

VOICES COLLEGE-BOUND LANGUAGE ACADEMY - VERIFIED DATA OVERVIEW

VOICES RECENT ACADEMIC PERFORMANCE

Voices College-Bound Language Academy (“Voices Academy”) serves a high population of Hispanic/Latino students from socioeconomically disadvantaged backgrounds, many of whom are learning English as a second language. Most Voices Academy’s students are at the intersection of identities that, in most educational settings, are coupled with significant educational attainment gaps. For example, statewide in the 2023 SBAC, eighth-grade students at this intersection scored -75.3 scale points from Distance from Standard (DFS) in English Language Arts (ELA) and -130 points in Math. In contrast, their white peers from socioeconomically disadvantaged households scored -16 points from DFS in ELA and -64.5 in Math. In comparison, white students from non-socioeconomically disadvantaged households scored 23 points above DFS in ELA and -15 points below DFS in Math. These significant differences highlight the challenges that students, families, and staff seek to overcome at Voices Academy daily. We chose to focus on the 2023 eighth-grade cohort in this comparison because our mission is to send students off to high school with the highest preparation possible. In 2023, English Language Learner (EL) Hispanic/Latino eighth-grade students from socioeconomically disadvantaged households at Voices Academy scored -51 points from DFS in ELA and -106.7 in math. Both of these marks surpassed the state averages of similar counterparts.

Understanding how Voices Academy supports its largest student groups—primarily Hispanic/Latino children from socioeconomically disadvantaged backgrounds and ELs—requires viewing its performance within a broader historical context. Voices Academy has consistently outperformed the state, particularly for Spanish-speaking ELs of Hispanic/Latino background and from socioeconomically disadvantaged households. Table 1 shows how Voices Academies ELs and Hispanic/Latino students outperform the State in almost all cases.

Table 1: Four Years of Academic Results

CA SCHOOL DASHBOARD

2018, 2019, 2022 and 2023 DASHBOARD COMPARISON TO STATE

		ELA															
		2018				2019				2022				2023			
				State	State			State	State			State	State			State	State
Group Name		Count	Status	Score	Diff	Count	Status	Score	Diff	Count	Status	Score	Diff	Count	Status	Score	Diff
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

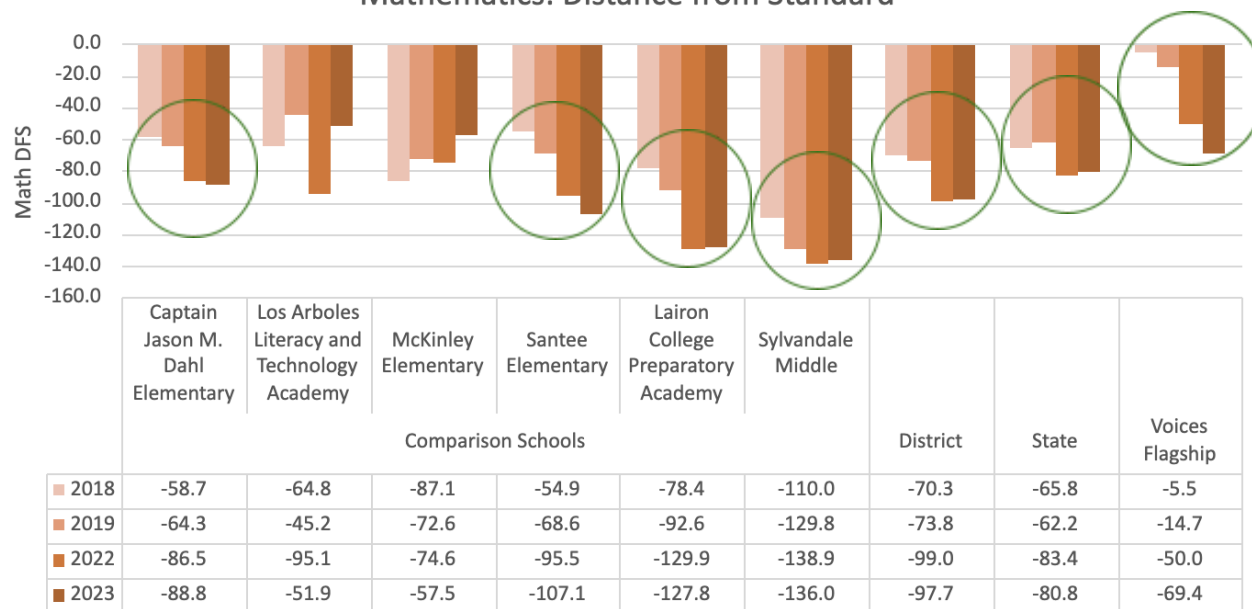
		Math															
		2018				2019				2022				2023			
				State	State			State	State			State	State			State	State
Group Name		Count	Status	Score	Diff	Count	Status	Score	Diff	Count	Status	Score	Diff	Count	Status	Score	Diff
All Students	All Students	296	-3	-36.4	33.4	298	-11.9	-33.5	21.6	256	-48	-51.7	3.7	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

		ELPI															
		2018				2019				2022				2023			
				State	State			State	State			State	State			State	State
Group Name		Count	Status	Score	Diff	Count	Status	Score	Diff	Count	Status	Score	Diff	Count	Status	Score	Diff
All Students	All Students																
Language Proficiency	English Learner	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

