
Charter Renewal Performance Report

Franklin-McKinley
School District

Background

According to Board Policy 0420.4 - Charter School Authorization:

... any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, and regular reports to the Board...

Therefore, in keeping with this policy, the District asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points and information that may not be available through other sources.

Goals

- Highlight unique areas of success from the charter school's perspective beyond traditional academic measures
- Provide guidance for the District for further inquiry during the renewal site visit
- Collect additional information related to District priority areas that may not be available elsewhere in the petition

Guidelines

The performance report includes requests for descriptive responses as well as data tables. Where descriptive responses are requested, please provide comprehensive yet concise responses. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

A draft of this report needs to be submitted to District staff via Epicenter in Word format **at least 2 weeks before** either the renewal site visit or the submission of the charter renewal request, whichever is earlier. **The final draft of this Performance Report needs to be submitted as an Appendix in the Renewal Charter Petition.**

- **Measurable Pupil Outcomes (MPOs):** *Authorizer specific text*

- **Verified Data:** For the 2024-25 Renewal Cycle, schools submitting Verified Data will need to submit specific data reports depending on the Verified Data source. Schools will include a narrative to this data as part of the Performance Report (See Question 12 on sheet 1). The specific data reports should be submitted separately via Epicenter and should be incorporated as an Appendix in the Renewal Charter Petition, directly after the Performance Report.

Open Responses		
1. Instruction	Describe any unique schoolwide instructional practices that have positively impacted student outcomes. Please note any specific practices used in response to the COVID-19 pandemic's impact on student learning.	In our school, several unique instructional practices have been implemented to positively impact student outcomes, particularly in response to the challenges posed by the COVID-19 pandemic. Dual Language Instruction: Our dual language program is designed to include heightened amounts of comprehensible input, language practice, and culturally rich content. This approach not only enhances language acquisition but also integrates students' cultural backgrounds into their learning, promoting a deeper connection to the material. High Dosage Tutoring: In response to the learning gaps caused by the pandemic, we have implemented high dosage tutoring in mathematics and writing. This intensive, focused support helps students catch up on missed content and reinforces key skills necessary for academic success. Recent SBAC data shows that our students who were behind accelerated in learning.... Standards Review Cycle: Our instructional practices are grounded in research, particularly the standards review cycle that heightens long-term memory retention. This cycle leverages our dual language instruction structure, aligning with the recommendations from the Institute of Education Sciences (USDOE, 2007) on improving student learning. One Hour English Language Development (ELD) Block: To accelerate English language development for our English Learner (EL) students, we dedicate a one-hour ELD block daily. This focused time is crucial for building the language skills necessary for academic success and integration into the broader curriculum. Daily Educator Collaboration Block: We have established a daily collaboration block for educators, providing dedicated time for teachers to plan, share strategies, and align on instructional practices. This has fostered a more cohesive and effective teaching approach, ensuring that all students benefit from high-quality instruction. Dedicated Academic Coach: Our academic coach works closely with teachers to provide targeted professional development, classroom support, and instructional feedback. This role is critical in helping educators refine their practice and implement research-based strategies that drive student success. ELA and Math Intervention Teachers: To further support students who need additional help, we have specialized ELA and Math intervention teachers. These educators provide targeted instruction and interventions, helping students close achievement gaps and build essential skills. Strong Culture Focus with Restorative Practices: We have cultivated a strong school culture that integrates restorative practices, ensuring a positive and inclusive environment where students feel valued and supported. This foundation is crucial for their academic and social-emotional development. Cross-Age Tutoring: We leverage our TK-8 model to allow older students to engage in leadership opportunities by tutor younger ones, fostering a supportive learning environment and reinforcing their own leadership and understanding through teaching. These practices, rooted in research and responsive to the needs of our students are instrumental in accelerating learning for unduplicated students and in addressing the challenges of the COVID-19 pandemic.
2. Areas of Success	Describe any unique areas of success beyond traditional academic measures.	Beyond traditional academic measures, our school has seen significant success in several key areas: Parent Engagement and Feedback: We have prioritized fostering strong relationships with our parent community, encouraging their active involvement in school activities and decision-making processes. Regular feedback from parents has been integral in shaping our programs and ensuring they meet the needs of our students. This ongoing dialogue has strengthened our school community and enhanced the support network for our students. Accelerated Improvement in Chronic Absenteeism: Over the past two years, we have achieved an impressive nearly 20% reduction in chronic absenteeism. This success is a result of targeted interventions, consistent monitoring, and close collaboration with families to address the underlying causes of absenteeism. By creating a more engaging and supportive school environment, we have encouraged higher attendance rates, which is crucial for student success both academically and socially. These achievements highlight our commitment to supporting the whole child and ensuring that our school community thrives beyond just academic outcomes.

