



Franklin-McKinley School District

PREPARING ALL CHILDREN AS GLOBAL LEARNERS

Franklin McKinley School District Staff Report for the Voices Flagship Charter Renewal Petition

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Charter School Overview



School Name	Voices Flagship
Charter Management Organization	Voices Academies
Grades Served	TK - 8
5 year enrollment history (2019-2024)	431, 403, 364, 330, 317
School Location	715 Hellyer Avenue, San Jose, California
School Original Charter Date	September, 2007
State Number of Charter School	#846



Summary of Findings.....	1
Evaluation Method.....	1
STANDARD FOR REVIEW OF CHARTER RENEWAL PETITIONS:.....	1
PERMISSIBLE BASES TO DENY REGARDLESS OF PERFORMANCE CATEGORY:.....	2
STANDARDS ACCORDING TO PERFORMANCE CATEGORY:.....	2
MIDDLE PERFORMING CHARTER SCHOOL.....	2
REVIEW OF UPDATES.....	3
REVIEW OF ACADEMIC PERFORMANCE.....	3
PROCESS STEPS.....	4
RENEWAL SITE REVIEW FINDINGS.....	5
RENEWAL CRITERIA I:.....	9
1. SCHOOL PERFORMANCE: CALIFORNIA DASHBOARD.....	9
2. SCHOOL ACADEMIC PERFORMANCE: CAASPP RESULTS.....	10
a. STUDENT GROUP PERFORMANCE: CAASPP.....	11
b. ENGLISH LEARNER PERFORMANCE: ELPAC.....	11
3. VERIFIED DATA.....	12
RENEWAL CRITERIA II:.....	14
1. ENROLLMENT.....	14
2. FINANCE.....	15
a. FINANCIAL REVIEW.....	15
b. FINANCIAL REVIEW FINDINGS.....	15
c. KEY FINANCIAL INDICATORS.....	17
3. STAFFING AND TEACHER CREDENTIALING.....	18
RENEWAL CRITERIA III:.....	21
RENEWAL CRITERIA IV:.....	22
NOTICES OF CONCERN AND/OR NOTICES TO CURE AND CORRECT.....	24
1. NOTICE TO CURE AND CORRECT GIVEN TO VOICES ACADEMY.....	24
2. VOICES ACADEMY RESPONSE TO THE NOTICE TO CURE AND CORRECT.....	26
a. OVERRELIANCE UPON SUBSTITUTE TEACHERS/LOW PERCENTAGE OF CREDENTIALLED TEACHERS.....	26
b. UNEXPLAINED \$3.8 MILLION FUND TRANSFER.....	27
c. DECLINING ENROLLMENT.....	27
DISTRICT ASSESSMENT OF VOICES ACADEMY'S RESPONSES TO THE NOTICE TO CURE AND CORRECT:.....	28
a. OVERRELIANCE UPON SUBSTITUTE TEACHERS/LOW PERCENTAGE OF CREDENTIALLED TEACHERS.....	28
b. UNEXPLAINED \$3.8 MILLION FUND TRANSFER.....	28



c. DECLINING ENROLLMENT.....	28
REQUESTS FOR ADDITIONAL INFORMATION AFTER SITE VISIT.....	30
EXHIBITS.....	31



Summary of Findings

Strengths	Opportunities
The school has significant family engagement and support. The school has historically performed well in academics, enrollment, and meeting the needs of English Learner students in the community.	Pandemic and Leadership challenges in the recent past have resulted in decreased enrollment and a decline in academic standards. Teacher hiring and placement in the classrooms as well as ongoing teacher credential challenges will need to be addressed.

Evaluation Method

STANDARD FOR REVIEW OF CHARTER RENEWAL PETITIONS:

Charter renewals are governed by the standards and criteria described in Section 47605 of the Education Code (Ed. Code, § 47607(b).) Renewal petitions must be updated to include reasonably comprehensive descriptions of the essential elements of a charter petition. For purposes of completeness, a renewal petition should contain all of the Section 47605(c)(5)(A)-(O) elements required in the initial petition. Rather than reevaluate elements already approved in the initial petition, staff has focused their review on whether the Charter was sufficiently updated to reflect any changes made to applicable laws or any operational changes the school made since the last renewal. Generally, this means that the petition for renewal should include:

1. Any updates to reflect the charter school's obligations to comply with laws that have been added since the charter petition was originally approved, and
2. Any updates that reflect changes made to the program, including but not limited to key areas such as charter school operations, governance, budget, location, educational program, and student enrollment.