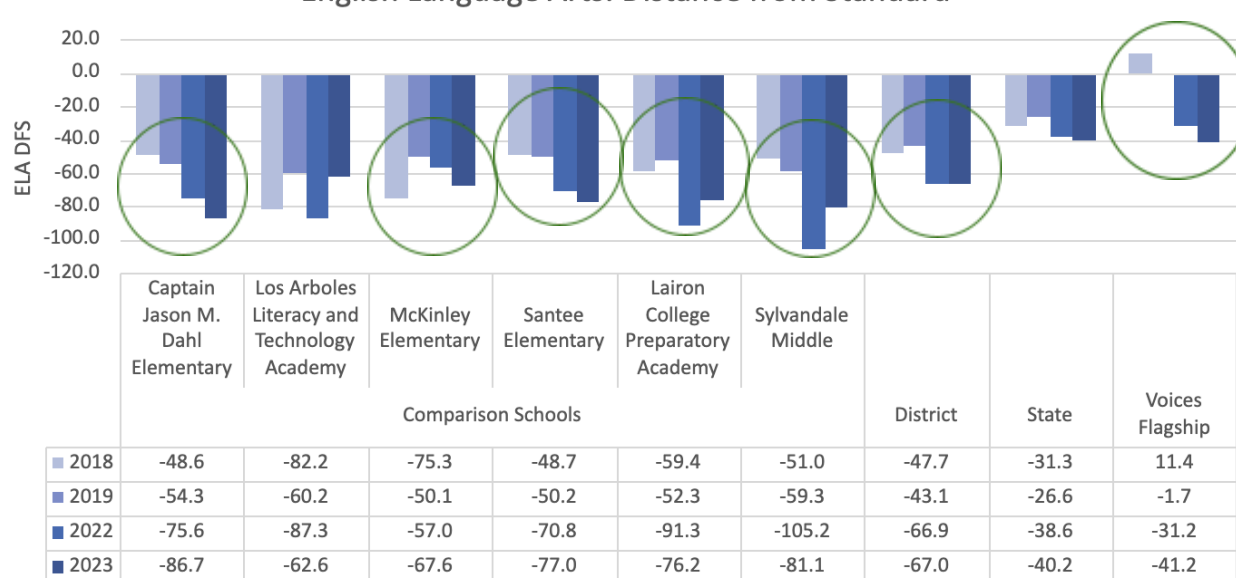
It is important to note that Voices Academy, with its significant population of Hispanic/Latino, ELs, and socioeconomically disadvantaged students, has faced substantial impacts from the pandemic. The difficulties faced by Voices Academy are common to LEAs across the state, and Voices Academy staff, students and families come from backgrounds that were deeply impacted. Table 2 shows how several of our traditional comparable systems experienced COVID impacts similarly to us. The vast majority experienced declines in their DFS scores, just like Voices in both ELA and Math.

Table 2 - Voices Academy Comparisons Math & ELA

Mathematics: Distance from Standard



English Language Arts: Distance from Standard



In response, Voices Academy has engaged in thoughtful efforts to learn, grow, and restructure its operations to reestablish a solid baseline for accelerating student learning once again. In the Baseline Measures sections, we will discuss how Voices Academy has taken on these challenges, learned from them, and reestablished a foundation for strong future growth. It is also important to note that, in addition to the post-pandemic impacts, Voices Academy faced the additional challenge of leadership transitions at the site and network levels. During the 2023-2024 school year, Voices Academy worked diligently to learn and grow in response to the post-pandemic reality and leadership challenges. During that time, the team focused on trying to ensure that graduating cohorts of students continued to learn and grow. The Class of 2027 cohort data, specifically the 2023's outgoing eighth-grade Hispanic/Latino students, showed that Voices Academy students outperformed the State, even during difficult times. In addition, Table 4 shows the progress of our 2023 outgoing eighth-grade Hispanic/Latino cohort of students with

IEPs. Table 4 data shows how Voices Academy outperformed the state with this critical student group. Table 5 data shows how Voices Academy outperformed the state with ELs from a Hispanic/Latino background in both ELA and math.

Table 3 - 2023 8th Grade Hispanic/Latino SBAC Scale Score Growth Over Time Math & ELA

