning. The Sonday Systems offers structured, systematic, and multisensory literacy programs in alignment with both the science of reading and the Orton-Gillingham approach.

Tier 1 Support: Sonday System Essentials

Sonday System Essentials is a systematic, sequential and multisensory phonics instruction program for kindergarten through 5th grade students in the general education classroom. This whole-group, explicit daily instruction will provide students with core reading skills and help teachers quickly identify those who could benefit from more intensive intervention.

Tier 2 and 3 Supports: Sonday Systems 1 and 2

Sonday Systems 1 and 2 is an interventional program designed to provide more targeted instruction in small group settings within the classroom or pull-out sessions for more focused, individualized support from the Reading Interventionist. Lessons include explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program utilizes a sequential, cumulative, and multisensory approach that builds on previously taught concepts, ensuring mastery at each step and engaging students through visual, auditory, and kinesthetic activities.

Voices Academy Flagship is committed to using evidence-based practices that support all students in becoming proficient readers. This approach not only aligns with current research but also addresses the diverse needs of our student population. The Reading Interventionist will work closely with classroom teachers, the Student Support Manager, and parents to identify these specific needs, establish appropriate goals, and communicate regular progress for students who most benefit from this additional reading support and intervention.

Math Intervention

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

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

Summer School (skill specific)

Any student who has not met Charter School determined benchmarks, met standards on the CAASPP, or requires Extended School Year per ~~their~~**his or her** IEP will be eligible for summer school. Based on diagnostic assessments, and teacher or SST recommendation, students are placed in skill specific classes. Summer school runs for at least four weeks and is optional for recommended students.

Re-teach (whole school)

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

Counseling Support

Voices Academy has a full-time School-site Counselor to support SPed Students as well as general populations students as referred. The Counselor also supports many Tier 1 activities such as regular classroom presentations on the role of a counselor and the importance of social emotional wellness in addition to working with the Dean of Culture to coordinate student activities. Voices Academy also has a full-time Behaviorist to support students as referred with behavioral interventions.

Resources

The Dean of Culture helps Voices Academy families locate the services they need. The Dean of Culture compiles a community referral resource in order to direct families that require services. The Dean of Culture connects families to food banks, counseling for Tier 2 or 3 level needs, and other community resources. After locating the appropriate resources, the Dean of Culture makes follow-up phone calls to ensure the family is able to, and continues to, access that resource.

Furthermore, it is estimated that nationally, 75%-80% of children and youth are in need of mental health services but do not receive them because diagnoses are not made or they don't qualify for diagnosis.⁶ Since emotional distress can interfere with academic success, Voices Academy identifies students ~~who~~^{which} are in need of life/social skill training or Cognitive-Behavioral Therapy primarily through the SST process and referrals from parents and teachers. Voices Academy partners with behavioral health providers to support their student community as needed.

~~Counseling services are provided with parental consent on-site by appropriately licensed counselors.~~

Supplemental Interventions

~~Communities Organizing Resources to Advance Learning~~



~~The CORAL after school program consists of literacy, snack time, enrichment, and homework help. The program runs every day school is in session and prioritizes enrollment for at-risk students as referred by teachers.~~

Plan for Students who are Academically High Achieving

Voices ~~College-Bound Language~~ Academy is committed to the acceleration of learning for all students. Therefore, all students achieving above grade level as measured by multiple measures including: CAASPP, interim assessment (above 90%), ~~reading levels in English~~

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

or Spanish (at least a grade level ahead), teacher and parent observation, etc., and preferably through the SST process, will receive appropriate academic enhancements within and outside the classroom. Parents are kept informed by the same methods for any other student (report cards, 1-1 communications, etc.) as well as participating through the SST process. The nature of the dual immersion program itself offers challenges to all students because they are learning a second language, or in some cases, even a third language. Enrichment activities and exhibition projects also provide opportunities for academic challenges. Several other ways that Voices Academy challenges high achieving students ~~includeis accomplished through~~:

- Differentiation
- Personalized blended learning opportunities
- Projected based-learning challenges
- Leadership challenges and opportunities

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

Plan for English Learners

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

Home Language Survey

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

English Language Proficiency Assessment of California ~~ELPAC~~ CELDT Testing

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California English Language Development ~~LD~~ Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA

will be the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English Language Acquisition proficiency status.

- Summative Assessment (“SA”)

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

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

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

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

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

~~California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment³ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.~~¶¶

¶¶

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

¶¶

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ~~ELPAC California English Language Development Test~~.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Reclassification Monitoring

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

Assessment

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

Parent Participation and Communication

All parents are active participants in the education of their child at Voices Academy. However, parents of ELs are kept informed of their child's progress and issues relating to

ELs in a variety of additional manners. These include the ~~ELD report card~~, ELAC meetings, language development workshops, and SST meetings (when applicable), Parent Placement Notifications and **reclassified fluent English proficient** (“RFEP”) procedure. Communications between parents and the Charter School ~~are is~~ further facilitated by the Student Services Manager.

Professional Development and Teacher Qualifications

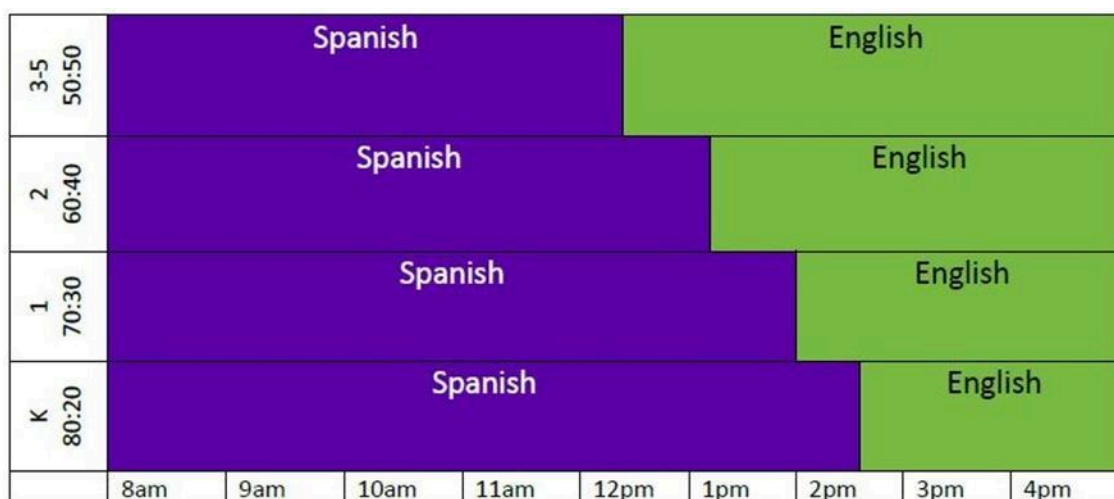
In addition to possessing appropriate Commission on Teacher Credentialing certificates, teachers are trained to use appropriate differentiated instruction such as SIOP and Systematic ELD to help students reach English language proficiency. This may include in-house or external professional development, as well as observation of peers. Furthermore, they receive feedback **and professional development** from the principal, coach, ~~and~~ **and student services manager** colleagues on a regular basis based on lesson plans, observations, and training videos throughout the year.

Strategies for English Learner Instruction and Intervention

First and foremost, Voices ~~College-Bound Language Academy’s~~ dual immersion program is a rigorous academic program in which the target language (Spanish) is used as the vehicle of instruction. Teachers provide the student with enough exposure to practice, use, and extend ~~theirhis/her~~ vocabulary in English and Spanish.

Teachers engage students in active participation activities requiring responses in the target language. **In content areas taught, students practice the four domains of English proficiency, Reading, Writing, Listening, and Speaking.** Hands-on, minds-on classroom projects provide additional opportunities for students to use the target language. Teachers use ~~cooperative~~ learning techniques to encourage students to interact with one another in the second language. Voices Academy language allocation model is as follows:

Figure 1.6 – Dual Immersion Model



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

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

Monitoring and Evaluation of Program Effectiveness

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

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

Serving Students with Disabilities

Overview

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

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

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence. *The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter.*

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

The Charter School may request related services (e.g. Speech, Occupational Therapy,

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

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

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. ~~Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodations by the Charter School.~~

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

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

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in the primary language along with the procedural safeguards available to them. If during the evaluation the 504 team obtains information indicating

possible eligibility of the student for special education per IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

Services for Students under the IDEA

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

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

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

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

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

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

The Charter School shall have the responsibility to identify, refer, and work cooperatively in

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

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

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

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

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

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

IEP Development – The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation – The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter Schools non-

special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

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

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

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

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

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

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

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

adopt and implement policies relating to all special education issues and referrals.

Interim and Initial Placement of New Charter School Students

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

Non-Public Placements/Non-Public Agencies

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

Reporting

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

Non-discrimination

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

Parent/Guardian Concerns

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

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

Community Advisory Committee

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

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

- Planning and operation of special education programs in the Sonoma County Charter SELPA.
- Development and review of the Local Plan and recommend priorities to be addressed by the Local Plan.
- Assist in parent education.

- Increase public awareness and community acceptance of individuals with exceptional needs and to promote understanding of their educational and vocational needs.

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

Due Process Hearing

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

SELPA Representation

The Charter School shall represent itself at all SELPA meetings.

Funding

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

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

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

Implementation of Legal Requirements

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

The Special Education department is designed to meet the specific needs of students with challenges, and to do so in the least restrictive manner. We believe in the student's ability to fully participate within their general education classroom and remain with their peers, to the degree that educators and service providers ~~deem appropriate~~^{see fit}. Title 5, California Code of Regulations Section 80046.5 focuses on the teacher and the IEP to recommend the most

appropriate placement and level of support (1-1 aide, Learning Center, push in, special day class, etc.) for each child with special needs. Credential holders who are authorized to serve children with disabilities must possess a credential that authorizes teaching the primary disability of the pupils within the special education class as determined by the program placement recommendation contained within the ~~IEP~~[Individualized Education Program](#). A teacher must hold a credential to serve each of the disability categories for students in the class as set forth in the IEP. An IEP team may determine that, based on assessments and the goals in the IEP, an alternate placement may be appropriate (a teacher will hold a credential to serve each of the disability categories for students in the class as set forth in the IEP.) It is the Charter School's² responsibility to determine how the special education services will be delivered. The IEP determines the student's needs and the rationale for the particular services and placement of the student. Various alternative placements are sometimes required to the extent necessary to implement the IEP for each child with a disability.

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

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

~~A Typical Day in the Life of Voices Academy Students~~

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

On Monday morning, Ruben takes his leveled books to his desk and begins reading while the teacher takes attendance. After his kindergarten class sings their Good Morning song in a circle and reads the Morning Message, Ruben and his classmates line up and walk to the cafeteria for Plaza. Ruben listens as the principal introduces the Character Trait of the month – Responsibility – and then, when the principal signals, he turns and tells his partner examples of how he can show responsibility. Then Ruben watches wide-eyed as pictures give clues about which Spanish-speaking country the Charter School's stuffed monkey is "visiting" this month. Ruben can't wait to tell his mom that one country can have so many different kinds of animals and plants. Each week, Plaza alternates between Spanish and English; even though this week was all in Spanish, and Ruben is an English Only student, he still understands the concepts thanks to visuals and opportunities to interact with peers.

Spanish Language Arts

Students leave the carpet, one at a time, once they have answered the teacher's exit slip about that week's phonemic awareness question. After Ruben comes up with a word that rhymes with the teacher's word, he goes off to get his small group's centers bin. He and his 3 partners will rotate through 4 activities in the next hour, and 4 different activities the next day, for a total of 8 different standards-aligned centers during the week. He and his classmates will practice reading and writing sight words with colored markers, coloring pairs of words that rhyme (according to the week's

phonemic awareness goal), and a variety of other activities. Ruben likes the different hands-on activities that seem like games and challenges that he can do while interacting with his friends and all the while practicing speaking Spanish. His favorite is the iPad center where practicing sight words is fun! His teacher calls a few students at the beginning of each rotation to read at her desk. He always looks forward to the time of day when he can work in a small group with his teacher and learn to read fun, new books!

Math

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

Recess

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

Read-aloud

Recess is over, but Ruben isn't sad to return to the classroom. In fact, he can't wait to find out what book the teacher will read today. His class is in the middle of a project-based, month-long unit based on a Social Studies standard. The kindergarteners have been learning about who comprises their families, sharing family histories and origins, and studying photos and other artifacts to learn about their families' pasts. Ruben loves talking and sharing about his family - a topic very near and dear to all his 6-year-old classmates - and he especially loved interviewing his grandpa and then telling the class how his grandpa didn't even have a computer, tablet, or cell phone when he was little. As Ruben listens to the story about a girl comparing her life to her grandparents' childhood, he can't wait to connect the story to his own experiences. Later in the afternoon, Ruben knows he'll get to write more about those connections as each student prepares a final project to share with his/her family at the school-wide Social Studies Night open house.

English Language Arts

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

Ruben exclaims, bouncing off to his first independent work center.

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

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

Guided Reading

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

English Language Arts with One-on-One Support

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

Academic Services

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

Reading Intervention

Toward the end of the school day, Malcolm returns to the Charter School's Learning Center for 20

minutes, but at this time, he does so in order to attend Reading Intervention with Ms. Mallamace. Malcolm is grouped with students who are reading at his same level and who exhibit the same needs, which in this case is fluency. The groups works on reading a book that is within their instructional reading level.