3. Diversity of student enrollment	What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status)? Where have you seen success and how do you plan to modify these practices for student groups who are underrepresented at your school (While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site which may impact the school's enrollment of various student groups (I.E. family affinity groups, increased staffing, etc.)?)	To ensure our school enrolls a diverse student population, we have implemented several strategies and processes that focus on outreach, inclusion, and community engagement. Bilingual Family Recruiter: We employ a bilingual family recruiter who plays a crucial role in connecting with families from diverse backgrounds. This recruiter actively engages with the community, visiting locations where target families frequently gather to inform them about the educational opportunities available at our school. Multilingual Social Media Campaign: Our recruitment efforts are supported by a multilingual social media campaign, which allows us to reach a broader audience and effectively communicate with families in their preferred languages. This approach ensures that all families, regardless of language barriers, have access to information about our school. Culturally Responsive Front Office: We have cultivated a front office environment where families feel welcome and supported from the moment they walk through our doors. Our culturally responsive approach makes it easier for families to engage with the school and express their needs and concerns. Many families have shared that they feel comfortable and valued in our school community. Dual Language Program: Our significant population of newcomer students benefits from our Dual Language approach, which helps them integrate their home language skills into their learning of English. This not only supports their academic growth but also honors and values their cultural backgrounds. Our bilingual educators play a key role in building deep and lasting relationships with these families, further supporting their integration into the school community. Support for Students with IEPs: Our school has a strong reputation for supporting students with IEPs through our full inclusion model. Students participate in the least restrictive environment, ensuring they receive the support they need while being fully integrated into the general education setting. This inclusive approach has been well-received by families, contributing to our diverse student population. Community Engagement Opportunities: We offer a variety of connection opportunities throughout the year, including events like Ice Cream Socials, Cafecitos, fundraising activities, cultural events, and formal advisory councils such as the English Learner Advisory Committee (ELAC). These events help build a strong sense of community and allow families to connect with the school and each other. Board Representation: Our commitment to diversity is also reflected in our leadership, with one of our Voices College-Bound Language Academies Board members being a Voices Flagship parent. This representation ensures that the voices of our diverse families are heard at the highest levels of decision-making. Where we have seen success in these practices, particularly in engaging English Learners, newcomer students, and students with disabilities, we plan to continue refining and expanding these strategies. For student groups who are underrepresented, we are considering additional outreach efforts and tailored support services to better meet their needs and ensure a more balanced representation within our school community.
4. Student Engagement	Are there opportunities for all students to be involved in decision-making and the governance of the school? What is an example of a change you have made to the school based on student feedback?	There are several opportunities for students to actively engage in decision-making and school governance. One key example is our Student Council, which provides students in grades 6-8 with a platform to have a voice in shaping school policies and activities. Students have the opportunity to campaign for leadership roles such as President, Vice President, Treasurer, Secretary, and Communications Officer. Each candidate delivers speeches outlining their vision for the school, and the student body participates in a democratic voting process to elect their representatives. Once elected, the Student Council meets regularly to discuss issues affecting the student community. They provide feedback on school policies, organize student-led initiatives, and work alongside school leadership to advocate for changes that align with student interests. This process not only empowers students but also encourages them to develop leadership, communication, and civic engagement skills. One tangible example of a change we implemented based on student feedback came through the Student Council's advocacy. Last year, students expressed concerns about the limited variety of extracurricular activities available. In response, we introduced new clubs and activities, including a robotics club and additional sports clubs, based on the interests voiced by students. This reflects our commitment to involving students in decisions that impact their school experience and ensuring their voices are heard.
5. Family engagement	How do families voice concerns? Are there opportunities for all families to be involved in decision-making and the governance of the school? What is an example of a change you have made to the school based on family feedback?	We host a Cafecito every other month as a way to provide important school updates and foster open communication with our families. These gatherings create a welcoming space where families can not only receive information but also share their concerns, ask questions, and offer suggestions. Their feedback is invaluable to us, and we actively seek it through both in-person discussions and regular surveys. Last year, based on the input we received from families, we implemented several significant changes. For example, we revamped the school lunch process to make it more efficient and enjoyable for students. We also made adjustments to our pickup system for TK and Kindergarten to ensure smoother, safer transitions at the end of the school day. Additionally, we modified the timing of school events to better accommodate working families, making it easier for more parents and guardians to attend and participate. These changes directly reflect the priorities and needs of our community, and we will continue to rely on family feedback to guide future decisions.