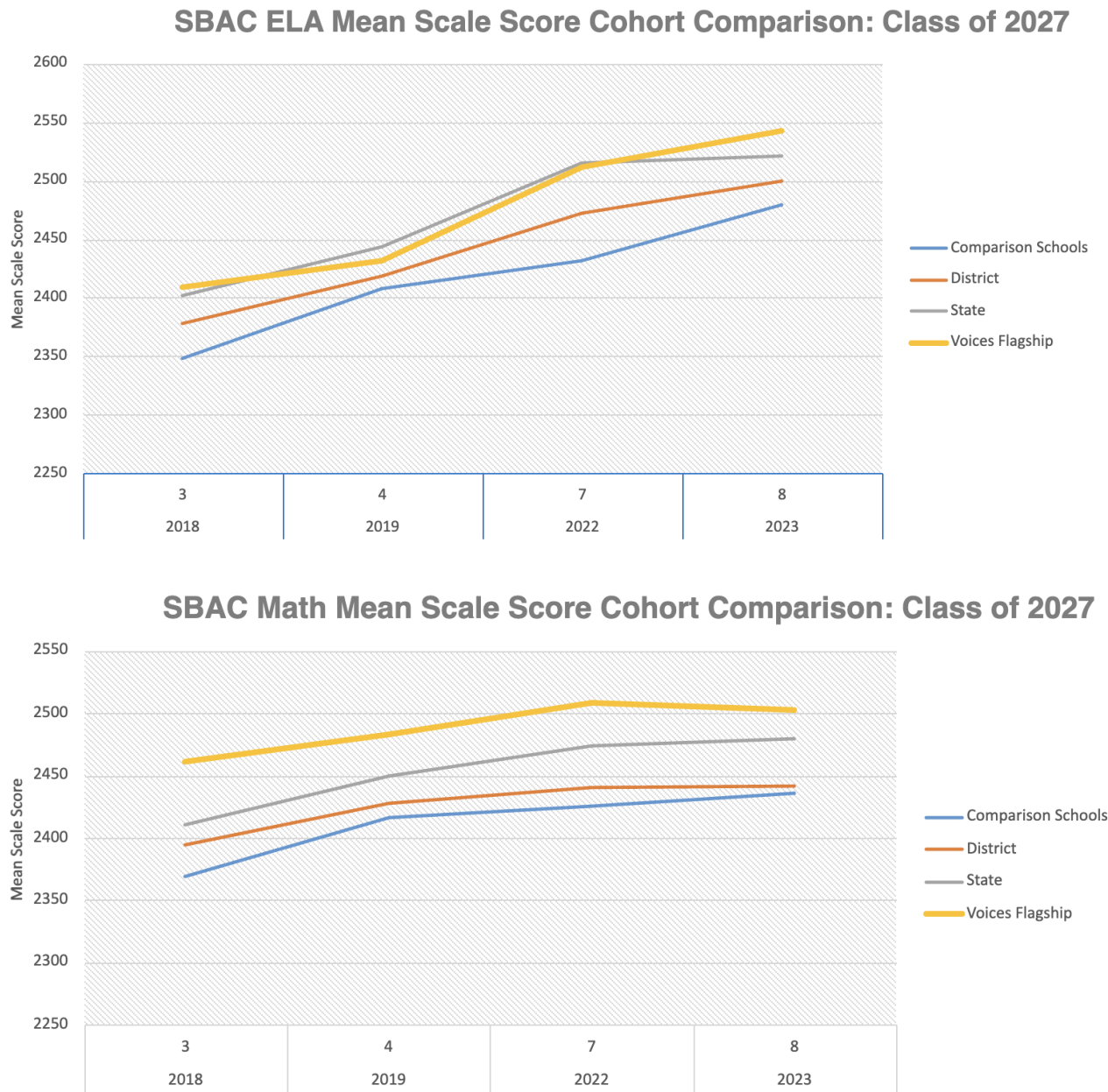
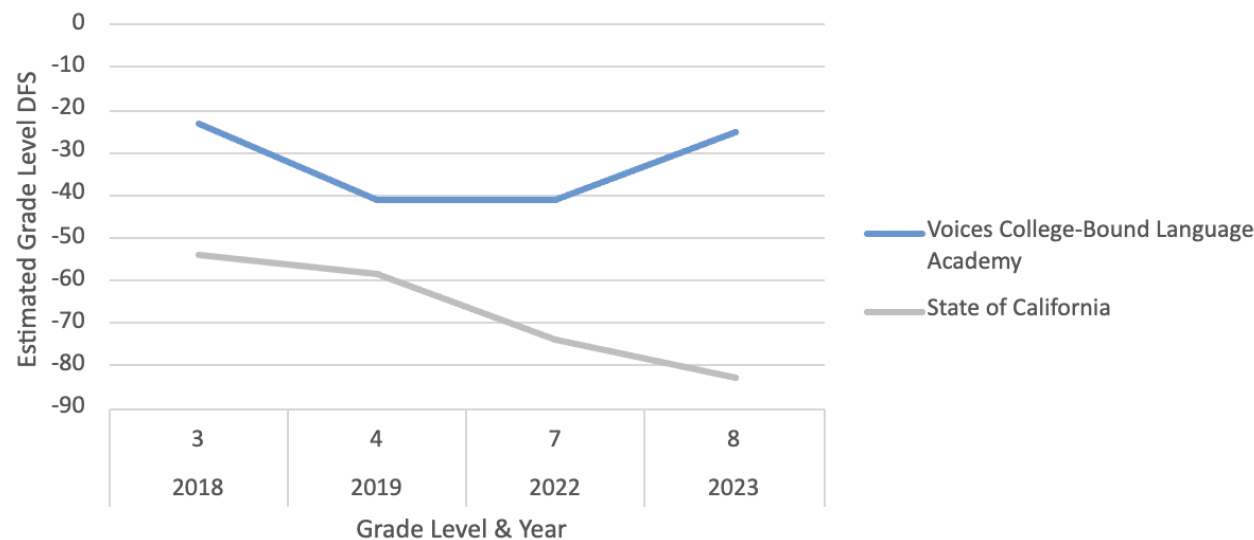


Table 4 - 2023 8th Grade Hispanic/Latino SBAC Scale Score Growth Over Time Math & ELA for students with IEPs

Estimated Grade Level Distance from Standard Compared to State: SB - English Language Arts/Literacy- Class of 2027



Estimated Grade Level Distance from Standard Compared to State: SB - Mathematics - Class of 2027