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

Spanish Literacy

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

English Language Arts

As English Language Arts starts, Carmen sits at her table with three other students and pulls out her passage on Martin Luther King, Jr. The class has been looking at diagrams and photographs that contribute to the text. Mr. Miller reads the content objective on the board and the class repeats it. He also has a language objective. Carmen reads aloud with her class: "I can explain to my partner how a diagram/photograph/drawing contributes, or adds to, a text." Mr. Miller reviews the vocabulary in the objectives and in the passage for English Learners such as Carmen. Carmen is an intermediate English learner ~~and~~ has a native English speaker as her shoulder partner. As Carmen discusses the photographs in the passage with her table, she also uses sentence frames her teacher has provided. For the next 15 minutes, her table talks about each image with sentence starters such as "This image helps me understand..." "This diagram shows me how..." and "The photograph contributes to the text because..." Carmen is able to choose which sentence starter she prefers as she speaks with ~~her his~~ peers. At the end of the lesson, Mr. Miller employs another SIOP strategy. Every student shares with their table what they learned to do. By the end of the lesson, Carmen is able to summarize the objectives in her own words.

Enrichment

After lunch, Carmen goes to the blacktop for Enrichment. Last week, the students finished ~~their~~ painting their piñatas with art instructors from the Mexican Heritage Center. These lessons were in Spanish. The piñatas are now on display in the Charter School office. This particular week, the class has Physical Education for Enrichment. The YMCA leads this week's enrichment in English. After doing a few warm-ups, Carmen and her classmates are going to run through some obstacle courses. The students will zigzag through cones, hula hoop in the middle, and touch the basketball pole before tagging their teammate. Their class mascot is the UCLA Bruins as Mr. Miller is an

alumni. The Bruins will compete against the Spartans from 2nd grade. Carmen cheers on her class in English, repeating the UCLA chants she learned at the start of the year. As she comes back into class, she excitedly tells her teacher how her class won the race.

Math

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

Guided Reading and Centers

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

ELD

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

writing. Carmen successfully

transfers that skill into her English piece. She finishes the lesson by trading her writing with her partner to check for mechanics and correct grammar.

Charter School Goals and Actions to Achieve the Eight State Priorities

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

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

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 5205247607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(cb)(5)(B).

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

CHARTER SCHOOL GOALS, ACTIONS, OUTCOMES, AND METHODS OF MEASUREMENT THAT ALIGN WITH THE STATE PRIORITIES		
Pursuant to Education Code Sections 47605(cb)(5)(A)(ii) and 47605(cb)(5)(B), the following is a table describing the Charter School’s outcomes that align with the state priorities, and the Charter School’s goals and actions to achieve the state priorities, schoolwide and for all numerically significant pupil subgroups. The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. The Charter School’s current LCAP is attached as Appendix 5, and includes the most recent update on LCAP goals metAE. To support authorizer review, the table below provides a crosswalk between the eight state priorities and the sections of the Charter School LCAP that contain the relevant goals, actions, measures, and applicable subgroups.		
~~STATE PRIORITY #1 – BASIC SERVICES~~ ~~The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))~~ Goal 1- Student Achievement		
Goals	Metrics (Measurements)	3-Year Goal (Outcomes)
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.	Appropriately assigned and fully credentialed teachers	70% Clear 5% Out-of-Field 25% Intern 30% Ineffective
	Data Source: California School Dashboard	
	Access to standards aligned instructional materials	100% of students with access to standards aligned
	Data Source: Local Indicators	

This work is aligned to the following State Priorities: - State Priority 1: Basic Services - State Priority 2: Implementation of State Standards - State Priority 4: Student Achievement		instructional materials
	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation & Sustainability
	Data Source: California School Dashboard	
	SBAC ELA	2025-26 ELA Distance from Standard
	Data Source: CAASPP Assessment System	Overall: 25.3 HISP: 18.8 SED: 2.1 EL: 8.2 SWD: -48.1
	SBAC Math	2025-26 Math Distance from Standard
	Data Source: CAASPP Assessment System	Overall: -6.8 HISP: -9.4 SED: -24.1 EL: -26.7 SWD: -77.3
	CAST Science	Overall: 26.25% HISP: 25.67% SED: 22.32% EL: 15% SWD: Too Few
	ELA Local Assessment - MAP	50% of students proficient
	Data Source: MAP Assessment Data	50% of students met growth target
	SLA Local Assessment	50% of students proficient
	Data Source: Local Data	50% of students met growth target
	Math Local Assessment	50% of students proficient
	Data Source: Local Data	50% of students met growth target

	EL students making progress toward English Proficiency	ELPI is High for 2026
	Data Source: ELPAC Summative Assessment	ELPI is 55%
	EL Reclassification Rate Data Source: Dataquest	EL Reclassification rate is 40%
Goal 2- Student Engagement		
Goals	Metrics (Measurements)	3-Year Goal (Outcomes)
Goal 2: 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. This work is aligned to the following State Priorities: • State Priority 5: Pupil Engagement • State Priority 6: School Climate • State Priority 7: Course Access	Facilities in good repair Data Source: SARC - FIT	All facilities met “Good” repair
	Attendance Rate Data Source: P-2	All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20%
	Chronic Absenteeism Rate Data Source: California School Dashboard	Full Implementation & Sustainability
	Middle School Drop Out Rate Data Source: CALPADS	0%
	Suspension Rate Data Source: California School Dashboard	All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1%
	Expulsion Rate Data Source: DataQuest	0% for all students and significant student subgroups
	Broad Course of Study Data Source: Local Data	100% of students enrolled in Enrichment Courses

	Student Survey on the sense of safety and school connectedness Data Source: Local Data	~~51~~⁶⁵% of students feel safe at school and on campus (grades 4-5). ~~58~~⁶⁵% of students feel safe at school and on campus (grades 6-8). ~~41~~⁶⁵% of students feel a sense of belonging in the school community (grades 4-5). ~~22~~⁴⁰% of students feel a sense of belonging in the school community (grades 6-8).
Goal 3-Parent and Community Engagement		
Goals	Metrics (Measurements)	3-Year Goal (Outcomes)
Goal 3: 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. This work is aligned to the following State Priorities: - State Priority 3: Parental Involvement - State Priority 6: School	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs Data Source: California School Dashboard	Full Implementation and Sustainability
	English Learner Advisory Committee Data Source: Local Data	≥4 per year
	Family Member Survey Data Source: Local Data	95% of family members feel their children are safe at school. 95% of family

Climate		members feel connected to the school (sense of belonging). 95% of family members feel welcome at the school
	Teacher and Staff Survey Data Source: Local Data	60% of Staff feel the relationships between staff and students are respectful. 65% of Staff feel there is a positive working environment. 60% of Teachers feel the relationships between staff and students are respectful. 50% of Teachers feel there is a positive working environment. 80% of Teachers feel the school has been supportive of professional growth
	Parent Education Data Source: Local Data	≥4 per year
	Project/Portfolio Presentations	≥4 per year

	Data Source: Local Data	
SUBPRIORITY A – TEACHERS		
GOAL TO ACHIEVE SUBPRIORITY	Recruit, develop, hire, and maintain fully credentialed teachers who are appropriately assigned and deliver high quality instruction.	
ACTIONS TO ACHIEVE GOAL	● Provide competitive salaries to attract and retain high quality teachers. ● Provide direct support to teachers in the classroom. ● Deliver professional development to teachers and paraprofessionals. ● Provide Beginner Teacher Support & Assessment (“BTSA”) induction for qualified teachers.	
MEASURABLE OUTCOME	All teachers will be fully credentialed and appropriately assigned.	
METHODS OF MEASUREMENT	● Personnel files and teacher assignments. ● CALPADS reports.	
SUBPRIORITY B – INSTRUCTIONAL MATERIALS		

GOAL TO ACHIEVE SUBPRIORITY	Use standards-aligned instructional materials, curricula, resources, and technological supplements that will prepare students for college and career success.
ACTIONS TO ACHIEVE GOAL	Purchase or develop standards-aligned materials, curricula, resources, and technological supplements
MEASURABLE OUTCOME	All materials, curricula, resources, and technological supplements will be standards-aligned.
METHODS OF MEASUREMENT	- Executive Director and faculty review all materials, curricula, resources, and technological supplements before purchase. - Review the Atlas curriculum platform.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain Charter School facilities in good repair.
ACTIONS TO ACHIEVE GOAL	Charter School leadership and the Parent Safety Team will conduct regular walk-throughs of Charter School facilities.
MEASURABLE OUTCOME	Annually, 90% of all items on site inspection checklist will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months.
METHODS OF MEASUREMENT	- Charter School leadership and the Parent Safety Team will conduct regular walk-throughs of Charter School facilities. - Site inspection documents prepared by school leadership.

STATE PRIORITY #2 – IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Curriculum and instructional strategies, interventions, assessments, and support services will be aligned to the CCSS.
ACTIONS TO ACHIEVE GOAL	- Provide curriculum and instructional strategies, interventions, assessments, and support services aligned to the CCSS. - Participate in professional development and trainings on the rigors of CCSS. - Teachers will participate in annual professional development on the implementation of the CCSS.
MEASURABLE OUTCOME	- All instructional curriculum, strategies, interventions, assessments, and support services will be aligned to the CCSS. 100% of teachers will participate in professional development on the implementation of the CCSS.
METHODS OF MEASUREMENT	- Internal review of curriculum and instructional strategies, interventions, assessments, and support services. - Professional Development calendar and rosters. - Review internal and external assessment results to ensure the CCSS are being implemented well. - Conduct classroom observations to ensure the CCSS are being
	implemented well.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS and ELD standards.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts and Literacy instruction with appropriate instructional support.
MEASURABLE OUTCOME	100% of EL students will gain academic content knowledge through the implementation of the CCSS and ELD standards.
METHODS OF MEASUREMENT	- ELD schedule and roster. - EL student performance on the CAASPP and CELDT/ELPAC. - Teacher assessments. - Annual report cards.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	- Provide regular, leveled systematic ELD for ELs. - Provide Sheltered Instruction Observation Protocol (“SIOP”). - Provide ELD professional development for teachers.

~~MEASURABLE OUTCOME~~	~~EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.~~
~~METHODS OF MEASUREMENT~~	~~Student performance on CELDT/ELPAC Assessment and reclassification documentation.~~
~~STATE PRIORITY #3 PARENTAL INVOLVEMENT~~ ~~Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation~~	
~~SUBPRIORITY A ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~Maintain parental involvement in school experiences and activities that assist with student success.~~
~~ACTIONS TO ACHIEVE GOAL~~	<del> - Provide classes such as ESL for parents. - Provide childcare during parent participation activities. - Employ a Dean of Culture to develop and promote parental involvement. - Codify and calendar grade-specific parent workshops. - Publicize parent meetings. </del>
~~MEASURABLE OUTCOME~~	~~Annually, the number of families that participate in at least one parent involvement opportunity will increase by 5% over the previous year.~~
~~METHODS OF MEASUREMENT~~	<del> - Parent activity calendars and promotional materials. - Attendance logs from classes, activities, workshops, and meetings. </del>
~~SUBPRIORITY B PROMOTING PARENT PARTICIPATION~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~Maintain parent participation in Charter School advisory entities.~~
~~ACTIONS TO ACHIEVE~~	~~Encourage and recruit parents to participate in the English Language~~

~~GOAL~~	~~Advisory Committee ("ELAC"), CAC, VPAC, Schools Advisory Committee, and Board of Directors.~~
~~MEASURABLE OUTCOME~~	~~Annually, the number of families that participate in at least one parent advisory entity will increase over the previous year.~~
~~METHODS OF MEASUREMENT~~	~~Decision-making entity rosters.~~
~~SUBPRIORITY C PARENT SATISFACTION~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~Parents will demonstrate high satisfaction with the academic program and parent involvement opportunities.~~
~~ACTIONS TO ACHIEVE GOAL~~	~~Conduct an annual satisfaction survey.~~
~~MEASURABLE OUTCOME~~	<del> - Parent participation in the annual satisfaction survey. 80% of parents indicate they are satisfied with the academic program and parent involvement opportunities. </del>
~~METHODS OF MEASUREMENT~~	~~Survey results.~~

~~STATE PRIORITY #4 – STUDENT ACHIEVEMENT~~

~~Pupil achievement, as measured by all of the following, as applicable:~~

- ~~A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment~~
- ~~B. The Academic Performance Index (API)~~
- ~~C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education~~
- ~~D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)~~
- ~~E. EL reclassification rate~~
- ~~F. Percentage of pupils who have passed an AP exam with a score of 3 or higher~~
- ~~G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness~~

~~SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS~~

~~GOAL TO ACHIEVE SUBPRIORITY~~	~~All students will reach high standards in English and Mathematics.~~
~~ACTIONS TO ACHIEVE GOAL~~	~~Establish benchmarks for CAASPP performance.~~ ~~Establish, monitor, and analyze interim benchmark proficiency and growth goals.~~ ~~Deliver CCSS-aligned classroom instruction and appropriate intervention that prepares students for the CAASPP.~~ ~~Conduct frequent data analysis and disaggregation of data.~~ ~~Administer Northwest Evaluation Association (“NWEA”) examinations to designated grades.~~
~~MEASURABLE OUTCOME~~	~~Students will meet or exceed average performance levels of students in demographically comparable district schools in ELA and mathematics on the CAASPP.~~