Staff asked the petitioners, at the start of this process, if there have been any substantive changes made to the original charter petition that need to be brought to the District's attention. This may include increases in enrollment; addition of grades served; substantial changes to the governance structure or educational program; changes or additions in location. If so, these may be "material revisions" to the petition that may be considered separately by the District. (If the changes are simply "updates" to state how the charter school will comply with the law, that is not a material revision.)



PERMISSIBLE BASES TO DENY REGARDLESS OF PERFORMANCE CATEGORY:

Regardless of performance category, the law allows denial of a charter renewal petition on two additional bases:

1. The charter is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors; or
2. The charter is not serving the pupils who wish to attend, as documented pursuant to Education Code section 47607(d). (Ed. Code, §47607(a)(2), 47607(e).)

Accordingly, these criteria are included where appropriate in the charts below. Note that the school must be given 30 days' notice and a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school, before denial on these grounds. Renewal may be denied on these grounds only after making a finding that either:

1. The corrective action proposed by the charter school has been unsuccessful; or
2. The violations are sufficiently severe and pervasive as to render a corrective action plan unviable. (Ed. Code, § 47607(e).)

STANDARDS ACCORDING TO PERFORMANCE CATEGORY:

Most of the standards for district consideration of a charter renewal petition depend upon the category of performance assigned to the school by the California Department of Education ("CDE") as follows:

- High performing charter school—Section 47607(c)
- Middle performing charter school—Section 47607.2(b)
- Low performing charter school—Section 47607.2(a)

Voices Academy was identified by the California Department of Education (CDE) as a middle performing school in the 2023 assessment cycle.

MIDDLE PERFORMING CHARTER SCHOOL

Legal Standard

There is a presumption under the law that the charter of a middle performing charter school should be renewed for five years (no more and no less), unless specified deficiencies warrant denial. In addition to the two bases listed above for any performance category, a governing board can also deny a middle performing charter petition if it makes written findings, supported by specific facts, that:

1. The school failed to meet or make sufficient progress toward meeting standards that benefit students of the school; and



2. Closure is in the best interest of students; and
3. The decision not to renew gave “greater weight” to the school’s performance on measures of academic achievement.

(Ed. Code, § 47607.2(b)(6).)

REVIEW OF UPDATES

A middle performing charter must update the petition to reflect any new requirements enacted after its last renewal, as necessary to reflect the current program offered by the charter. (Ed. Code, § 47607(c)(2)(F).)

UPDATES	PAGE NUMBER	NOTES
<i>Does the petition reflect legal updates in accordance with recent changes to the Charter Schools Act?</i>	Pages 6 - 16	Numerous references throughout the document in appropriate locations, primarily in the Assurances and Declarations and Element 1: Educational program sections
<i>Changes to operations or programs</i>	Charter Performance Report, sheet 11, Facilities and Proposed MR.	Voices states clearly that they are not making any material changes in Operations or Programs for this renewal petition period.
<i>Are any of the changes “material” requiring a material revision (including expansion of sites or grade levels)?</i>	Charter Performance Report, sheet 11, Facilities and Proposed MR.	There are no material changes identified.

REVIEW OF ACADEMIC PERFORMANCE

In considering the renewal petition of a middle performing charter, the district must take into account:

1. Schoolwide performance and performance of all subgroups on the California Dashboard - providing greater weight to performance on measures of academic performance; and
2. Clear and convincing evidence, demonstrated by verified data, that shows either:



- a. The school achieved measurable increases in academic achievement (defined by at least one year's progress for each year in school), or
- b. Strong secondary outcomes equal to similar peers (defined by college enrollment, persistence, and completion rates.)

(Ed. Code, § 47607.2(b).)