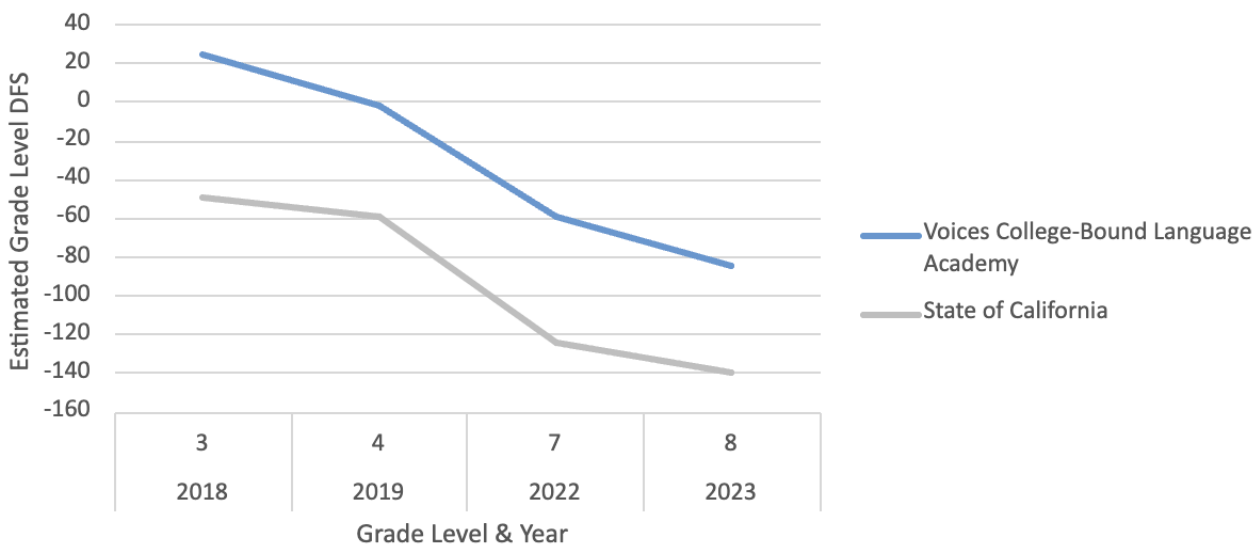
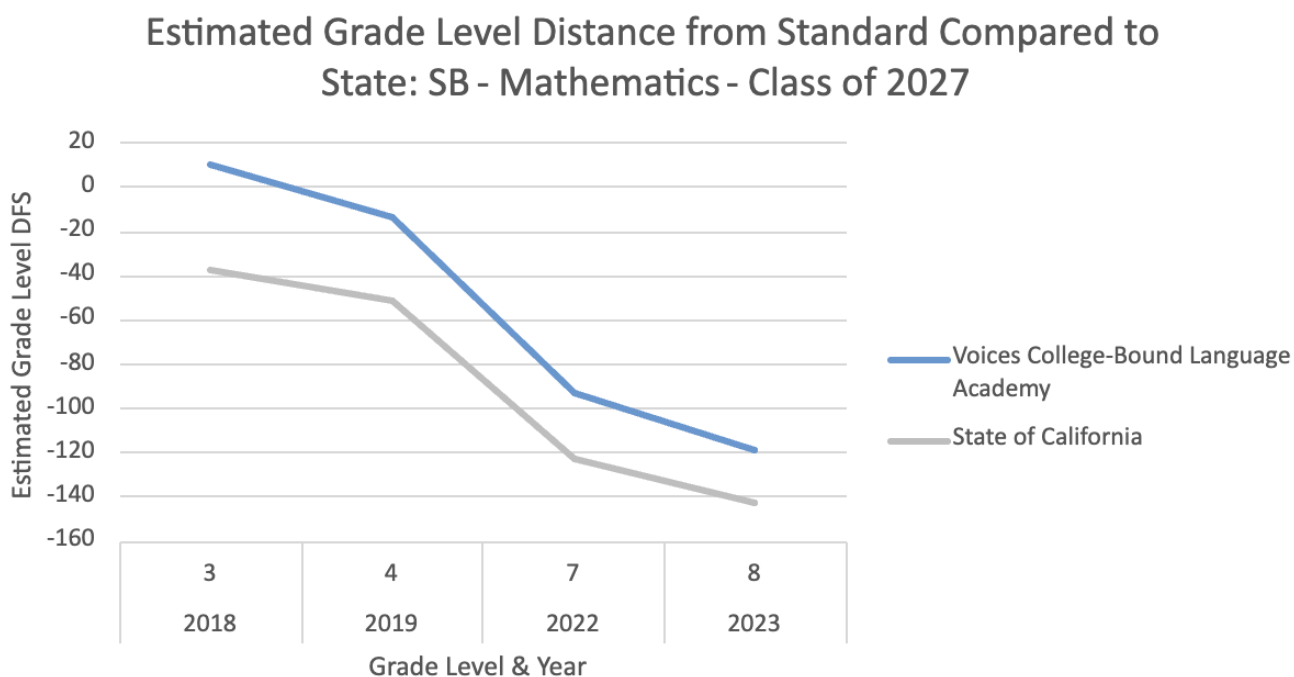
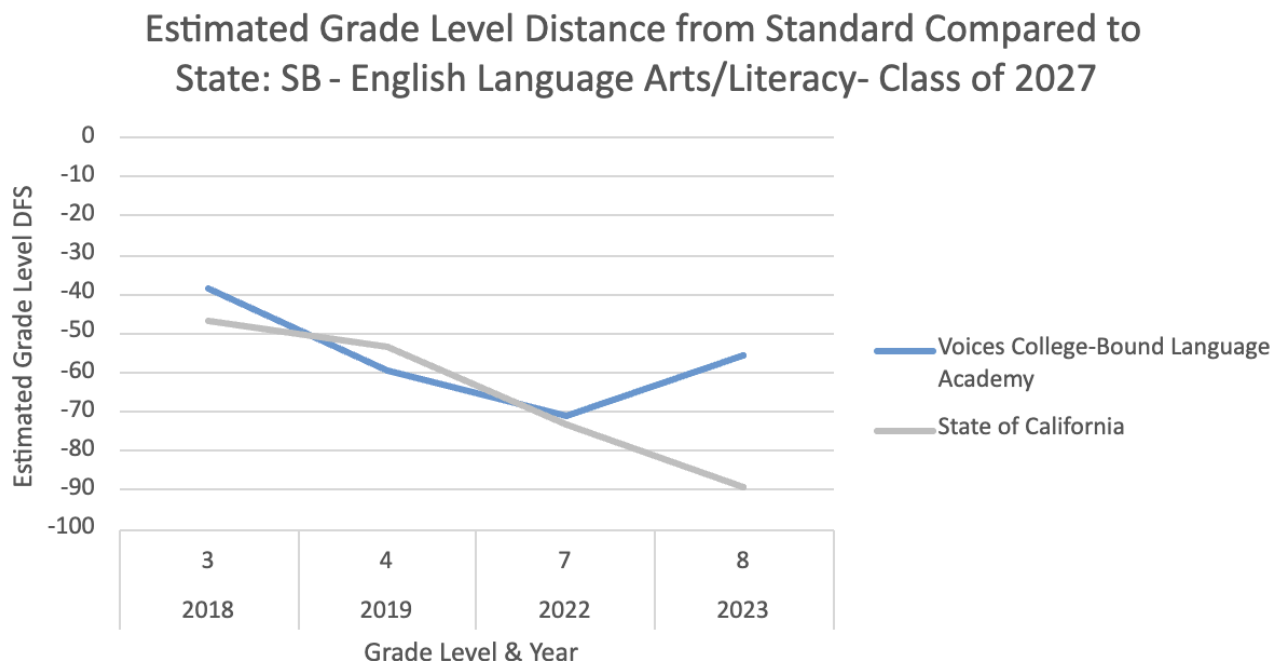