~~METHODS OF MEASUREMENT~~	~~CAASPP score reports.~~
~~SUBPRIORITY B – API~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~The Charter School will demonstrate strong academic achievement and growth on the API or the applicable state accountability system adopted and implemented by the State Board of Education and California Department of Education.~~
~~ACTIONS TO ACHIEVE GOAL~~	~~Deliver CCSS-aligned classroom instruction and appropriate intervention that prepares students for the CAASPP.~~ ~~Conduct frequent data analysis and disaggregation of data.~~ ~~Administer Northwest Evaluation Association (“NWEA”) examinations to designated grades.~~
~~MEASURABLE OUTCOME~~	~~The Charter School will identify or receive appropriate benchmarks based on the API or other metric associated with the applicable state accountability system.~~

~~METHODS OF MEASUREMENT~~	~~The API or other metric associated with the applicable state accountability system.~~
~~SUBPRIORITY C UC/CSU COURSE REQUIREMENTS NOT APPLICABLE~~	
~~SUBPRIORITY D EL PROFICIENCY RATES~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~Increase the percentage of ELs who are proficient in English, ELA, and mathematics.~~
~~ACTIONS TO ACHIEVE GOAL~~	<del> - Frequently monitor and provide appropriate interventions for ELs. - Establish CELDT/ELPAC, CAASPP, and NWEA MAP performance expectations. - Provide SIOP, systematic ELD, and CCSS professional development for teachers as needed. - Provide regular, leveled systematic ELD instruction for ELs. - Schedule time for teachers to conduct data analysis to inform instruction. </del>
~~MEASURABLE OUTCOME~~	<del> - The number of ELs scoring proficient in LEA and Math on the CAASPP will increase annually. - EL students will meet or exceed average performance levels of EL students in demographically comparable district schools in ELA and mathematics on the CAASPP. </del>
~~METHODS OF MEASUREMENT~~	<del> - Professional development schedule. - CAASPP score reports. - CELDT/ELPAC score reports. - NWEA MAP score reports. </del>
~~SUBPRIORITY E EL RECLASSIFICATION RATES~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~Increase the number of ELs who are reclassified each year.~~
~~ACTIONS TO ACHIEVE GOAL~~	<del> - Frequently monitor and provide appropriate interventions for ELs. - Establish CELDT/ELPAC performance expectations. - Provide SIOP, systematic ELD, and CCSS professional development for teachers as needed. </del>

	<del> Provide regular, leveled systematic ELD instruction for ELs. </del>
~~MEASURABLE OUTCOME~~	~~The percent of EL students meeting or exceeding ELPAC CELDT performance expectations will meet or exceed the performance levels of students in demographically comparable district schools. CAASPP.~~
~~METHODS OF MEASUREMENT~~	<del> - EL reclassification rates. - CAASPP score reports. </del>
~~SUBPRIORITY F AP EXAM PASSAGE RATE NOT APPLICABLE~~	
~~SUBPRIORITY G COLLEGE PREPAREDNESS/EAP NOT APPLICABLE~~	

~~STATE PRIORITY #5—STUDENT ENGAGEMENT~~	
~~Pupil engagement, as measured by all of the following, as applicable:~~	
~~A. School attendance rates~~	
~~B. Chronic absenteeism rates~~	
~~C. Middle school dropout rates (EC §52052.1(a)(3))~~	
~~D. High school dropout rates~~	
~~E. High school graduation rates~~	
~~SUBPRIORITY A—STUDENT ATTENDANCE RATES~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~Maintain an attendance rate of 95%.~~
~~ACTIONS TO ACHIEVE GOAL~~	~~● Create an engaging, positive, and safe school culture and environment.~~ ~~● Refer truant students to the SST process for monitoring and support.~~ ~~● Provide counseling for students for whom personal issues are creating a distraction from learning.~~ ~~● Closely track attendance and conduct follow up meetings with families showing attendance concerns.~~ ~~● Provide resources and support to families struggling with attendance issues.~~ ~~● Incentivize and reward strong attendance.~~ ~~● Employ a Dean of Culture to develop and promote school culture.~~ ~~● Administer an annual satisfaction survey to gather feedback.~~
~~MEASURABLE OUTCOME~~	~~Attendance rate of 95%.~~
~~METHODS OF MEASUREMENT~~	~~Attendance reports.~~
~~SUBPRIORITY B—STUDENT ABSENTEEISM RATES~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~Decrease overall number of absences, tardy arrivals, and early dismissals.~~
~~ACTIONS TO ACHIEVE GOAL~~	~~● Create an engaging, positive, and safe school culture and environment.~~ ~~● Refer truant students to the SST process for monitoring and support.~~ ~~● Provide counseling for students for whom personal issues are creating a distraction from learning.~~ ~~● Closely track attendance and conduct follow up meetings with families showing attendance concerns.~~ ~~● Provide resources and support to families struggling with attendance~~
	~~issues.~~ ~~● Incentivize and reward strong attendance.~~ ~~● Employ a Dean of Culture to develop and promote school culture.~~ ~~● Administer an annual satisfaction survey to gather feedback.~~
~~MEASURABLE OUTCOME~~	~~The total number of absences, tardy arrivals, and early dismissals will decrease each year.~~

~~METHODS OF MEASUREMENT~~	~~Attendance, absence, tardy, and early dismissal records.~~
~~SUBPRIORITY C — MIDDLE SCHOOL DROPOUT RATES~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~Maintain a dropout rate of less than 3%.~~
~~ACTIONS TO ACHIEVE GOAL~~	~~● Create an engaging, positive, and safe school culture and environment.~~ ~~● Provide counseling for students for whom personal issues are creating a distraction from learning.~~ ~~● Provide resources and support to families struggling with attendance issues.~~
~~MEASURABLE OUTCOME~~	~~Dropout rate of less than 3%.~~
~~METHODS OF MEASUREMENT~~	~~Dropout rate.~~
~~SUBPRIORITY D — HIGH SCHOOL DROPOUT RATES — NOT APPLICABLE~~	
~~SUBPRIORITY E — HIGH SCHOOL GRADUATION RATES — NOT APPLICABLE~~	
~~STATE PRIORITY #6 — SCHOOL CLIMATE~~ ~~School climate, as measured by all of the following, as applicable:~~ ~~A. Pupil suspension rates~~ ~~B. Pupil expulsion rates~~ ~~C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness~~	
~~SUBPRIORITY A — PUPIL SUSPENSION RATES~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~Maintain a suspension rate of less than 5%.~~
~~ACTIONS TO ACHIEVE GOAL~~	~~● Create an engaging, positive, and safe school culture and environment.~~ ~~● Implement alternatives to suspension (SST, behavior plans, etc.).~~ ~~● Establish and foster schoolwide discipline plan and character development.~~
~~MEASURABLE OUTCOME~~	~~Suspension rate of less than 5%.~~
~~METHODS OF MEASUREMENT~~	~~Suspension rate.~~
~~SUBPRIORITY B — PUPIL EXPULSION RATES~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~Maintain an expulsion rate of less than 2%.~~
~~ACTIONS TO ACHIEVE GOAL~~	~~● Create an engaging, positive, and safe school culture and environment.~~ ~~● Implement alternatives to expulsion (SST, behavior plans, etc.).~~ ~~● Establish and foster schoolwide discipline plan and character development.~~

~~MEASURABLE OUTCOME~~	~~Expulsion rate of less than 2%.~~
~~METHODS OF MEASUREMENT~~	~~Expulsion rate.~~
~~SUBPRIORITY C — OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~Receive positive feedback from students, parents, and teachers regarding school culture, safety, and connectedness.~~
~~ACTIONS TO ACHIEVE GOAL~~	~~Administer an annual satisfaction survey to students, parents, and teachers to gather feedback on school culture, safety, and connectedness.~~
~~MEASURABLE OUTCOME~~	<del> - Students, parents, and teachers will fill out surveys. 80% of students, parents, and teachers will indicate satisfaction with school culture. </del>
~~METHODS OF MEASUREMENT~~	~~Survey results.~~
~~STATE PRIORITY #7 — COURSE ACCESS~~ ~~The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.~~ ~~“Broad course of study” includes the following, as applicable.~~ ~~Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)~~ ~~Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~All students, including unduplicated pupils, will be enrolled in a broad course of study as outlined in the charter petition.~~
~~ACTIONS TO ACHIEVE GOAL~~	~~Make all academic content areas available to all students, including student subgroups, at all grade levels.~~
~~MEASURABLE OUTCOME~~	~~All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in a broad course of study as outlined in the charter petition.~~
~~METHODS OF MEASUREMENT~~	~~Student, teacher, course, and grade level schedules.~~
~~STATE PRIORITY #8 — OTHER STUDENT OUTCOMES~~ ~~Pupil outcomes, if available, in the subject areas described above in #7, as applicable.~~	
~~SUBPRIORITY A — ENGLISH~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~Students, including all significant sub groups, will demonstrate proficiency on the Common Core Standards annual assessment in ELA.~~
~~ACTIONS TO ACHIEVE GOAL~~	<del> - Establish benchmarks for CAASPP performance. - Establish, monitor, and analyze interim benchmark proficiency and </del>

~~ACTIONS TO ACHIEVE GOAL~~	• ~~Train teachers on NGSS and develop aligned curriculum.~~ • ~~Each grade level will complete an Understanding by Design science project every year.~~ • ~~Teachers use multiple measures to assess mastery.~~ • ~~Establish grade specific benchmark and growth goals.~~
~~MEASURABLE OUTCOME~~	• ~~70% of students will score a 3 or higher on the Understanding by Design project rubric.~~
~~METHODS OF MEASUREMENT~~	• ~~Understanding by Design project rubric.~~ • ~~Report cards.~~
~~SUBPRIORITY E – VISUAL AND PERFORMING ARTS – NOT APPLICABLE~~	
~~SUBPRIORITY F – PHYSICAL EDUCATION~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~All students, including significant subgroups, will show growth on the Physical Fitness Test.~~
~~ACTIONS TO ACHIEVE GOAL~~	• ~~Secure fitness contract with outside agency.~~ • ~~Establish grade specific benchmark and growth goals.~~
~~MEASURABLE OUTCOME~~	~~Students will achieve growth on the Physical Fitness Test, in comparison to District schools with similar demographics.~~
~~METHODS OF MEASUREMENT~~	~~Physical Fitness Test report.~~
~~SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY) – NOT APPLICABLE~~	
~~SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~All students, including all significant subgroups, will become proficient bilingual speakers, readers, and writers.~~
~~ACTIONS TO ACHIEVE GOAL~~	• ~~Teachers use multiple measures to assess mastery.~~ • ~~Establish grade specific benchmark and growth goals.~~
~~MEASURABLE OUTCOME~~	~~All 8th grade students will complete and pass all components of the Voices Exit Presentation in both languages.~~
~~METHODS OF MEASUREMENT~~	~~Exit Presentation Rubric~~
~~SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY) – NOT APPLICABLE~~	
~~SUBPRIORITY J – CTE (GRADES 7-12 ONLY) – NOT APPLICABLE~~	
~~SUBPRIORITY K – TECHNOLOGY~~	
~~GOAL TO ACHIEVE SUBPRIORITY~~	~~All students, including significant subgroups, will become proficient users of technology.~~
~~ACTIONS TO ACHIEVE GOAL~~	• ~~Develop technology scope and sequence.~~ • ~~Provide technology instruction teacher professional development.~~ • ~~Ensure students have regular access to technology.~~ • ~~Teachers use multiple measures to assess mastery.~~
~~MEASURABLE OUTCOME~~	~~100% of students will have access to technology in the classroom.~~

METHODS OF MEASUREMENT	~~Budget~~ ~~Walk through principal observations~~ ~~Daily schedules~~
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Assessment Methods and Approach

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

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

Multiple Measures and Frequency		
Assessment	Description	Assessment Schedule
State required tests	California ~~Science Standards~~ Test (“CAST”) ~~(science)~~ Physical Fitness Test (“PFT”) ~~ELPAC~~ ~~ELDT~~ CAASPP California Alternate ~~Performance~~ Assessments (“CAPA”)	Annually, as available
Placement exams	~~ELPAC~~ ~~ELDT~~ ~~Voices Academy Diagnostic Assessments~~ ~~(see below)~~ LAS Links ~~online~~ Español	Annually, as available
Diagnostic	IXL Real-Time Diagnostic	Annually, at beginning of year

	Literacy Diagnostics ~~Concepts of Print (“CAPS”),~~ ~~Phonemic Awareness,~~ ~~Letter/sound ID (Eng/Sp) as Tier II intervention~~ ADEPT	Tri-annually
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	~~CELD (Curriculum Associates)~~ Spelling Inventory Sight Words (English/Spanish)	
Formative Assessments: Teacher/grade level designed assessments	~~Tests~~ End of module quizzes (Math) End of unit quizzes (ELA) End of unit quizzes (6th-8th Grade SLA) ~~Quizzes~~ Projects Performance-based assessments Writing prompts Fluency Assessments (English/Spanish) Presentations Surveys Observation Checklists Rubrics 8th Grade Exit Project	Ad-hoc, weekly, bi-weekly, monthly
Interim Benchmark Assessments (aligned to CCSS, Big Goals, and/or IEP)	STAR Early Literacy ~~Fiction and Non-fiction Reading Assessment: running record, comprehension, fluency (English/Spanish)intc~~ as a diagnostic or Tier II intervention ~~Writing Prompt (English/Spanish)~~ ~~Fluency Assessment (English/Spanish)~~ ~~Student Observation Checklist of Civic Skills and Behaviors~~ ~~Internal Interim Assessment (i.e. Illuminate)~~ Formative assessments such as	Tri-Annually

	curriculum unit assessments or research-based comprehensive assessments of reading skills State-approved assessment such as NWEA MAP, IXL or Renaissance	
Summative Assessments (CCSS aligned)	State-approved assessment such as NWEA MAP, IXL or Renaissance ~~NWEA MAP~~ ~~Illuminate~~	At least ~~tri~~ Tri-Annually
Program Evaluation/Reports	Annual Climate/stakeholder Survey ~~8th Grade Exit Project~~ ~~Annual Measurable Achievement Objectives (“AMAO”)~~ ~~PFT~~	Annually

Summative and Interim Assessment

Voices ~~College-Bound Language Academy~~ has designed ~~to be and~~ utilized fall, winter, and spring. ~~This includes -cumulative interim-~~assessments based on ~~state standards,~~ benchmark assessments, unit assessments and diagnostics (see Appendix T for a sample assessment calendar).