6. Teacher engagement	Are there opportunities for teachers to be involved in decision-making and the governance of the school? What is an example of a change you have made to the school based on teacher feedback?	Professional Development (PD) We have included teacher input in adjustments we have made in the professional development block from 3 to 4 pm. Based on teacher input, we have created a Community of Practice where the teachers take on more of a leadership role. Teachers are leading training sessions. Teachers are bringing topics up for discussion, which along with administrative input, help to shape the scope of this time. By collecting teacher input on what topics should be covered, teachers feel that PD is more targeted now. Curriculum We have also had teachers be involved in curriculum decisions by serving on curriculum committees and piloting curriculum. For example, two teachers last year piloted Spanish Language Arts curriculum and shared their input to help make a decision. We also have two teachers at our school site serving as network Course Leads, or teacher leaders, who can provide feedback on the way we are launching assessments within our new Spanish Language Arts curriculum or in the assessment questions we use for English Language Arts. Teacher Leaders This year, we have brought teachers back into instructional leadership team meetings. This was a practice originally used with the guidance of Franklin McKinley and Partners for School Innovation many years ago. This year our Intervention teachers and Education Specialists meet once a week with the instructional leaders (Principal, Student Services Manager and Instructional Coach). These teachers help plan school-wide data analysis days, Community of Practice topics and are able to contribute to school-wide actions plans based on their own observations.
7. Performance of key student groups	How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement? (a) English learners (b) students with disabilities (c) students in need of remediation (d) advanced students performing above grade level, and (e) any other student groups you are paying particular attention to	a) English Learners - We have one hour for designated ELD in addition to our integrated SIOP strategies. We analyze ELPAC results each year to identify English learners and their proficiency levels, with a bit more training already completed in fall of 2024 to set up students for success. Last year, we had many new staff learning to implement our supports for English Learners. Based on academic data, this is an area for improvement. This year, we are adding a reading and writing component to our ELD block to focus on the domains of reading and writing. We continue to tech our staff the importance of dual immersion principles and language learner strategies, such as sentence frames, or language practices with peers. This is a multi-year approach as we identified it as an area of need. Our staff is learning these strategies and open to using them in the classroom. This year, we are able to hire two intervention teachers who can support with ELD intervention small groups. We have also trained all teachers and associate teachers in English Language Development strategies so that skills are reinforced throughout the day. b) Students with Disabilities - Using our SBAC and California School Dashboard results, we identified this subgroup as needing more support. Our Student Services Manager had a regular data meeting with her coach to analyze growth in IEP goals over the year. c) Students in Need of Remediation - We continue to implement weekly data analysis meetings in order to identify students in need of remediation. This year we added a one hour intervention block to the schedule to help block out a time to work with students. Two intervention teachers were hired and trained in the Sonday reading system and in ELD and intervention teachers. For example, in our recent data meeting we reviewed ELPAC results and connected the domain outcomes to supports in content-area. We also have a Student Support Team, or SST process. d) Advanced students - We have an SST process to help us identify students who are advanced and need extensions or differentiation. e) Walkthroughs help us identify which students may need more support with teacher-student relationships and student behavior supports, or supports directly from or organized through our counselor and Student Services Manager