Table 5 - 2023 8th Grade EL Hispanic/Latino SBAC Scale Score Growth Over Time Math & ELA



The 2023 SBAC data shows some of the resilience of the Voices Academy systems during adverse times. In the next two sections, we go over how system-wide verified data indicates that Voices Academy supported students last year under the difficult circumstances of a negative staffing scenario as we reestablished the base for much stronger instruction this year. These efforts have set the foundation for renewed acceleration of student outcomes.

VERIFIED DATA ANALYSIS

AB1505 lists NWEA Measures of Academy Progress (MAP) as a norm-referenced assessment that can be used to demonstrate one year's growth. NWEA identifies the Conditional Growth Index (CGI) as an aggregate growth measure that can be used to show growth for a group of students. The Student Growth Summary Report from the MAP system provides the School CGI for each grade level for a specific set of terms, but it does not offer a school-wide average or averages by student subgroup.

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 College-Bound Language 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).

Table 6 - NWEA Growth Calculations 2021-2024 Math

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	-3.58	-0.71		98%	95%	100%
5	3.65	1.17	1.42		96%	100%	100%
6	1.34	-1.58	-1.18		92%	98%	100%
7	2.32	-2.49	1.11		97%	89%	100%
8	-0.34	-1.02	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%
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In Reading, Voices 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.