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

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

Verified assessments: Voices Academy will adopt norm-referenced assessments such as Northwest Evaluation Association Measures of Academic Progress that measure growth over time. The verified assessments will be aligned to common core state standards and include SBAC/CAASPP-like items. We will analyze both growth over time and overall proficiency. Reports will provide teachers with a manner to gauge mastery of standards

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

LAS Links Español: LAS is a research-based diagnostic assessment that measures the speaking, listening, reading, writing, and comprehension skills of students in Spanish. It helps identify language difficulties a student may have in Spanish and track progress in attaining Spanish language proficiency. It helps teachers track progress, determine accurate placement or interventions, and tailor instruction for Spanish learners.

Formative ~~Grade Level Designed~~ Assessments:

Formative assessment begins even before teaching begins with pre-assessments. Teachers gather formative data throughout the unit of study, often in informal ways, to inform teaching decisions and improve student learning. Grade level teams can also give ~~create~~ formative assessments based on unit standards that they analyze during data meetings. Such

assessments may include, but are not limited to exit tickets, quizzes, anecdotal observations, quick writes, etc. Grade level teams establish proficiency levels for each assessment in weekly data meetings based on standards deconstruction and item analysis. For example, a just introduced standard exit slip may warrant a 50% cut point whereas a spiraled previously taught standard may warrant an 80% + cut point.

Exhibition Projects, Performance-Based Assessment, and Rubrics:

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

Performance Tasks and Writing Rubrics

Voices Academy has writing rubrics connected to grade-level standards and uses rubrics aligned to curriculum. Some units may also have performance tasks such as writing and presenting a *pourquoi* tale based on a researched animal. Performance tasks and writing rubrics are an opportunity to engage the wider community through exhibition, parent nights and inviting families into the classroom.

8th Grade Exit Project:

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

Annual Survey:

Voices Academy partners with Panorama Education The Survey Research Initiative at Teachers College, Columbia University to conduct has created separate surveys for two student surveys (Social Emotional Learning: Student Competency and Well-Being Measures and Student Supports and Environment) provided to 4 & 5th grade students and another instrument for 6th to 8th grade students.s, parents, Instructional staff, Non-instructional and Central Office staff are also surveyed as well as families (Family-School Relationships Survey) that we will use to gather information on Voices Academy's overall performance.

These surveys are given twice a year in Fall and Spring. The Survey Research Initiative at Teachers College, Columbia University has created separate surveys for students, parents, and staff that we will use to gather information on Voices Academy's overall performance. Surveys are created online and administered online or paper and pencil form. Surveys will consist of a combination of multiple choice items and open-ended questions. Survey questions seek information about overall satisfaction with the school culture, the academic program, the working and learning environment, and satisfaction with the Charter School's staff and administration.

Data Collection

Data collection includes, but is not limited to:

- Standardized Test Scores (such as CAST (science), CAASPP, CELDT/ELPAC)
- Running Records/Book Levels for tier II supports (such as Fountas & Pinnell Benchmark Assessment®)
- Interim assessments in language arts, writing, and math (English and Spanish)
- Unit tests in math, reading/writing, exhibition projects/rubrics and portfolios, surveys/checklists and other teacher created tests and screening tools
- Report cards (Grade level, ELD, Civic)
- English Language Learner measurements such as unit assessments or interim ELPAC assessments
- Physical fitness test
- Surveys

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

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

Big Goals

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

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

Data Analysis Procedure

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

Data gathered about individual students, teachers, and grades from both interim assessment

and standardized tests are used to drive future professional development, curriculum selections, and programmatic changes.

Use and Reporting of Data

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

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

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

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

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

- [California School Dashboard](#)
- School [Accountability Report Card](#)
- LCAP
- Local Educational Agency Plan
- ~~Title III AMAOs~~
- Authorizer report (in a format agreed upon between the [District](#) and Charter School)
- Board Reports

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

Spanish.

Element 4: Governance

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

Nonprofit Public Benefit Corporation

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

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

Charter Management Organization Support and Services to Charter School

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

The CMO office is structured to provide excellent school support to drive student achievement at the charter school level and build cohesive relationships between the network and Charter School staff. At minimum, monthly meetings between the CMO office and Charter School leadership, plus multiple monthly Charter School visits will provide an open-minded and reflective environment for continuous improvement and professional growth.

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

Board of Directors

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

The Board shall have no fewer than five (5) directors. The purpose of the Board is to assume

responsibility for the governance of the Voices College-Bound Language Academies charter schools. In accordance with Education Code Section 47604(cb), the District may appoint a representative to sit on the Board of Directors.

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

Except for the initial Board of Directors and the District Director(s), the term of office for members of the Board of Directors shall be three (3) years and until a successor director has been appointed or elected as required by the Voices bylaws. Insofar as possible, directors' terms shall be staggered. No Board member may serve more than two consecutive three year terms.

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

Figure: 4.1 – Current Board

Board Member	Bio	Skills
Alice Miller	Alice Miller is a founder of California's first charter school, the San Carlos Learning Center, and a founder of two charter high schools. Ms. Miller worked for the California Network of Educational Charters from 1996-2003. She was the Administrator and CFO for Aurora Charter High School and has served on multiple non-profit boards and charter school boards. Ms. Miller has been the director of Knowledge Management for the California Charter Schools Association ("CCSA") since 2004. She is the technical assistance expert for CCSA, and provides guidance on legal, fiscal and compliance regulations, as well as workshops to charter schools in California and in the nation.	Accounting, finance, charter school governance, charter school development, facilities, legal, compliance

David Richards¶¶	David Richards has a BA in History from UC Berkeley and an MA in Education from Stanford University. He brings over 15 years of experience teaching and administering in suburban and urban schools in the Bay Area and in Latin America. He is the Founder and CEO of Growth Public Schools. He was formerly the Chief Regional Officer at Summit Public Schools, a charter network in the Bay Area, responsible for the oversight and management of the Bay Area schools and the day to day operations of the organization. At Summit, his responsibilities have included¶¶ program design, hiring, evaluation, student¶¶	Education, school administration, human resources, strategic planning, charter school development¶¶
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¶¶	recruitment, budget development and management, curriculum and instruction, discipline, fundraising, and leadership development. He also worked as a curriculum writer and a special education consultant.¶¶ During his time as Executive Director, of Summit Rainier and Tahoma, he led the organization to ultimately overhaul the school model into next generation schools that leverage the power of technology and focus on deeper learning to prepare students for success¶¶ in the 21st Century.¶¶	¶¶
Sara Reyes¶¶	Sara Reyes is the Division Director for Children, Youth, and Family Development at Catholic Charities of Santa Clara County (“CCSCC”). Ms. Reyes has been with CCSCC for 11 years and manages over 25 contracts with the Division budget exceeding 4 million dollars. Ms. Reyes holds a Bachelors Degree in Liberal Arts from The National Hispanic University and a Masters in Public Administration from San Jose State University. Some of her active memberships include the Franklin McKinley Children's Initiative Governance Board, the California School-Age Consortium Board, and Los Padrinos Board for the Washington United Youth Center. Ms.¶¶ Reyes volunteers at St. John Vianney School, Alum Rock Little League, and the Police¶¶ Athletic League’s Berryessa Cougars Football.¶¶	School age programs, grant writing, project management, human resources, philanthropy, community outreach¶¶

Kristen McCaw¶¶	Kristen McCaw is the Chief of Staff at Summit Public Schools. Previously at Summit, Kristen has been responsible for opening new schools, executing on the organization's policy agenda, and leading advocacy efforts. Prior to joining Summit, Kristen served as Director of School Development at the California Charter Schools Association. In this role, she crafted a regional growth strategy and provided guidance on all aspects of the school design and development process that supported the launch of 24 new schools.¶¶ Previously, Kristen managed special education and assessments at a network of charter schools in Harlem, led the implementation of systems designed to improve teacher and student performance, conducted research on school transformation policies, and launched college preparation programs for students living in New York City public housing. This work ignited¶¶ her commitment to ensuring that children in¶¶	Charter school development, non-profit management, education reform, public administration, fiscal management, Sepecial Education¶¶
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¶¶	every neighborhood can access an education that will equip them to be the authors of their own futures and leaders in their communities.¶¶ Kristen serves on the board of Voices College Bound Language Academies. She holds a BA in Politics from New York University and an¶¶ MPA from the University of Southern California.¶¶	¶¶
Duy Vo¶¶	Duy is the Head of Engineering for NimbleRx, a pharmacy that enables prescriptions to be delivered to patients. Duy supports the Voices Academy Team by contributing his experience in entrepreneurship, finance, technology, and growth. Prior to his current role at NimbleRx, Duy was Chief Technology Officer and Co-Founder of FundPaaS, an online platform that helps businesses meet working capital requirements via crowdfunding. Duy earned his¶¶ B.S. and M.S. from San Jose State University, and is passionate about using his software¶¶ building skills to positively impact the world.¶¶	Finaneial management/accountin- g, strategic planning¶¶

Kim Wisckol (Board Chair)	Kim serves as Director, Total Rewards at Gilead and brings valuable experience in Human Resources to the Voices Board of Directors. She began her career at a nonprofit social services organization where she spent 7 years, the last 4 as Executive Director. After earning her M.B.A., she switched to the for-profit sector and spent 30 years in human resources. Working with organizations of all sizes and reaches, Kim developed and implemented performance management systems, compensation and benefits programs, organization development strategies and employee and management training programs. Highlights in her career include implementing a food and shelter program in conjunction with area churches and receiving an United Way award for most innovative counseling program while at the nonprofit; designing the organizational development strategy for a business forced to change its product market; and implementing the compensation and performance management systems for a newly public medical device company.	Human Resources, communications, non- profit management
Servando Sandoval (Board Chair)	Servando Sandoval is a partner with ~~the~~ ~~Spencer Fane LLC~~ ~~Pahl & McCay Professional Law Corporation~~ practicing in the areas of Commercial Litigation, Business Litigation, Real Estate, and Labor and Employment Law. He has extensive experience in all facets of employment law and	Law, real estate

	fair housing laws, including counseling clients as to day to day employment and housing issues, conducting investigations and defending claims before all Courts and in administrative hearings. He graduated with honors, cum laude, from the University of California at Los Angeles in 1995 with a degree in Communication Studies with an emphasis in Chicano Studies. He received his Juris Doctor in 1999 from the UCLA School of Law, where he served as Editor for the Chicano-Latino Law Review. He is admitted to practice in the state of California, including the District Courts in and for the Northern and Central Districts of California, as well as the U.S. Court of Appeals, Ninth Circuit. Mr. Sandoval is the Chair of the Board of Directors of the Hispanic Chamber of Commerce Silicon Valley. Mr. Sandoval also serves on the Board of Directors for the San Jose Day Nursery.	
Diego Arambula	Diego Arambula serves as an Entrepreneur in Residence for GO Public Schools in Fresno, CA. He brings experience as a Chief Growth Officer, founding principal, and teacher for Summit Public Schools. As Chief Growth Officer and a member of Summit's Executive Team, Diego helped Summit expand its network and grow its impact through innovative partnerships across the country. He began his professional career in politics, serving as the Communications Director for U.S. Representative Cal Dooley after serving as Dooley's Deputy Campaign Manager for a hard fought campaign in California's Central Valley in 2000. Diego earned his A.B. in government from Harvard University and a Master's in Education from Stanford University. A Pahara Aspen Education Fellow and member of the James Irvine New Leadership Network, Diego is also on the board of Summit Public Schools and of the Downtown Fresno Foundation.	Education, communications and PR, real estate, strategic planning