8. Governance	Beyond board meetings, how does the governing board interact with students, parents, and/or teachers? Does the governing board evaluate the school leader? If so, how? Provide an example of a recent issue or policy that the board is working on.	Beyond board meetings, the governing board actively engages with students, parents, and teachers through multiple avenues. First, we have two parent representatives on the board who attend meetings regularly and share their personal experiences with the other board members, ensuring that parent perspectives are always considered. Additionally, board members frequently attend school events and participate in school meetings to connect with families and demonstrate their ongoing support. To foster stronger relationships with the school communities, the board rotates its meetings across various school sites. These meetings are often preceded by school tours and meet-and-greet sessions with families, allowing board members to hear feedback and stay informed about school culture firsthand. While the governing board does not directly evaluate the school leader, they are kept informed of school progress through regular presentations from each school at scheduled board meetings. These presentations include updates on key metrics such as academic performance, student well-being, and operational effectiveness, providing the board with comprehensive insights into each school's leadership and performance. A recent example of the board's involvement in policy development is their creation of an academic committee to support the ongoing academic acceleration at Voices Academy. This committee works closely with the educational leadership team, offering guidance and oversight to ensure that the school continues to focus on driving student achievement and success.
9. Innovation	What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?	Our school has implemented several innovative practices that would be challenging to replicate in a district school setting due to structural and logistical constraints: One-Hour English Language Development (ELD) Block: We dedicate a full hour daily to English Language Development for our English Learner (EL) students. This focused time is essential for accelerating their language acquisition and ensuring they can integrate successfully into the broader curriculum. In district schools, the shorter instructional day often limits the ability to expand the ELD block to an hour, making it difficult to provide the same level of support for EL students. Daily Educator Collaboration Block: We have established a daily collaboration block for educators, which allows our teachers to consistently plan, share strategies, and align on instructional practices and is built into our work day already. This daily collaboration fosters a more cohesive and effective teaching approach, ensuring all students benefit from high-quality instruction. In contrast, district schools typically allow for educator collaboration at most once a week, limiting the ability to maintain the same level of consistency and alignment in instructional practices. Extended Instructional Day: Our extended instructional day provides the flexibility to include an Enrichment Block, ensuring all students have opportunities to participate in enrichment activities traditionally reserved for those who can afford private club experiences. This extended day structure enables us to offer a more well-rounded education, which would be challenging to implement in a district school setting where the instructional day is often shorter and more rigidly scheduled. Dual Language Instruction: Our dual language program is designed to enhance language acquisition through heightened amounts of comprehensible input, language practice, and culturally rich content. This approach not only supports bilingualism but also integrates students' cultural backgrounds into their learning. Many district schools struggle to offer dual language programs due to staffing constraints and the complexity of program implementation. These practices are central to our mission of providing a high-quality, inclusive education, but they would be difficult to replicate in the more standardized and resource-constrained environment of a district school.