Table 7 - NWEA Growth Calculations 2021-2024 Reading

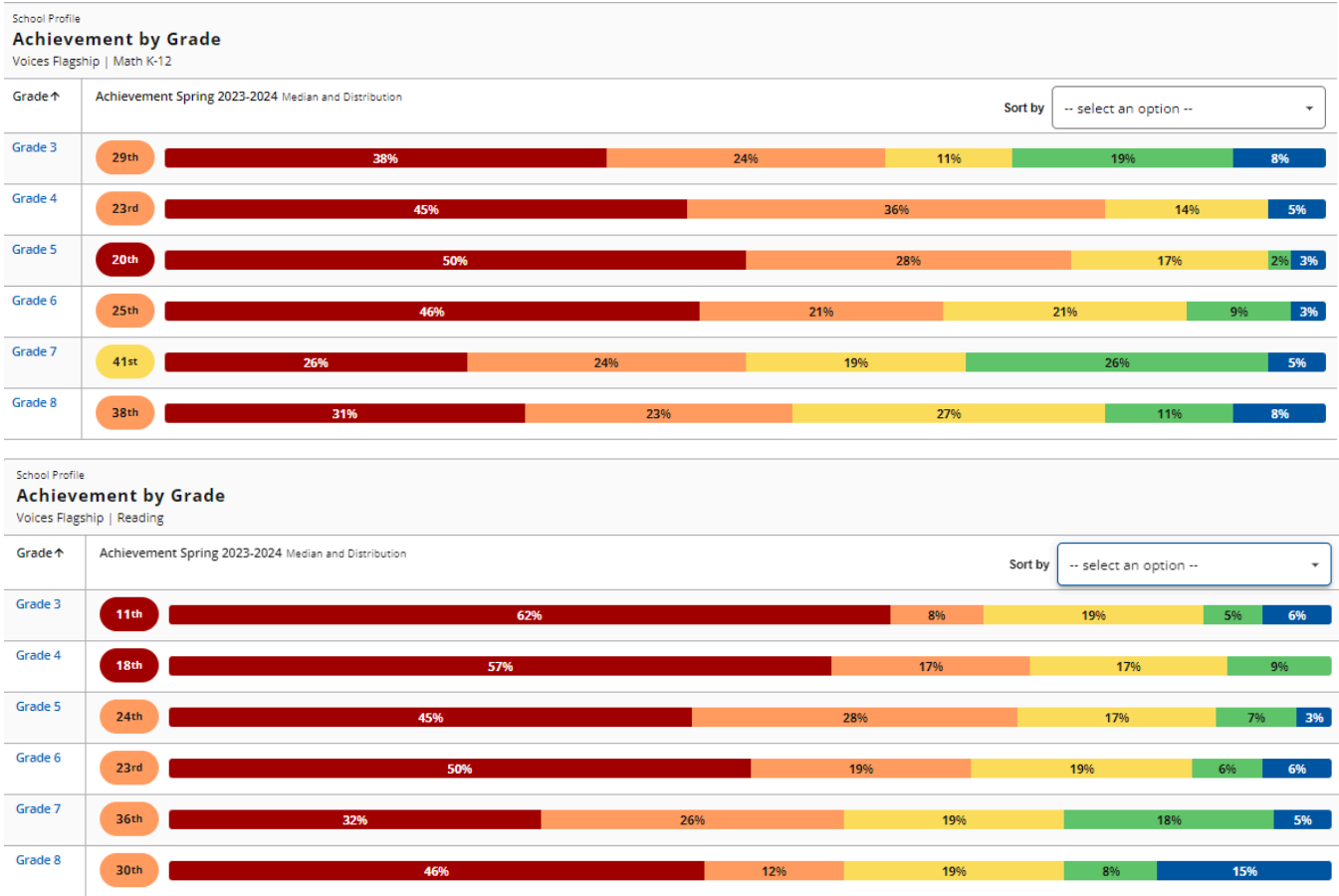
READING

	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 TESTED	-0.1	-0.3	-0.5		93%	96%	98%
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%

NWEA measures paint a picture of students growing at around a year's growth during the 2023-2024 school year.

Another way to examine the NWEA data is to analyze achievement across grade levels. Table 8 outlines this view.

Table 8 - NWEA Achievement Results by Grade Math and ELA



In math, Voices Academy results improve with each grade level, except for a decrease in our 8th-grade cohort. This growth from grade level to grade level reflects typical growth seen in dual-immersion models, with language learning students in lower grades not meeting average performance until upper grades. For example, while our 3rd grade cohort scored in the 29th percentile overall, the number of students in the upper percentiles increased by the 7th grade. A more robust dual-immersion growth pattern is observed in the reading data. It is important to note that although these growth patterns may meet the one-year growth requirement in one year’s time, we expect to surpass this level of growth once again to get back to our pattern of exemplary acceleration.

BASELINE MEASURES

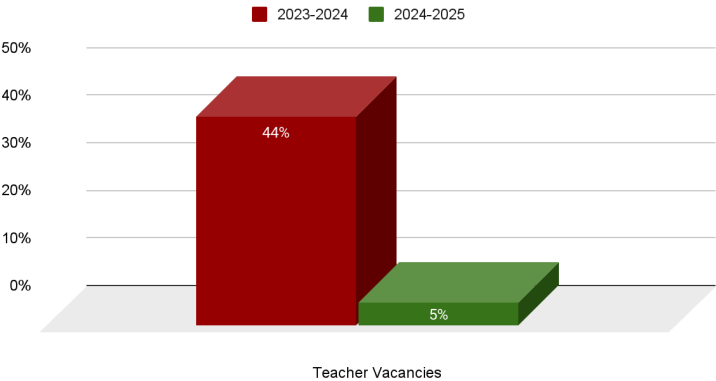
We have worked hard to respond to the challenges faced over the last four years at Voices Academy. Currently, in response to our new workforce needs, we strive to work in community in order to get better and to meet our vision under the post-pandemic realities. This past year, we had substantial successes with staff and student culture. We want to highlight this as an indicator of the foundation we set last year. While there is much work left to do, what we have initiated will accelerate all of our results past one year's growth in one year's time once again. For example, we were able to fill all but a couple of vacant staffing positions from 2023-24 to 2024-25. Several of these were filled by engaging our pipeline of associate teachers and substitutes. These folks choose not only to continue with Voices but also to step

up into more important roles. This is due to a strong leadership team focused on creating a sense of belonging with staff. We know that students need stability. In addition, our Credentialing Office has vastly improved the support for educators in their credentialing pathways.

Staffing Improvements

- **Teacher Vacancies:**
 - Last Year: 8 out of 18
 - This Year: 1 out of 19
 - *Improvement:* From 44% vacancy rate to 5% vacancy rate.
- **Behavior Tech Vacancies:**
 - Last Year: 2 out of 6
 - This Year: 1 out of 9
 - *Improvement:* From 33% vacancy rate to 11% vacancy rate.
- **Associate Teacher Vacancies:**
 - Last Year: 6 out of 10
 - This Year: 2 out of 13
 - *Improvement:* From 60% vacancy rate to 15% vacancy rate.

Voices Flagship Teacher Vacancy Rate



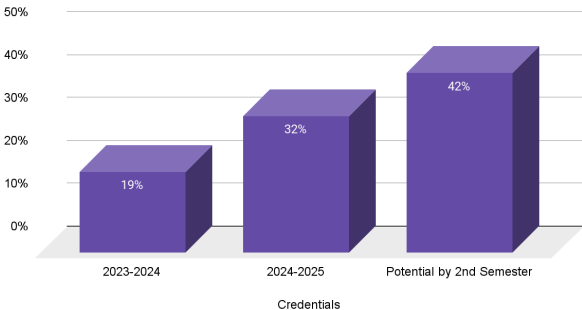
Credentialing Progress

- Last Year: 19% of credentialed teachers
- Current: 32% credentialed teachers
- *Projected:* 42% by year-end

Highlights:

- Every teacher now has a credential pathway plan.
- Connections to financial support for credential programs through grants and scholarships.