Pedro Carreño	Pedro is currently a Partner on the School Design Team at Transcend. In this role at Transcend, he champions a community-based, liberatory design process with his partner schools as we reimagine schooling to lead to more extraordinary and equitable learning experiences for all students. Pedro is also an adjunct faculty instructor at Alder Graduate School of Education, teaching courses on Inclusive Education as well as Child and Adolescent Development. He has spent the past 15 years dedicated to excellence and equity in learning environments. Prior to joining Transcend, Pedro served as the Senior Program Manager for Leadership Development at Innovate Public Schools, coaching and developing school leaders from around the Bay Area and Los Angeles. Pedro fell in love with education during his time as a Teach for America corps member in Brooklyn, New York where he started off teaching second grade at Excellence Boys Charter School. He then worked as a school leader in Brooklyn and East Harlem, New York. He also spent a year supporting schools and communities abroad, including in Antigua, Guatemala with Sueños and in Cape Town, South Africa with South African Education Project (SAEP). He remains closely connected to these organizations and has supported their work from afar as a board member. Pedro earned his BA in Latin American Studies from the University of North Carolina at Chapel Hill, his master's from the Relay Graduate School of Education. His learning and professional growth has also included fellowships with Transformational Educational Leadership, National Principals Academy Fellowship, and the Inclusive Schools Leadership Institute. In his free time, you can find Pedro spending time with family, throwing down in the kitchen, dancing at a live show, playing some frisbee/basketball/handball, or traveling around the globe.	Community-based, liberatory design, inclusive education, child adolescent development
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Judy Nguyen	Judy Tang Nguyen is a senior adviser on the Academic and Program Strategy team within Bellwether’s Strategic Advising practice area. Judy has worked in the education field for more than 16 years and is passionate about coaching and developing leaders to create and sustain healthy ecosystems for excellent and equitable schools to flourish. Judy most recently served as the deputy chief of schools at KIPP Public Schools Northern California where she led the principal manager team in providing high quality support for principals in a region of 17 schools that spanned seven cities and served more than 5,000 students. She also led the execution of the talent vision for school leadership, which included a focus on diversifying and retaining top talent and strategically building a talent pipeline within the organization. Judy also served as a managing director of schools where she coached and managed principals to lead high-performing schools that were academically rigorous and had a strong culture of belonging. Before managing principals, Judy was a founding teacher and principal of KIPP Heartwood Academy, a U.S. Department of Education National Blue Ribbon School that was in the top 7% of all public schools in California. She also worked for the KIPP Foundation as a leadership coach and provided leadership training for cohorts of aspiring principals across the country. Judy graduated from the University of California, Berkeley with a bachelor’s degree in psychology and social welfare and earned a master’s degree in school administration for social justice at Loyola Marymount University. Originally from San Jose, California, Judy now lives in San Diego, California with her husband and two children.	Academic and program strategy, school management
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Dena Koren	Over the last ten years, Dena Koren worked as a charter school consultant, primarily in school finance, advising school directors and boards how to build sustainable school models. Prior to her work with charter schools, she worked at the Boston Consulting Group, with a focus on education. Her projects included revamping the enrollment system at Chicago Public Schools and supporting the merger between Memphis City and Shelby County school districts in Tennessee. She's also led teacher recruitment at BELL, a national nonprofit afterschool and summer program for low-income elementary school students. Outside of work, Dena serves as the treasurer of her children's charter school PTA and loves running and hiking. Dena holds an MBA from The University of Chicago Booth School of Business and an AB from Princeton University.	Finance, governance, teacher recruitment
Sofia Rocha	Sofia Rocha is the Essential Services Director with Sacred Heart Community Service, and a Voices Flagship parent. She earned her Bachelor of Arts in Child Development with a focus on Early Intervention from the National Hispanic University in 2014 and is currently pursuing a Master of Social Work with an emphasis on Family and Children. With 15 years of experience serving diverse and low-income communities in Santa Clara County, Sofia has demonstrated exceptional skill in building and leading teams, managing large-scale programs, and fostering impactful relationships. Her proficiency in Salesforce for reporting, development, and training enhances her ability to drive program success. As a mother of two Voices students, Sofia is deeply passionate about supporting families and children. Her commitment to providing excellent customer service to Santa Clara County families is evident in her humble, compassionate, and organized approach. Bilingual in English and Spanish, Sofia's leadership, communication, and strategic planning skills have consistently fueled the growth and success of the organizations she	Parent, non-profit organizations, team management, program management, parent engagement and advocacy

	has served.	
Maricruz Ruiz	Maricruz Ruiz was born and raised in Guanajuato, Mexico. She comes from a family of farmworkers. As a youth, she emigrated to the United States and finished her AA degree in Mathematics at Oxnard College. She is passionate about education equity, parent collaboration, and academic excellence, which she believes are crucial to empowering students and families to reach their full potential and ensure a just society. She and her husband ran a small family business for 13 years, which allowed her to get connected and involved with the Morgan Hill community. In 2014, Maricruz and a small, concerned mother group advocated for a bilingual and high-achieving school at Morgan Hill to give parents a choice. She believed opening a bilingual school with a rigorous academic curriculum would help communication and collaboration among parents, students, and teachers, essential to creating a nurturing, caring, and academically challenging environment where students could flourish and be their best. As a mother of a former and a current student at Voices, she continues to volunteer and gets involved in the approval and renovation of its charter school petitions. She is very family-oriented, loves children, and enjoys going to the beach or camping.	Business, family participation, parent engagement, organizing and advocacy

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

Selection and Development of Board Members

Board members must have a commitment to the vision, mission, and values of Voices College-Bound Language Academy and to the equitable allocation of funds. Board members

must also have a commitment and a readiness to be active learners in our school community. For instance, Board members are willing to participate in workshops and other learning experiences that supplement necessary skills and provide training in effective board practices and understanding of educational theory that drives our school. Funds shall be budgeted annually to support training in key and critical areas (e.g. fiscal, governance, managerial, etc.)

The Corporation will seek to ensure that the members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountability, business, community outreach, marketing and philanthropy.

Board Meetings and Duties

The Board of Directors or the Charter School will meet regularly and in accordance with the Brown Act [and Education Code Section 47604.1\(c\)](#). The ~~Governing~~ Board shall be responsible for decision-making concerning the operation and fiscal affairs of Voices College-Bound Language Academy. The Board shall ultimately be responsible for the operation and activities of the Charter School. The primary roles and responsibilities include:

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

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

The Charter School shall comply with the Brown Act.

~~Voices~~ ~~The Charter School~~ has adopted a Conflict of Interest Code which complies with the

Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflicts Code is attached within Appendix U. As required, the Conflicts Code ~~has will~~ been submitted to the Fair Political Practices Commission ~~County Board of Supervisors~~ for approval.

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

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

Board Training

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

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

Chief Executive Officer ~~Director~~

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

- a. The Chief Executive Officer ~~Director~~ shall carry out the policies of the

Corporation and the decisions of the Board of Directors.

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

The Principal

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

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

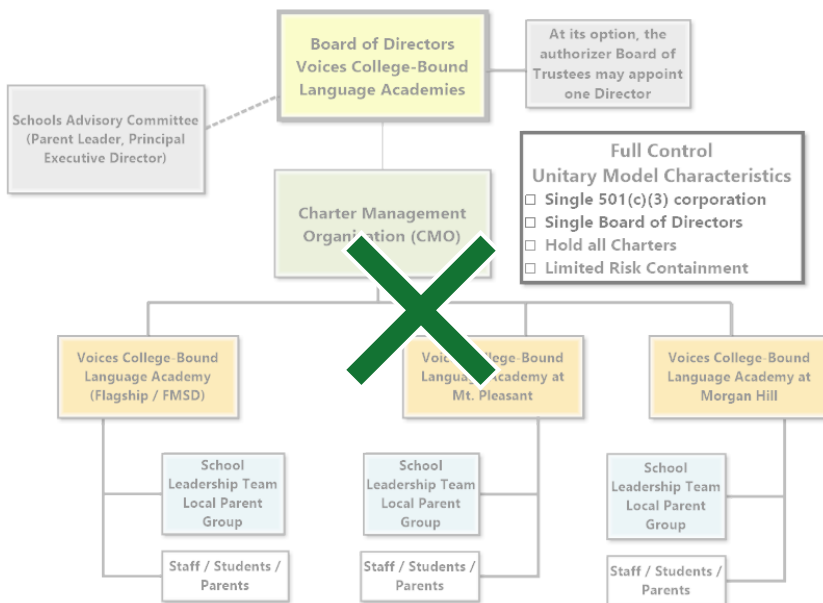
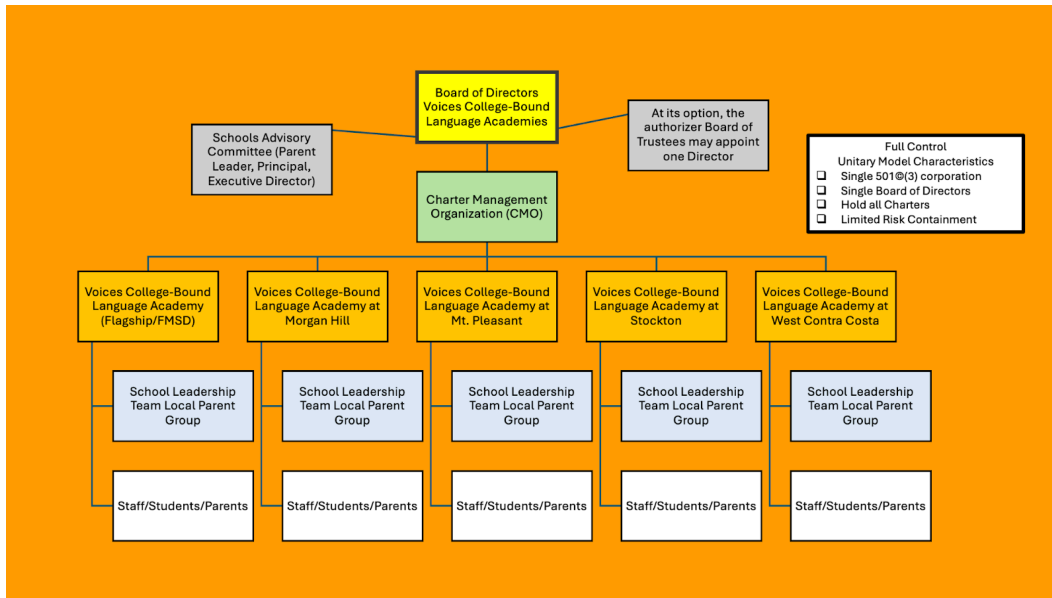
- Ensure the Charter School ~~lives out~~~~enacts~~ its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the ~~Chief Executive Officer~~ ~~Director~~ and Board of

Directors;

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

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

Figure - 4.0 - Organizational Chart



Parent/Guardian Engagement

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

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

Parent/~~Guardian~~ Involvement

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

We recognize that every parent/guardian is able to be involved at different levels due to individual- specific family, work, or cultural reasons, and even health issues. The definition of parent/guardian involvement that Voices ~~College-Bound Language~~ Academy values above all else is parental concern, and home support of the Charter School's efforts to educate the student through love, nurturing, and good parenting. Parents are expected to exhibit:

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

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

Informal	Formal
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• Tutoring • Homework Center • Classroom volunteer • Parenting classes • Parent workshops • Parent-teacher conferences • Family field trips • Community-building activities and celebrations • Plaza Comunitaria • Eighth grade Exit Interview Teams • Family orientation sessions • Prospective parent tours • Various other committees as deemed necessary	• English Learner Advisory Committee, CAC, VPAC • Safety Team • Leadership Training • Schools Advisory Committee • Governing Board
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Informal Opportunities for Parent/Guardian Involvement:

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

Voices Academy invites community services and businesses to school events to support our families' development. Additionally, the Dean of Culture supports Voices Academy families to locate the services they need. ~~The Dean of Culture~~~~He/she~~ compiles a community referral resource in order to direct families that require services. ~~They are~~~~He is~~ able to connect families to food banks, counseling, and other community resources. After locating the appropriate resources, the Dean of Culture makes follow-up phone calls to ensure the family is able to, and continues to, access that resource.

~~Voices Academy~~~~We also invites~~ community organizations onto our campus. ~~As examples,~~ Spirit of Youth Yoga ~~has~~ runs yoga and mindfulness classes for our students in TK-8th grade two times per week. ~~They have~~~~are also trained in the process of training and payed~~~~ing~~ our 8th grade students to facilitate and run yoga workshops with our yoga students. ~~Additionally,~~ The Teaching Well is an organization that focuses on teacher wellness and mindfulness. A representative from Teaching Well ~~has~~ comes twice per month to have individual coaching meetings to support teachers in developing skills that make this work

~~more sustainable. Valley Verde is an organization that seeks to train parents and families in home gardening. They run weekly sessions with families on home gardening and provide free supplies. Valley Christian High School sends 20 - 30 students two days per week to participate in music, art, and sports activities with the students. Lastly, the FLY program works with our 8th graders to discuss self-advocacy and navigating our political and criminal justice system asnd young men and women. They come on a bi-weekly basis. Voices Flagship is constantly working to update partnerships. This has been needed post pandemic.~~

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

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

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

Formal Communications:

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

The Charter School community will be kept informed regarding school-wide and sub-group specific issues through written materials, website, and public forums such as the VPAC and ELAC community meetings which are held on-site. The whole-school parent community

participates in electing fellow parents/**guardians**, as applicable, to leadership positions within these groups. These elected leaders will have opportunities to develop through leadership **trainingtrainings** provided by the Charter School or arranged with outside agencies. These individuals will be developed so that they likely consider participation at the Schools Advisory Committee and Governing Board level.

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

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

Element 5: Employee Qualifications

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

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

General Requirements for All Employees

A high level of effort and commitment is needed by staff of Voices ~~College-Bound Language Academy~~. Service at Voices ~~College-Bound Language Academy~~ is regarded as a privilege. Every employee must consider it an honor to be in the presence of children. All employees must fully support the mission, vision, and values of the school and must be willing to actively and enthusiastically participate in a professional learning community. Additionally, all staff must demonstrate a strong desire to teach an academically rigorous curriculum and have an unswayable belief that all students can achieve at high levels. Therefore, it is expected that applicants for positions at Voices ~~College-Bound Language Academy~~ measure up to the highest standards. Every employee shall sign and adhere to the Commitment to Excellence Form (see Appendix 1AA).