EA review

10. Special Education Programming	What is your school's plan to support students with extensive/moderate to severe disabilities? What systems are in place and/or are ready to be deployed?	Inclusion Model Voices uses an inclusion model to support students with learning differences. As with all our students, students with disabilities access and participate in a rigorous language immersion program. They are supported within the classroom via strong pedagogy, with individual attention afforded by small group and individual classroom instruction (and through our intervention process). Education specialists and special education associate teachers push into general education classrooms to provide specialized academic instruction to students with IEPs alongside their peers to the greatest extent possible and collaborate with general education teachers and other service providers to ensure that all students receive high-quality, rigorous instruction that meets their individual needs. Teachers use a collaborative, co-teaching approach to provide instruction and support for all students, including students with special needs and English Learners. These strategies might include support strategies such as One Teach, One Assist and Team Teaching, where two or more adults are both teaching and supporting students in a whole group lesson, as well as regrouping strategies such as Parallel Teaching, Station Teaching or Alternative Teaching, where adults regroup students into smaller groups or individually, based on needs and learning style. The co-teaching team may include the general education teacher, associate teacher, an education specialist, an intervention specialist, or a combination of the above. Systems and Supports Voices provides a full range of supports for students with disabilities. Students with more extensive needs may also be provided services in accordance with their IEP that could include pull out time 1-1 in the Learning Center on campus, 1-1 or small group behavioral or social emotional supports or other more intensive services that the team determines are appropriate for the student. This year, we redid our schedules so each class would have an intervention block where students with special needs or supports could be pulled out of the classroom and not lose whole group instructional time in math or language arts. If students require a more restrictive placement, Voices is also prepared to contract with outside contractors, up to and including placement in an SDC class, NPS or Residential Placement, if needed.
11. English Learner Programming	What is your school's plan to support English Learner students? What systems are in place and/or are ready to be deployed? What is your school's plan to support newcomer students? What systems are in place and/or are ready to be deployed? What is your school's plan to support Long-Term English Learner students? What systems are in place and/or are ready to be deployed?	Dual Immersion First and foremost, Voices College-Bound Language Academy meets the needs of English Learners by implementing a Dual Language Program. We offer an 80:20 Dual Immersion model. The 80:20 refers to 80% of instruction in Spanish and 20% of instruction in English in Kindergarten. The percentage of English instruction increases by 10% per year until reaching 50:50 in third grade. Thereafter, the 50:50 model remains in place until 8th grade. English Language Development English Learners (EL) receive one hour of daily structured English Language Development (ELD). The goal is to develop English proficiency and to address the four domains (reading, writing, listening and speaking) of language development. For this part of the instructional day, teachers use the knowledge of students assessed level of English proficiency in all for domains to plan for instruction and ensure students develop a solid English language foundation and are continually challenged to stretch their ability to use language flexibly. 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. We use Systematic ELD by EL Achieve for our lesson plans. This research-based curriculum includes speaking, listening, reading and writing opportunities, and is centered around engaging topics such as virtual field trips and ecology. The curriculum is geared toward specific grade-levels and specific levels of English proficiency at each grade-level. Language is explicitly taught, with a focus on language functions. All language learners also receive support during content area instruction by the use of research-based SIOP (Sheltered Instruction Observation Protocol) strategies. These language learning techniques are integrated into content area and language lessons to give all students access to content. Teachers are trained to use appropriate differentiated instruction and other techniques to help students reach English language proficiency. In addition to this, we are in Year 2 of a 3 year network-wide priority focus on English Learners, where we have an increased focus on language learner needs and professional development for all staff around English learner strategies and supports, including how to differentiate for students at differing proficiency levels and reviewing key elements of dual immersion. Newcomers Newcomer students are identified through our student intake protocols. New students are given a set of baseline assessments, such as MAP Reading Growth in Spanish, the most common native language for our newcomers. We have an intervention teacher who will be working with our newcomers in designated, small group, ELD lessons. Long Term English Learners Long-Term English Learner students in middle school receive ELD intervention as well from an intervention teacher. Classroom teachers review the student data from ELPAC (overall and the four domains) in order to plan for content-area instruction. We analyze ELPAC, SBAC and interim assessment data throughout the year to identify if it is our ELD program or our tier 1 instruction that needs to be strengthened for our english learners.