Voices Flagship Credentials

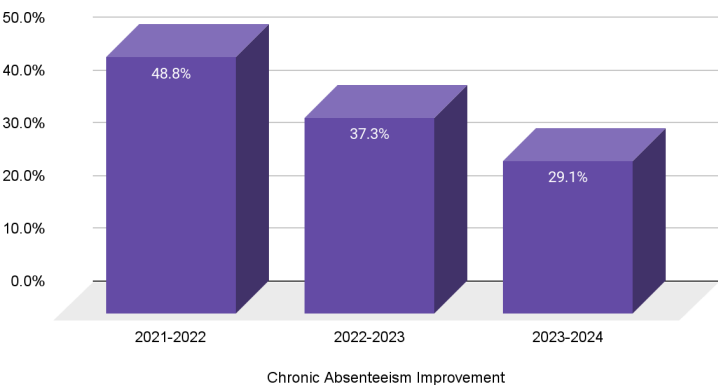


We were also able to address chronic absenteeism by improving student culture at our school, including training staff on behavior support systems and creating a sense of belonging for our students.

Chronic Absenteeism

- Chronic Absenteeism decreased by 8.25% last year for a two-year total decrease of 19.7%

Voices Flagship Chronic Absenteeism Improvement



With this added stability under us, we are hopeful about this next year and plan to accelerate our current student achievement data to exemplary levels.

ACADEMIC RESPONSE

Over the next five years, we aim to build on the foundation established by leveraging a strong Community of Practice approach during the PLC (Professional Learning Community) block, providing consistent coaching across all grades from our three instructional school leaders, and returning to our systems of standards deconstruction, backward planning, and data analysis. In addition, we aim to support our educators in their credentialing pathways and build a strong pipeline of educators and leaders to meet the needs of Voices Academy.

Literacy and Math Shifts in Response to COVID-19 Impact

In response to the lower post-COVID achievement levels, we've adjusted our literacy approach at Voices Academy to incorporate more structured literacy practices. These include a specific time for foundational skills in both English and Spanish. Additionally, we've expanded schedules to allocate more time for writing practice across all grades. We have invested in hiring an additional intervention teacher to provide targeted academic support in critical areas and purchased a new curriculum to support new teachers as we prepare them to master academic acceleration strategies.

Despite lower overall achievement in NWEA Math and ELA compared to the past, many grade levels demonstrated growth exceeding one year's worth of progress in one year. This indicates that our instructional efforts are effectively closing gaps from previous years. We are confident that with our priority improvement plan, we will see an acceleration in academic outcomes as we did in the recent past.

Plan to Improve Student Learning (2024-2029)

Community of Practice and Instructional Competence

- A major focus on the 2024-25 school year is building a common vision for our professional learning community. We want to include all staff as we discuss why this matters. Examples of topics covered:
 - ELD block: how to support each student based on ELPAC results
 - SST processes
 - ELPAC assessment unpacking
 - Intellectual preparation protocols
 - Data meetings
 - Assessment platforms and how to proctor them or read reports
 - Language learner strategies
 - Sonday Reading System for intervention
- We are rebuilding our instructional staff's skills around backward mapping and working with a standards-based curriculum scope and sequence. We are then using those backwards maps to help deconstruct our standards and internalize units/modules.

- We will bring our grade-level teams together in person once again for network Monthly Preparation Days. Once on pause post-pandemic, these days are additional grade-level collaboration days. On these days, our Course Leads, or teacher leaders, will help the team internalize upcoming units in order to be more prepared to teach and use best practices.
- Inspire our staff, in particular our teachers, to own their Community of Practice. This means investing in teacher leadership and guiding our teams to see and learn from the wins. We know this will positively impact teacher retention further. As an example, we gathered for the first time our school administrators, counselors, teachers, behaviorists, associate teachers and after-school staff in an off-site 1-day retreat to kick off the school year, focusing on working together to improve student outcomes.
- Continue to develop a data-driven and growth mindset orientation. Over the past years, our data-driven culture has focused often on what is not going wEL. This year, our teams will focus on what is working wEL and build their instructional competence by sharing best practices and reflecting on what is learned from positive outliers in a classroom or in a school .
- Roll out a new assessment cycle based on smaller cycles of teaching and learning, and focused on end-of-unit/module assessments. The purpose of this is to make our data cycles more manageable to teachers and impactful to students. Teacher feedback on our previous assessment cycles and end of year data was taken into consideration when planning the new assessment system.

Key Milestones

Timeline

Revisit backward mapping with Course Leads	July 2024
Professional Learning Community kickoff	Educator Retreat, August 2024
Roll out new assessment cycles	September 2024
Follow-up reflection, coaching, and training	October 2024 - 2029

Revisiting Tier 1 Systems and Curriculum

- **Curriculum Review:** We will enact regular curriculum reviews, including reviewing K-8 math and K-5 science curriculum and adopting a new Spanish Language Arts curriculum.
- **Adopted Amplify Caminos:** A program for Spanish Language Arts, moving away from teacher-created lessons
- **Writing Focus:** Included more writing time in our schedule with curriculum supports such as Step Up To Writing
- **Professional Development:** Differentiated professional development will be provided, focused on internalizing the new curriculum and onboarding new hires with comprehensive training.
- **Teacher Onboarding:** Strengthened onboarding processes will ensure new teachers have adequate training before joining the classroom.