Qualifications of the Principal

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

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

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

Board.

Qualifications of Teachers

All teachers ~~of core, academic subjects at Voices College-Bound Language Academy~~ shall hold ~~the an appropriate~~ Commission on Teacher Credentialing certificate, permit or other document ~~required for the teacher's certificated position equivalent to that which a teacher in other public schools would be required to hold~~ pursuant to Education Code Section 47605(l).

Teachers shall hold a Bachelor's Degree and prior teaching experience is desirable. Additionally, the Charter School will hire teachers who are bilingual Spanish speakers (if their position demands it), have a desire to teach English Learners, historically underserved communities, and have an appropriate credential with **bilingual** authorizations as needed. The Charter School will maintain a current copy of teacher certificates on file and ready for inspection at the CMO office. The Human Resource Manager will monitor compliance and assignments at least once per year and report to **the** principal in a timely fashion.

Voices ~~College-Bound Language Academy~~ reserves the right to hire or retain non-certificated ~~instructional staff for noncore, noncollege preparatory courses~~ if that prospective staff person has an appropriate mix of subject matter expertise, professional experience, and demonstrated capacity to work successfully **within the Voices community**~~in such capacity~~. All non-instructional support staff will possess experience and expertise appropriate for their position.

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

Teacher Credentialing Support Programs

Voices is dedicated to helping teachers obtain and clear their teaching credentials and permits through implementing a CMO based Credentialing Office. This office will establish partnerships with a variety of credentialing programs to offer multiple pathways for teacher certification. It will also research potential scholarships and other financial resources to make credentialing more accessible. Voices will provide financial assistance for application and registration fees associated with the California Commission on Teacher Credentialing (CTC) and required exams as part of this effort.

In addition to financial support, the Credentialing Office will work closely with each teacher candidate to develop a personalized credentialing pathway plan tailored to their specific needs and progress. Regular check-ins every 4-8 weeks, or more frequently if needed, will ensure candidates receive ongoing guidance and support. This office will be instrumental in supporting both current Voices teachers and potential new educators throughout their journey to full credentialing, ensuring they have the tools and resources necessary for success.

Teacher Recruitment

Voices Talent team will strengthen teacher recruitment by forming strategic partnerships with local teacher preparation programs, staffing agencies, and international visa exchange programs to help maintain a qualified educator pool. Additionally, the Voices Talent team, in conjunction with the Credentialing team will focus on creating pathways for non-teaching staff who express interest in becoming teachers, offering them mentorship, resources, and support to pursue their credentials. By investing in both external partnerships and internal staff development, Voices aims to build a sustainable teacher pipeline, ensuring a consistent flow of skilled educators to meet the needs of the school community

Itinerant Staff and Agencies

All **contracted** individuals and agency staff shall be qualified to provide education services as required by the Education Code and the IDEA as applicable.

Non-Certificated Administrative Staff

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

Professional Development

Teachers are provided with **professional development opportunities throughout the week**~~one hour of daily professional development five times per week. Mid-day~~**Our end of day block** not only affords teachers with **the time needed** to learn and collaborate as professionals, **which that** has been proven to directly correlate with high student achievement, but also provides time for student intervention and enrichment activities.

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

- **What do my students need to learn and how do we best teach it?**
- Has anything changed for my students because of the ACTION I have taken?
- Were learning goals actually reflected in the outcomes of student work?
- How do I know my students have learned?
- What do I do when students don't learn?
- What do I still need to learn to better serve my students?

Teachers are supported in their professional growth with ample time for planning and collaboration and resources for improving instruction. Professional development is **lead** mutually by teachers, **the coach, the student services manager** and the principal, who serves as the instructional leader. Professional development time is driven by the principal's² classroom observations, student data, and teacher needs. Regular scheduled professional development time is used to read articles, books, and research and discuss findings and application to our school. This type of research leads to the development of a common language shared by both administrators and staff, which in turn helps us realize our school

mission and vision. Other time is devoted to data analysis, looking at student work, community building, and collaborative planning of lessons, units, and curriculum.

In addition to regular school year professional development, teachers also engage in a 1 to 2- week summer ~~in-service~~. This time is dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, unit ~~un~~ packing, lesson internalization and lesson planning development, Power Standards development and to other year- long school- wide planning.

Staff Observations

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

Teacher Evaluation

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

The rubric provides a detailed view of the professional practice that teachers are expected to demonstrate. These standards define the skills, knowledge, professionalism, and expertise that are expected of teachers at Voices ~~College-Bound Language~~ Academy. It is against these standards that teachers are evaluated annually.

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

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

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

Yearly Procedures

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

Other Staff Evaluations

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

Element 6: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) ~~include the requirement that~~ each employee of the charter school furnish the charter school ~~it~~ with a criminal record summary as described in Section 44237.

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For school serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

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

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

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

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

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal

background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Human Resource Manager of the CMO shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

First-Aid and CPR Training

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

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

Role as Mandated Child Abuse Reporting

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

On-Line Safety Training

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

Communicable, Contagious, or Infectious Disease Prevention Policy

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

The Board desires to protect the entire Charter School community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the California Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a

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

Drug Free/Alcohol Free/Smoke Free Environment

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

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

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

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

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

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All-Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one

all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

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

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs

that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Exposure Control Plan for Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees and students from possible infection due to contact with bloodborne viruses, including ~~human~~

~~immunodeficiency virus (HIV) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.~~

Vision, Hearing, and Scoliosis

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

Immunizations

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

Upon a student’s admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus (“HPV”) before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Administration of Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. **The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.**

~~*Emergency Preparedness*~~

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



Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Element 7: Means to Achieve ~~Student Population~~ ~~Racial and Ethnic~~ Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic ~~balance among its pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(cb)(5)(G).~~

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

Voices Academy will engage a variety of means and strategies to strive to achieve a ~~student population racial/ethnic~~ balance reflective of the general population of the District, ~~including diverse racial and ethnic communities, languages, and special education needs.~~ These strategies will include:

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

Voices Academy will document its outreach efforts and analyze the information to evaluate ~~whether if~~ we have met our enrollment targets. On an on-going basis, the Charter School will utilize this information to refine its outreach efforts ~~to ensure that the Voice student body reflects the general population of the District with regard to racial and ethnic students, EL students, and students with disabilities.~~ Voices Academy will conduct the following recruitment monitoring efforts:

- Maintain enrolled student demographic information on a student information system (“SIS”).
- Keep on file documentation of the efforts made to achieve a student population~~racial and ethnic~~ balance reflective of the District.

Element 8: Admission Policies and Procedures Requirements

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e) requirements, if applicable. Education Code Section 47605(cb)(5)(H).

The Charter School shall be non-sectarian in its program, admissions policy, employment practices and all other operations and will not charge tuition, nor discrimination against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

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

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

The Charter School establishes an annual recruiting and admission cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) tour sessions for parents, (3) an open enrollment and application period, (4) public random drawing (“lottery”) if necessary, and (5) enrollment. The Charter School fills vacancies or openings that become available after this process using a waiting list.

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

November-January-February	Open enrollment: Application forms available in Charter School office or other publicized and accessible location and online at the Charter School’s website. Prospective parent tours scheduled and publicized.
End of February	Open enrollment closed: All application forms due to Charter School
Within two weeks of close of open enrollment	Public random drawing (if necessary).
Within a week of public random drawing	Admission notifications made.
Within two weeks of notifications	Mandatory Enrollment Information meetings or 1-1 meetings held
One month after enrollment packet handed out	Completed enrollment packets due back to the Charter School including, but not limited to: Proof of age, immunization records, Home language Survey, emergency medical information and parent agreement, release of records . ⁷

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more

⁷ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of the following students, who are guaranteed admission⁸ in the following school year:

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



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

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

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Chief Executive Officer). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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

⁸ If the number of exempted students exceeds available capacity at any grade level, a lottery will be held within the group of exempted students to determine admission and begin the wait list.

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

In the event of a public random drawing, the District shall make reasonable attempts to accommodate the growth of Voices ~~College-Bound Language~~ Academy and shall not take any action to impede Voices ~~College-Bound Language~~ Academy from expanding enrollment to meet student demand. (Education Code 47605(**ed**)(2)(C).

Element 9: Annual Independent Financial Audits

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

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

The audit committee of the Charter School Board selects an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed and forwarded to the chief financial officer of FMSD, the Voices audit committee, the State Controller, the county superintendent of schools, and the California Department of Education by December 15th annually. The audit committee reviews any audit exceptions or deficiencies and reports to the Voices Board of Directors within 30 days with recommendations on how to resolve them. The Board then submits a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

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

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

The Charter School will annually budget the necessary funds for the audit to be conducted. Please see Appendix 3AB for the Charter School's most recent audited financial statements.

Element 10: Suspension and Expulsion Procedures

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(cb)(5)(J).

The ~~is~~ Pupil Suspension and Expulsion Policy ~~and Procedures~~ ~~has~~ ~~ve~~ been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the ~~offenses for which students at noncharter schools² list of offenses may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, and expulsions, and involuntary removal.~~ The language that follows ~~is largely consistent with closely mirrors~~ the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, ~~and expulsions, and involuntary removals,~~ and, as necessary, modification of the lists of offenses for which students are subject to suspension, ~~or expulsion, or involuntary removal.~~

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

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

The Charter School administration shall ensure that students and their parents/guardians⁹ are notified in writing upon enrollment of all discipline ~~and involuntary removal~~ policies and procedures. The notice shall state that these Policy and ~~its~~ Procedures are available on request at the Principal's office.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the ~~Individuals with Disabilities Education~~

⁹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child's or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent/guardian and shall inform the student, and the student’s parent/guardian of the basis for which the student is being involuntarily removed, and the student’s parent/guardian’s right to request a hearing to challenge the involuntary removal. If a student’s parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspensions or expulsions as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

- a. Discretionary Suspension Offenses. Students may be suspended ~~for any of the following acts~~ when it is determined the ~~student/pupil~~:
 - i. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - ii. Willfully used force or violence upon the person of another, except self-defense.
 - iii. Unlawfully possessed, used, ~~sold~~ or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety

Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

- iv. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- v. Committed or attempted to commit robbery or extortion.
- vi. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- vii. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- viii. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's ~~his or her~~ own prescription products by a ~~student~~ pupil.
- ix. Committed an obscene act or engaged in habitual profanity or vulgarity.
- x. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- xi. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- xii. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ~~xiii. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.~~
- xiv. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- xv. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- xvi. Engaged in, or attempted to engage in hazing. For the purposes of this

~~policy~~~~subdivision~~, “hazing” means a method of initiation or preinitiation into a ~~student~~~~pupil~~ organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective ~~student~~~~pupil~~. For purposes of this ~~policy~~~~section~~, “hazing” does not include athletic events or school-sanctioned events.

- xvii. Made terroristic threats against school officials and/or school property, ~~which includes but is not limited to, electronic files and databases~~. For purposes of this ~~policy~~~~section~~, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~their~~~~his or her~~ own safety or for ~~their~~~~his or her~~ immediate family’s safety, or for the protection of school property, ~~which includes but is not limited to, electronic files and databases~~, or the personal property of the person threatened or ~~their~~~~his or her~~ immediate family.
- xviii. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~policy~~~~section~~, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~provision~~ ~~section~~ shall apply to ~~students~~ ~~pupils~~ in any of grades 4 to ~~8+2~~, inclusive.
- xix. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in ~~Education Codesubdivision (c) of~~ Section 233~~(e) of the Education Code~~. This section shall apply to ~~students~~ ~~pupils~~ in any of grades 4 to ~~8+2~~, inclusive.
- xx. Intentionally harassed, threatened or intimidated ~~school personnel or volunteers and/or~~ a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading ~~the rights of either school personnel or volunteers and/or student(s) rights~~ by creating an intimidating or hostile educational environment. This ~~provision~~ ~~section~~ shall apply to ~~students~~ ~~pupils~~ in any of grades 4 to ~~8+2~~, inclusive.
- xxi. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~their~~~~his or her~~ age, or for a person of ~~their~~~~his or her~~ age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - b. Causing a reasonable student to experience a substantially detrimental effect on ~~their~~~~his or her~~ physical or mental health.
 - c. Causing a reasonable student to experience substantial interference with ~~their~~~~his or her~~ academic performance.
 - d. Causing a reasonable student to experience substantial interference with ~~their~~~~his or her~~ ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual ~~student pupil~~ for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a ~~student pupil~~ for the purpose of bullying the ~~student pupil~~ and such that another ~~student pupil~~ would reasonably believe, or has reasonably believed, that the ~~student pupil~~ was or is the ~~student pupil~~ who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1)

above. “False profile” means a profile of a fictitious ~~student pupil~~ or a profile using the likeness or attributes of an actual ~~student pupil~~ other than the ~~student pupil~~ who created the false profile.

c. An act of cyber sexual bullying.