12. Verified Data	For data that meets the Ed Code definition of “verified data” and adheres to the most recently released State Board of Education guidance, please include a summary of the results from your school’s verified data. For additional information, please see the CDE’s guidance on Verified Data Criteria and Adopted Indicators. Please also describe how and to what extent the data shows (a) evidence that the school achieved measurable increases in academic achievement (defined by at least one year’s progress for each year in the school) and/or (b) evidence of strong postsecondary outcomes (defined by college enrollment, persistence, and completion rates equal to similar peers).	Please refer to the Verified Data section.
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Pupil Mobility														
Student Group	Number of Students							Percent of Total Enrollment						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Students who joined the school after the first day of school	23	23	15	6	8	14	9	4.71%	4.64%	3.16%	1.36%	1.95%	3.67%	2.49%
Students who left the school during the school year	15	18	22	15	16	24	38	3.07%	3.63%	4.64%	3.40%	3.89%	6.30%	10.53%

Enrollment (for Fall 2024 of current charter term)				
Student Group	Number	Percent of Total		
Total Enrollment	317	-		
Asian	2	0.6%		
Black or African American	0	0.0%		
Filipino	0	0.0%		
Hispanic or Latino	300	94.6%		
Native American or Alaskan Native	0	0.0%		
Native Hawaiian or Pacific Islander	0	0.0%		
White	9	2.8%		
Two or More Races	0	0.0%		
Race Not Reported	6	1.9%		
Male	134	42.3%		
Female	183	57.7%		
Homeless Students	7	2.2%		
Foster Youth	2	0.6%		
FRPM-Eligible/Economically Disadvantaged	219	69.1%		
English Learners	135	42.6%		
Special Education/Students with IEPs	31	9.8%		

*FRPM-Eligible/Economically Disadvantaged Data Gathered Through Mealtime on 10/10/24

Expulsions							
Student Group	Number of Students						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Total Enrollment	488	496	474	441	411	381	337
Asian	0	0	0	0	0	0	0
Black or African	0	0	0	0	0	0	0
Filipino	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	1*
Native American or	0	0	0	0	0	0	0
Native Hawaiian or	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0	0
Race Not Reported	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	1*
Homeless Students	0	0	0	0	0	0	0
Foster Youth	0	0	0	0	0	0	0
FRPM-Eligible/Econo	0	0	0	0	0	0	1*
English Learners	0	0	0	0	0	0	1*
Special	0	0	0	0	0	0	0

Source: DataQuest *1 expulsion total, the student fell into four categories

Graduation Information (High Schools only) - For <u>Spring 2024</u> of current charter term				
<i>If official data is not yet available for Spring 2024, please provide preliminary/unofficial numbers.</i>				
5 Year Cohort Graduation Cohort Dropout Rate				

Post-Graduation Plans (High Schools only, if available)							
Data should be from 3-6 months after graduation for each year.							
Student Group	Number of Students						
	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	Year 6 2022	Year 7 2023
% attending 4-year college							
% attending 2-year college							
% attending vocational/ technical training							
% joined military							
% working exclusively							

Teacher Recruitment/Retention (for each year of current charter term)								
	Number of Teachers							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Total # of classroom teachers	23	25	23	22	25	19	17	20
# of new classroom teacher hires	10	6	11	9	5	6	5	7
# of classroom teachers retained from prior year	12	13	10	12	15	11	6	13
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	0	12	9	5	5	5	7	0
# of currently vacant classroom teaching positions (FTEs)	0	2	1	1	5	2	6	0
	2017	18	19	20	21	22	23	2024

Teacher Ethnicity (for Fall 2024 of current charter term)				
Group	Number of Teachers			
Asian	1			
Black or African American	1			
Hispanic or Latino	9			
White	3			
Other Ethnicity or Missing	6			
Total Classroom Teachers	20			