Targeted Actions for Subgroup Support

In 2023-24, Voices Academy prioritized improving academic outcomes for our ELs and Students with an IEP based on their "orange" Dashboard status. Key actions included:

- Monthly classroom walkthroughs with network and school leaders to observe and refine language learner strategies, followed by professional development and coaching.
- Bi-weekly data meetings within the Special Education team to monitor student progress and plan academic support interventions.

Additional Actions for the 2024-2025 school year:

- Intervention teachers for math and reading hired for 2024-25
- Adopted a new reading intervention curriculum to support learners
- Our Special Education team is focused on data-centered instruction and student academic support
- We will continue to focus on differentiation practices and train teachers to use these strategies, including differentiation for English Learners
- Intervention block in all classes this year
- Arc of the Year includes a specific time to train teachers in these strategies
- After-school tutoring for math and writing, with a focus on recruiting language learning grades 3rd-8th in fall 2024

The dashboard data indicates that ELs continued to outscore their counterparts in Math and ELA. Some of this can be attributed to the focus on these students. Voices Academy will continue to focus on supporting students with an IEP to ensure this student group makes strong progress.

Continued Student Group Support

- **Intervention Teachers:** Additional intervention teachers for Math and Reading will support targeted instruction.
- **Data-Driven Special Education:** Our Special Education team will focus on data-centered instruction to drive academic support for Students with Disabilities.
- **Differentiation Strategies:** Teachers will receive additional training on differentiation for English Learners, integrated with scheduled intervention blocks.

Key Milestones

Timeline

Roll out new reading intervention curriculum Fall 2024

After-school tutoring for math and writing Fall 2024

Reflection on Leadership and Staffing Challenges (2023-2024)

Our challenges during the 2023-2024 academic year stemmed from key leadership transitions. In the fall of 2022, our newly hired principal resigned on short notice, leaving the school without stable leadership from October 2022 to May 2023. Despite the Voices Network providing support, the absence of a full-time on-site leader negatively impacted staff, student culture, and the full implementation of our academic programs.

In August 2023, Hugo Torres joined as the new principal. He immediately began building relationships, helping to heal the school community after a challenging year, and implementing systems for behavior and discipline. Under his leadership, we also focused on stabilizing staff retention and student culture to

create a strong foundation for academic success in future years. This focus on staff retention led to a high retention rate for teachers and associate teachers, with the vast majority of educator positions now filled at Flagship. Network staff and the principal will continue to work closely, through careful collaboration, to maintain the momentum garnered around the Voices Academy culture of care and achievement.

Vacancies and Instructional Impact

Despite efforts to stabilize staffing, the 2023-24 school year began with several classroom vacancies. At the start of the 2023-2024 school year, there were 16 educator vacancies (teachers and associates combined), most of which had to be filled with substitute staff. The reliance on substitute educators significantly reduced our ability to accelerate student learning beyond one year's growth in one year. Consistency is essential for a stable learning environment. While substitutes and new hires received coaching on classroom culture and instructional practices, mastering these areas is challenging for individuals new to the career or starting mid-year. Rotations of substitutes, although necessary, were not ideal for fostering continuity in the classroom.

Grade levels with returning staff saw greater year-over-year academic growth, as expected. A strong focus was placed on building the permanent educator team at Voices Academy for the start of the 2024-2025 school year. The talent team developed several key partnerships to help ensure a variety of new educators were added. The Credentialing Office also worked diligently to find pathways for existing educators to take on permanent teaching positions. The Talent and Credentialing Offices will continue to build partnerships, help Voices Academy find strong candidates, and support existing candidates in progressing on their requirements and credentials.

Plan to Improve Staff Support and Retention (2024-2029)

- Strong staff culture at Voices Academy
 - As a Community School, we integrate Joy and Sense of Belonging into all our professional learning and team events. We intentionally plan events to foster this. They will stay if our staff feels cared for, valued, and listened to.
 - Our leaders model the way for Collective Efficacy. Our administration team checks in with all staff to create a psychologically safe space and collectively work to improve our school.
- Teacher credentialing department at Voices Network
 - Support Cohorts for teachers pursuing credentialing. These groups would work to help match teachers with peers having gone through similar programs or tracks. For example, this group would work to prepare for multiple-subject CSETs or tests required for bilingual authorization.
 - Build out a robust credentialing department to support teachers through the credentialing process. Continue to monitor teacher credentialing at the network and do one-on-one regular check-ins with teachers who are not fully credentialed, at least five times a year and as often as necessary, including monthly.
 - Teacher Leaders and/or TOSAs to support others in clearing credentialed teachers
 - Continue to pay for teacher induction
 - Improved hiring pathways and partnerships with teacher residency programs
 - J1 and HI visa sponsorship.
 - Associate teacher development pathway to grow our own teachers.
 - Continued partnerships with TFA, Scoot, and TET

- Revisit teacher evaluation and revisit pay structure

Key Milestones	Timeline
Revisit and adjust the teacher pay structure	Fall 2024 - Spring 2025
Improve network credentialing tracking	June 2025
Build partnerships with teacher residency programs	2024-2025 academic year

This comprehensive plan reflects our commitment to overcoming the challenges faced in the 2023-2024 academic year and refocusing efforts on improving academic outcomes, strengthening staff retention, and providing targeted support to our most vulnerable student populations.