- i. For purposes of this ~~policy~~~~clause~~, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a ~~student pupil~~ to another ~~student pupil~~ or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- ii. For purposes of this ~~policy~~~~clause~~, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

xxiii. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

- b. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion ~~for any of the following acts~~ when it is determined the student
- i. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device ~~dangerous object~~ unless, in the case of possession of any device ~~object~~ of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - ii. Brandished a knife at another person.
 - iii. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - iv. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
- c. Discretionary Expellable Offenses: Students may be recommended for expulsion ~~for any of the following acts~~ when it is determined the student
- i. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - ii. Willfully used force or violence upon the person of another, except self-defense.
 - iii. Unlawfully possessed, used, ~~sold~~ or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - iv. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - v. Committed or attempted to commit robbery or extortion.
 - vi. Caused or attempted to cause damage to school property or private property, ~~which includes but is not limited to, electronic files and databases.~~
 - vii. Stole or attempted to steal school property or private property, ~~which includes but is not limited to, electronic files and databases.~~
 - viii. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's ~~this or her~~ own prescription

products by a ~~student~~pupil.

- ix. Committed an obscene act or engaged in habitual profanity or vulgarity.
- x. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- xi. Knowingly received stolen school property or private property, **which includes but is not limited to, electronic files and databases.**
- xii. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ~~m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266e, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.~~
- xiii. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- xiv. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- xv. Engaged in, or attempted to engage in hazing. For the purposes of this ~~policy~~**subdivision**, “hazing” means a method of initiation or preinitiation into a ~~student~~ **pupil** organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective ~~student~~**pupil**. For purposes of this ~~policy~~**section**, “hazing” does not include athletic events or school-sanctioned events.
- xvi. Made terroristic threats against school officials and/or school property, **which includes but is not limited to, electronic files and databases.** For purposes of this ~~policy~~**section**, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~their~~**his or her** own safety or for ~~their~~**his or her** immediate family’s safety, or for the protection of school property, **which includes but is**

not limited to, electronic files and databases, or the personal property of the person threatened or ~~their~~~~his or her~~ immediate family.

- xvii. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~policy~~~~section~~, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~provision~~ ~~section~~ shall apply to ~~students~~ ~~pupils~~ in any of grades 4 to ~~8+2~~, inclusive.
- xviii. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in ~~subdivision (c) of Section 233 of the Education Code~~ ~~Section 233(e)~~. This ~~provision~~ ~~section~~ shall apply to ~~students~~ ~~pupils~~ in any of grades 4 to ~~8+2~~, inclusive.
- xix. Intentionally harassed, threatened or intimidated ~~school personnel or volunteers and/or~~ a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading ~~the rights of either school personnel or volunteers and/or~~ student(s) ~~rights~~ by creating an intimidating or hostile educational environment. This ~~provision~~ ~~section~~ shall apply to ~~students~~ ~~pupils~~ in any of grades 4 to ~~8+2~~, inclusive.
- xx. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~the~~~~his or her~~ age, or for a person of ~~their~~~~his or her~~ age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on ~~their~~~~his or her~~ physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with ~~their~~~~his or her~~ academic performance.
 - iv. Causing a reasonable student to experience substantial interference with ~~their~~~~his or her~~ ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2. "Electronic Act" means the creation ~~or~~ ~~and~~ transmission originated on or

off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual ~~student pupil~~ for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a ~~student pupil~~ for the purpose of bullying the ~~student pupil~~ and such that another ~~student pupil~~ would reasonably believe, or has reasonably believed, that the ~~student pupil~~ was or is the ~~student pupil~~ who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious ~~student pupil~~ or a profile using the likeness or attributes of an actual ~~student pupil~~ other than the ~~student pupil~~ who created the false profile.
 - iii. An act of cyber sexual bullying.
 1. For purposes of this ~~policy clause~~, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a ~~student pupil~~ to another ~~student pupil~~ or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 2. For purposes of this ~~policy clause~~, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- xxi. A ~~student pupil~~ who aids or abets, as defined in ~~Section 31 of the Penal Code~~ Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a ~~student pupil~~ who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (c3)(~~ia~~)-(ii).

- xxii. Possessed, sold, or otherwise furnished any knife ~~or other dangerous object of no reasonable use to the student~~ unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- d. Non-Discretionary Expellable Offenses: Students must be recommended ~~for expulsion for any of the following acts~~ when it is determined pursuant to the procedures below that the ~~student~~pupil:
- i. Possessed, sold, or otherwise furnished any firearm, explosive, or other ~~destructive device~~~~dangerous object~~ unless, in the case of possession of any ~~device~~ ~~object~~ of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - ii. Brandished a knife at another person.
 - iii. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - iv. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means ~~(A)~~any explosive, incendiary, or poison gas, including but not limited to: ~~(A)~~ bomb;; ~~(B)~~grenade;; ~~(C)~~rocket having a propellant charge of more than four ounces;; ~~(D)~~missile having an explosive or incendiary charge of more than one-quarter ounce;; ~~(E)~~mine;; or ~~(F)~~device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

3. Conference

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

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

At the conference, the ~~student pupil~~ shall be informed of the reason for the disciplinary action and the evidence against ~~the student~~him or her and shall be given the opportunity to present ~~their~~his or her version and evidence in ~~their~~his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the ~~student pupil~~ waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. ~~Penalties shall not~~No penalties may be imposed on a ~~student pupil~~ for failure of the ~~student's pupil's~~ parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended ~~student pupil~~ shall not be contingent upon attendance by the ~~student's pupil's~~ parent/~~or~~ guardian at the conference.

4. Notice to Parents/Guardians

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

5. Suspension Time Limits/Recommendation for Expulsion

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

This determination will be made by the Principal or designee upon either of the

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

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

A student may be expelled by a **neutral and impartial** Administrative Panel following a hearing before it, and preceded by a recommendation for expulsion from the Principal. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the ~~student pupil~~ nor a Board member of the Charter School's governing board. **The Administrative Panel shall be presided over by a designated neutral hearing chairperson.** The Administrative Panel may expel any student found to have committed an expellable offense.

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

E. Expulsion Procedures

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

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all **student**

~~pupil~~ confidentiality rules under FERPA) unless the ~~student pupil~~ makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of ~~theirhis/her~~ right to (a) receive five (5) days notice of ~~theirhis/her~~ scheduled testimony;; (b) have up to two (2) adult support persons of ~~theirhis/her~~ choosing present in the hearing at the time ~~the complaining witnesshe/she~~ testifies, which may include a parent/-guardian, or legal counsel;; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which ~~the complaining witnesshe or she~~ may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours ~~the complaining witness~~^{he/she} is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany ~~the complaining witness~~^{him or her} to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising ~~their~~^{his or her} discretion to remove a person from the hearing whom ~~they~~^{he or she} believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the ~~student~~^{pupil} being expelled, the complaining witness shall have the right to have ~~their~~^{his/her} testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the ~~entity~~^{person} conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances ~~can~~^{is} made,

the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

If, due to a written request by the expelled ~~student~~ ~~pupil~~, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have ~~their~~ ~~his or her~~ testimony heard in a session closed to the public.

I. Expulsion Decision

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

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

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under

the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel and Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within thirty (30) days), at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Administrative Panel's decision to expel shall be final.

M. Expelled ~~Students~~ ~~Pupils~~/Alternative Education

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

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the ~~student~~ ~~pupil~~ may reapply to the Charter School for readmission.

O. Readmission ~~or~~ Admission of Previously Expelled Student

The decision to readmit a ~~student~~ after the end of the student's expulsion term ~~pupil~~ or to admit a previously expelled ~~student~~ ~~pupil~~ from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal or designee and the ~~student~~ ~~pupil~~ and ~~student's~~ parent/guardian or representative to determine whether the ~~student~~ ~~pupil~~ has successfully completed the rehabilitation plan and to determine whether the ~~student~~ ~~pupil~~ poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding the ~~Principal's or designee's~~ ~~this or her~~ determination. The Board shall then make a final decision regarding readmission ~~or admission~~ of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The ~~student's~~ ~~pupil's~~ readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission ~~of admission to the Charter School~~.

P. Notice to Teachers

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

Q. Special Procedures for the Consideration of Suspension and Expulsion ~~or~~ Involuntary Removal of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary

procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

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

[In accordance with 20 U.S.C. Section 1415\(k\)\(3\), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.](#)

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

5. Special Circumstances

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

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

- a. [Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;](#)
- b. [Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or](#)

- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

Element 11: Retirement Systems

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

Voices participates in the federal Social Security system for non-certificated employees. Non-certificated employees may also participate in a Voices-sponsored a-401(k) retirement program.

All eligible certificated employees may participate in the State Teachers' Retirement System ("STRS").

The CMO's Human Resources Department is responsible for ensuring that appropriate arrangements for coverage, all mandatory deductions, and reports are made.

Element 12: Public School Attendance Alternative

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that the students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element 13: Employee Rights to Return

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(cb)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

~~All employees of the Charter School will be considered the exclusive employee of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.~~

Element 14: Dispute Resolution Procedures

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

Disputes Between the Charter School and the District

~~In the event that Voices College Bound Language Academy and FMSD have disputes related to the terms of this charter or MOU's, the Superintendent and the Executive Director of the Charter School shall meet informally to resolve the dispute. If the dispute is not resolved during this informal meeting, the dispute shall be placed in writing by both parties and a joint meeting shall be held within two weeks of the informal meeting with the Superintendent, the Executive Director and two members of each respective governing board. If this joint meeting fails, Voices College Bound Language Academy and FMSD will hire and evenly share the cost of an agreed upon neutral third party mediator. If a mediator cannot be agreed upon, a randomly selected mediator from the State Mediation Service shall be used. If the parties still fail to reach agreement, both parties are free to pursue any and all legal remedies. Both parties agree they will not make public comment during this process.~~

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and ~~Chief Executive Officer~~ ~~Director~~ of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and ~~Chief Executive Officer~~ ~~Director~~, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and ~~Chief Executive Officer~~ ~~Director~~, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and ~~Chief Executive Officer~~ ~~Director~~, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and ~~Chief Executive Officer~~ ~~Director~~, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement.

The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

The Board of Trustees of FMSD agrees to promptly refer all complaints regarding Voices ~~College-Bound Language Academy~~ operations **which are not related to a possible violation of the charter or law** to the Voices College-Bound Language Academy Governing Board and Charter School Principal or **Chief Executive Officer**~~Directors~~, for resolution in accordance with Voices College-Bound Language Academy adopted policies. The District shall not intervene in any such internal disputes without the consent of the **G**overning **B**oard of the Charter School. Parents, students, Board members, volunteers, advisors, partner organizations, and staff at Voices College-Bound Language Academy will be provided with a copy of Voices' Academy policies and dispute resolution process and will agree to work within it. Parents receive student discipline and Uniform Complaint Procedures on an annual basis in the Family Handbook which outlines both a formal and informal process for complaint resolution. The Board has also adopted a separate Prohibition of Sexual Harassment Complaint Policy and procedures.

Element 15: Closure Protocol

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(cb)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Santa Clara County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which ~~it they~~ will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with ~~the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g~~. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

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

practical, which period is generally no more than six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the dispositions of any restricted funds received by or due to the Charter School.

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix ~~3AC~~, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Business Management

Under the management of the ~~Chief Executive Officer~~^{Director}, the ~~Chief Operations Officer~~ (“COO”) ~~Director of Finance and Operations (“DFO”) at the Charter Management Organization (CMO)~~ will assume the lead responsibility for financial matters at the Charter School under the policies adopted by and oversight provided by the Board of Directors. The ~~COO/DFO~~ will work closely with the Charter School's Office Manager on the day-to-day financial management needs of the Charter School.

In the area of Finance, CMO's services may include, but are not limited to:

- Budgeting
- Fiscal Planning
- Vendor Services
- Personnel and Payroll Accounts
- Accounts Payable
- Attendance Tracking Systems
- Completion and Submission of Compliance Reports
- Monitoring adherence to the charter process and laws

Financial Position

Voices College-Bound Language Academy has successfully run a financially solvent organization since inception, through conservative fiscal practices. The school has maintained a lean administrative staff and low overhead to funnel more funds to direct instructional materials and teaching staff. Voices ~~College-Bound Language Academy~~ has accumulated a substantial fund balance of approximately \$3.9935M entering fiscal year 2024~~16/25~~¹⁷, with unrestricted cash balances of \$23.79M. Voices Academy funding sources are diverse. The per-pupil payments from local and state sources and federal school funding programs are combined with grants and donations. Over the past five years Voices Academy has had a very disciplined and conservative in their approach to financial management. This financial discipline and rigor has allowed the school to manage financially despite significant state budget cuts during the growth years. If additional state budget cuts were to occur the school's substantial fund balance would provide a cushion while the school made necessary changes to its operating model.

~~In July of 2015, the school became a part of Voices Academies, a network of Voices schools. Under the management of the Executive Director, the Director of Finance and Operations (DFO) at Voices Academies, the Charter Management Organization (CMO), has assumed the lead responsibility for financial matters at Voices Academy under the policies adopted by and oversight provided by the Board of Directors. The DFO works closely with the Charter School's Business Manager on the day-to-day financial management needs of the Charter School.~~

Budgeting

Governing Law: The petitioner or petitioners also shall also-be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(hg).

Each spring, Voices Academy establishes an annual budget, monthly cash flow projections, and a five-year financial projection. The Chief Executive Officer ~~Director~~ and the ~~COODFO~~ prepares the budget, and have the support of ~~their~~ outside CPAs. The Chief Executive Officer ~~Director~~ and the ~~COODFO~~ works with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget includes all estimated revenues and expenditures for the year, and also includes ample reserves to accommodate any unforeseen cash flow challenges.