Demand/Waitlist Information (only for incoming grade levels: TK,K, 6, 9)

Year of Current Charter Term	Date of lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
<i>Example</i>	<i>4/1/2018</i>	<i>TK</i>	<i>75</i>	<i>40</i>	<i>25</i>
		<i>K</i>	<i>180</i>	<i>100</i>	<i>30</i>
		<i>6</i>	<i>115</i>	<i>100</i>	<i>5</i>
		<i>9</i>	<i>90</i>	<i>100</i>	<i>0</i>
Year 1	3/3/2017	TK	N/A	N/A	N/A
		K	136	60	36
		6	158	0	149
		9	N/A	N/A	N/A
Year 2	3/7/2018	TK	N/A	N/A	N/A
		K	120	60	29
		6	110	7	73
		9	N/A	N/A	N/A
Year 3	3/6/2019	TK	N/A	N/A	N/A
		K	123	60	13
		6	108	4	88
		9	N/A	N/A	N/A
Year 4	3/5/2020	TK	N/A	N/A	N/A
		K	86	60	1
		6	109	0	101
		9	N/A	N/A	N/A
Year 5	3/8/2021	TK	N/A	N/A	N/A
		K	60	60	0
		6	48	1	41
		9	N/A	N/A	N/A
Year 6	3/3/2022	TK	N/A	N/A	N/A
		K	65	50	0
		6	73	8	57
		9	N/A	N/A	N/A
Year 7	3/8/2023	TK	23	13	2
		K	44	43	1
		6	35	6	21
		9	N/A	N/A	N/A
Year 8	3/6/2024	TK	36	24	0
		K	48	30	0
		6	14	6	0
		9	N/A	N/A	N/A

Special Education

Instructions: For the table below, please align data with the 2023-24 EOY SELPA 16.6 Report - Students with Disabilities - Student Services - Student List. If you need assistance, please contact the District office. Please note, the District office may request additional information regarding this data.

	2022-23	2023-24		
# of students with IEPs receiving < 450 service minutes weekly	30	41		
# of students with IEPs receiving > 450 service minutes weekly	9	8		
# of students with IEPs in NPS placement	0	0		
Total SWD enrolled	39	49		
Please upload the below CALPADS report to Epicenter. Once uploaded, please certify this item as complete by checking the box to the right.				
2023-24 End-of-Year SELPA 16.1 Report - Students with Disabilities – Education Plan By Primary Disability (EOY 4)				

Facilities and Proposed Material Revisions/Substantial Changes											
Facilities	Please respond to the following:	Does the school's current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution. Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term?	Our school's current lease agreement is structured to provide long-term stability. The lease automatically renews and states: "The term of this Agreement shall commence on the Effective Date and shall continue through the term of the Charter School's charter, after such time the Term shall extend for five-year periods contiguous with the Charter School's renewed charter, if any." This arrangement ensures that our facility needs are met throughout the requested charter term and beyond. Additionally, Voices does not intend to apply for facilities under Prop 39 during the upcoming charter term. We are confident in the sustainability of our current lease agreement to support our school's operations and growth.								
Proposed Material Revisions/Substantial Changes	Note: Material revision requests typically will need to be submitted separately from the renewal petition. Prior to submitting the renewal petition, petitioners should consult with District staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:	<i>If applicable:</i> Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas: • Substantial changes to the educational program • Changes in grade levels to be served • Increasing the enrollment cap • Changes to lottery preferences or admission procedures • Changes to the governance structure • Adding or changing school location (with the exception of moving into a District-owned facility) • Entering into or revising a contract with a Charter Management Organization District staff may reach out to request additional information related to any proposed material revisions/substantial changes.	Voices is not proposing any material revisions or substantial changes for this renewal period, particularly in any of the identified areas.								