Commitment to building reserves is a priority to mitigate the risks of any unexpected increase in expenses (i.e. increased special education needs, increased insurance costs, unanticipated facility needs, unexpected staffing costs) or a decrease in revenue (including variables in revenue stream across the calendar).

The budget development process begins in March of the preceding fiscal year, and continues through the Governor's May revisions of the California state budget. The budget and five-year projections are then presented to the Voices Board of Directors for discussion and approval.

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

- The Charter school currently serves 317487 students in grade levels TK-8. Approximately 70.963% of Voices Academy students qualify for free and reduced lunch and 46% are considered English Learners qualifying for supplemental grants under the LCFF calculations.
- Estimated annual student average daily attendance is 936%.
- Staffing levels at the school are as follows

Instructional Staff

Teachers - Regular	2016.0
Teachers - SPED	2.0
Intervention Teacher	2.0
Associate Teachers - Reg & SPED	14.02
Academic Coach	1.0
	<u>35.039.2</u>

Student Support

Counselor	1.40
Student Service Manager	1.0
	<u>2.40</u>

Administration

Principal	1.0
Dean of Culture	1.0
School Site Technician	1.0
Business Manager	1.0
Office Clerks	12.0
Custodians	1.72
Cafeteria Assistants	1.02
Yard Duty Assistants	3.14.5
	<u>10.84</u>

- The school also contracts with outside vendors for enrichment support
- The Charter School receives revenue principally from the following sources: state LCFF, in lieu of property tax, Mandate reimbursement Block and state lottery funds, and federal funds (Title I, Title II, Title III). The school applies directly for funds not included in the LCFF, including federal entitlement funds.
- SPED funds are received through allocations from State SPED revenue as well as federal IDEA monies
- The Charter School is extremely conservative in its revenue assumptions and makes expenditure inflation assumptions of approximately 2% for staffing increases, although these are stepped based on experience and performance
- The Charter School's budget is based upon the LCFF rates computed using the latest LCFF calculator v17.2b .
- Facility assumptions include interest and principal payments, see more detail in facility section below
- ~~Voices College-Bound Language Academy~~ conducts fund raising efforts during the year. Conservative fundraising revenue estimates have been projected based on historical results to date. ~~Voices Academy~~ has budgeted an attainable amount of fund raising support each year.
- The Charter School maintains a strong reserve position of 1% of annual expenditures.
- The Charter School maintains a positive cash flow balance on a monthly and annual basis.

The accounting is managed by the ~~COODFO~~ at the CMO level. Under the direction of the ~~Chief Executive Officer~~~~Director~~, all transactions are tracked using a financial accounting software package. With the help of the school's Business Manager, the ~~COODFO~~ maintains the financial records and ~~ensures the the prepares the~~ financial reports are prepared for the ~~Chief Executive Officer~~~~Director~~ and for every meeting of the Board of Directors. These financial reports are also provided to the school principal, to assist in ensuring that the school stays on track to meet budget targets. The ~~Chief Executive Officer~~~~Director~~ and the Treasurer of the Board of Directors have authorization to sign all school checks, with all expenditures over \$5,000 requiring both signatures.

Please refer to Appendix ~~3AC~~ for multi-year financial projections. The projections include:

- ~~Summary Financial Projections for five years including FY 2024-25~~~~16/17~~ board approved budget
- Detailed revenue and expenditures for five years including FY ~~2024-25~~~~16/17~~ board approved budget

Financial Reporting

~~The Voices College-Bound Language Academy Board has developed policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.~~

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

Voices has developed ~~There are~~ strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, whistleblower ~~protections~~, signature authorities, government access to records, accounting procedures, cash management, ~~and~~ budget development, financial reporting, property management, procurement, and procedures regarding the signing of checks. The ~~Chief Executive Officer Director~~ will deliver timely monthly financial statements for the Board of Directors at each regularly scheduled Board meeting. The ~~COODFO~~ at the CMO office prepares financial statements for the Board of Directors at each regularly scheduled Board meeting.

Attendance Accounting

The school reports attendance ~~requirements~~ to the District in a format acceptable to the District, the County, and the State. Required reports regarding daily attendance are completed and submitted to the requesting agencies.

Purchasing

With respect to expenses, the Business Manager is responsible for soliciting bids from private and public vendors (for office supplies, furniture, telecommunications, etc.) for contracts over \$15,000 and for utilizing this list to make necessary purchases.

Payroll

Voices College-Bound Language Academy contracts with a private third party vendor for full payroll services: tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees according to the California School Accounting Manual.

Budget Allocation and Vendor Selection

The Board of Directors is responsible for approving annual budgets, with substantial input from the ~~Chief Executive Officer Director~~. Together with the ~~COODFO Director of Finance and Operations~~, the ~~Chief Executive Officer Director~~ develops the budget proposals. The Principal has ~~the~~ latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors is responsible for long-range financial and facilities planning. Voices Academy works with an outside CPA/service provider for accounting and fiscal compliance services and to ensure compliance with state financial accounting procedures.

Tools Used for Tracking and Reporting Financial Matters

Voices Academy uses an accounting software package to aid in preparing for monthly financial reports and end-of-year audits. This computer system is maintained by the ~~Charter School's~~ Business Manager with external oversight by the ~~COODFO~~. The ~~COODFO prepares~~ ensures financial reports (a Balance Sheet, Income Statement, and Statement of Cash Flows) are prepared for the ~~Chief Executive Officer Director~~ of Voices. With assistance from the ~~COODFO~~, the external CPA prepares regular financial reports according to ~~generally accepted accounting principles~~ ("GAAP"), and submits them to the District as required. On behalf of the school, the CMO submits required interim reports including but not limited to:

- 20 day attendance report
- Attendance reporting (P1, P2, Annual)

- ~~Annual audit by December 15~~
- ~~Unaudited financials by September 15~~
- ~~Final budget no later than June 30~~
- ~~Budget update by December 15 (1st interim reporting)~~
- ~~Budget update by March 15 to reflect all changes (2nd interim reporting)~~

Voices Academy uses a school database software package that is designed to integrate the tracking of student data, aligned to the state reporting requirements, attendance and student demographics and grading and instructional information.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

Voices College-Bound Language Academy retains standard insurance policies such as board error and omissions, student accident, workers compensation and general liability. Furthermore, Voices Academy will acquire any other insurance policies as necessary to responsibly run a successful company and charter school. The insurance policy included in Appendix 3A-E is provided through the California Charter School Association, (CCSA), joint powers association. This policy is for the 2024-25 fiscal year.

Administrative Services

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

The Corporation will conduct administrative and business services on behalf of the Charter School on a percentage basis of all services and support rendered to the school. This support includes back office, academic, special education, business management, technology, and administrative services from the Corporation at its office located at 6840 Via Del Oro, Suite 205-60 San Jose, CA 95119. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the Voices Board of Directors.

~~Voices College-Bound Language Academy is constituted as a California Public Benefit (“nonprofit”) Corporation and is governed by a board of directors as described in the Charter School’s charter. The Principal enjoys lead responsibility for administering the Charter School under policies adopted by the Charter School’s governing board. The Charter School provides or procures most of its own administrative services independent of the District. These include financial management, personnel, and instructional programs development. The Charter School may purchase some services from the District (i.e. special education programs, food service, etc.). The Charter School will define the specific terms and cost for these services in an annual operational agreement (or memorandum of understanding if such services are secured).~~



~~A supervisory maximum fee of 1% of the Charter School’s revenue public funds, excluding funds secured by the Charter School on its own behalf and restricted funds designated solely for specific purposes, is eligible for collection by the District for actual costs of oversight. This is based on the assumption that the District does not provide substantially rent free facilities to the Charter School. The operating budget reflects the maximum 1% allocation towards the District.~~

The Charter School is its own local education agency (“LEA”) and is a member of the Sonoma County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School provides related services (e.g. speech, occupational therapy, adapted P.E., nursing, transportation, etc.) by hiring credentialed and/or licensed employees, providers through private agencies, or independent contractors. The Charter School is responsible for the hiring, training, and employment of site or itinerant staff and agencies necessary to provide special education services to its students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. The Charter School abides by all caseloads applicable to charter schools. The Charter School ensures that all special education staff hired or

contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.

Facilities

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

On May 26, 2010 Voices Academy was awarded the Charter School Facility Program unfunded grant/loan award from the State Allocation Board (SAB) under Proposition 55.

Voices Academy worked cooperatively with the FMSD to build a permanent site for the school on land owned by the District. This apportionment is contingent upon Voices at San Jose paying its 50% local matching share obligation (funding agreement) by making payments to the State pursuant to the agreement. Voices at San Jose will repay the State the matching portion of the funding by making either annual or semiannual installments starting at July 1 after one full year of the Project being opened and having commenced its educational program. The loan matures in 30 years and requires an assumed interest rate determined by the rate paid on monies in the Pooled Money Investment Account described in the California Government Code 16840 et seq. which is currently estimated to be 2.75%. The amount of the loan for matching funds was \$7.7M as of June 30, 2016, in which Voices will be obligated to pay \$3.85M. The charter school moved to its new site in July 2015.

Transportation

Voices ~~College Bound Language~~ Academy will not provide transportation for students from home to school or school to home except as required by law and/or in order to comply with a student's IEP. Transportation for extracurricular activities, such as field trips, will be contracted with either the District or a licensed contractor.

Impact on Charter Authorizer

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

Potential Civil Liability Effects:

Voices Academy will minimize its impact on the District. The District has the right to monitor Voices Academy in any manner permitted by law, including site visits and reviews of documents. The following impacts are restated here for clarity.

1. Enrollment: Voices Academy will seek to recruit and enroll up to 504 students in grades TK-8. The Charter School expects that the majority of these students live within FMSD boundaries.
2. In addition, the District is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter material revisions amendments and renewal requests.
3. District Services: Voices Academy will meet with the District to discuss any services

to be provided by the District and the terms and conditions of the provision of such services. All such services would be sought on a fee-for-service basis. If the District is unable to provide any such services, or if Voices Academy chooses not to purchase any services from the District, the Charter School will continue to operate and will not be hampered in meeting the goals and objectives of this charter.

4. Financial benefits: A supervisory fee of up to 13% of revenue of the Charter School (defined in Education Code Section 47613), excluding funds secured by the Charter School on its own behalf and restricted funds designated solely for specific purposes, is eligible for collection by the District for actual costs of oversight, provided that Voices Academy is housed in substantially rent free District facilities. In the event that the District does not provide substantially rent free facilities to the Charter School, then up to 1% in oversight cost may be collected. The operating budget reflects the maximum 3% allocation towards the District.¶

5. Legal Structure. The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

~~The charter will be held by Voices College-Bound Language Academies, an independent non-profit corporation registered in the State of California. The operation of Voices Academy will be contracted out to the CMO, which will be governed by a local board of directors.~~

6. Liability and Indemnity. Voices Academy does not expect the District to assume any debt on behalf of the Charter School. The Charter School will have in force its own liability insurance and hold harmless and indemnify the District from all liabilities.

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Corporation shall provide for indemnification of the Voices' Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, the Charter School maintains insurance policies in the types and amounts standard for a Charter School of its kind. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Facilities

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

On May 26, 2010 Voices Academy was awarded the Charter School Facility Program unfunded grant/loan award from the State Allocation Board (SAB) under Proposition 55.

Voices Academy worked cooperatively with the FMSD to build a permanent site for the school on land owned by the District. This apportionment is contingent upon Voices Academy at San Jose paying its 50% local matching share obligation (funding agreement) by making payments to the State pursuant to the agreement. Voices Academy will repay the State the matching portion of the funding by making either annual or semiannual installments starting at July 1 after one full year of the Project being opened and having commenced its educational program. The loan matures in 30 years and requires an assumed interest rate determined by the rate paid on monies in the Pooled Money Investment Account described in the California Government Code 16840 et seq. which is ~~currently estimated to be 2.75%~~. The amount of the loan for matching funds was \$7.8747M ~~as of June 30, 2016~~, in which Voices Academy will be obligated to pay \$3.93785M. The charter school moved to its new site in July 2015. As of June 30, 2024, the total amount Voices owes is \$3.053M. The loan matures on 3/1/2044.

In the event that the Charter School, for any reason, operates wholly or partially in facilities other than those provided by the ~~D~~istrict, it will secure appropriate private facilities within the District's boundaries and Voices Academy shall ensure that prior to commencement of operations such facilities shall comply with ~~ADAthe Federal Americans with Disabilities Act~~ requirements, local building and zoning ordinances, and that the school has obtained permits under local ordinances for operating a school in such facilities. The school will maintain readily accessible records documenting such compliance on file at the main office.

Supervisory Responsibilities

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

Inspection of Charter School

The Franklin-~~McKinley~~ ~~S~~chool District may inspect or observe any part of Voices ~~College-Bound Language~~ Academy at any time with a 24 hour notice in order to limit school disruptions, with the exception of urgent and emergency situations.

Miscellaneous Clauses

Material Revisions

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

Notices

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To Voices College-Bound Language Academy at:

Voices College-Bound Language Academy

Attn: Aldo Ramírez Frances Tese, Chief Executive Officer Director

6840 Via del Oro Drive,

Suite #205 715 Hellyer Ave.

San Jose, CA 95119

aldoramirez@voicescharterschool.com

To the District at:

Franklin-McKinley School District

Attn: Juan Cruz, Superintendent

645 Wool Creek Drive

San Jose, CA 95112