REVIEW OF ACADEMIC PERFORMANCE Ed. Code, § 47607.2(b)	DATA CONSIDERED AND FINDINGS
Schoolwide academic performance on the California Dashboard	CAASPP and State Dashboard show declines in ELA, Math and EL progress over the period of 2021 - 2023.
Student group academic performance on the California Dashboard	See attached Staff Report for subgroup information. The Hispanic subgroup has grown to 94.6% in 2024, 69.1% Socioeconomically Disadvantaged, 42.6% English Learners, and 9.8% Special Education. Further review of 2023-2024 dashboard data shows Voices declining in both ELA and Math, a two year downward trend and now lower than state scores for the corresponding subgroups.
Other California Dashboard data considered	Classrooms with properly credentialed teaching staff has been a concern over the last three years. In the 2023-2024 state dashboard Voices Academy reports 0% clear credentialed teachers.
Evidence of measurable increases in academic achievement	Academic achievement measures have suffered since 2020 and have not recovered.
Evidence of comparably strong secondary outcomes	The Voices leadership team and staff have established strong relationships with students and parents engendering passion for the school and in turn the support of the school by families.

PROCESS STEPS

1. The Charter School submitted a renewal petition to the District following District procedure on October 11, 2024.

2. The site visit to Voices Academy for both regular and annual renewal petition element review was completed on November 18, 2024.
3. The District and the Charter School signed an agreement to extend the final decision date hearing to January 14, 2025.

RENEWAL SITE REVIEW FINDINGS

The site visit to review Voices Academy for both regular annual and renewal petition element review was completed on November 18, 2024. FMSD Staff used a School Quality Assessment rubric (see Exhibit S.) to perform the onsite review with results displayed in the tables below.

The Site Visit team included Superintendent Juan Cruz, Assistant Superintendent - Educational Services Dr. Limary Trujillo, Assistant Superintendent - Human Resources Dr. George Kleidon - Director of Elementary Education, Jennifer Klassen, Coordinator of State and Categorical Programs - Taylor Nguyen, Director of Special Education - Shelly Pardo, and Charter Oversight Consultant - Douglas Pelton.

The Rubric is divided into three main areas. The matrix is cross-divided into three factors across all three areas. The resulting grid displays the school site visit team assessments of the nine sections/factors in the table below.

The table below illustrates the scoring from the Site Visit Team. Scores over 3.0 show where the school has demonstrated Implementation or Sustainment for the Area / Factor assessed. Scores lower than 3.0 are considered as Emerging or Developing.

Franklin McKinley School District School Quality Assessment Voices Flagship Academy Visit 11/18/2024			
Criteria	AREA 1: Mission and Vision	AREA 2: Program Implementation	AREA 3: Leadership and Professional Learning
FACTOR A: Instruction	2.5	2.9	3.5
FACTOR B: Culture	3.3	3	4
FACTOR C: Systems and Structure	3.3	3.2	3.7

The table below shows the highest rated Area/Factors from the assessment. Scores of 3 and 4 are considered as Implementing (3) or Sustaining (4).

Score	Area / Factor	Description of the Area / Factor
4	1.B.1. Core Values	The school has shared values that serve as guiding principles for the actions of its leaders, teachers, staff, students, and families. These values were collaboratively developed with stakeholders, can be referred to easily, and are used to inform decision-making and practices of the school.
4	2.b.2. Social Emotional Learning and Restorative Practices	School staff utilize Social Emotional Learning practices and Restorative Practices to cultivate a joyful environment and caring relationships with students, families and each other. The school has an approach to social emotional learning that helps students acquire the attitudes, competencies, values, and social skills they need to facilitate academic learning. Staff consistently demonstrate equitable, culturally relevant and responsive practices that respect diversity, integrate trauma-informed and Restorative Practices, and utilize Transformative SEL practices.
4	3.A.1. Collective Ownership of Student Outcomes	Staff reflect on the school mission/vision to build collective ownership of student outcomes with high expectations of one another through regular cycles of goal-setting and analysis of outcomes. School leaders, teachers, and staff hold high expectations for each other as professionals.

Notes from staff regarding the three highest rated Area/Factors include:

- Voices' community has been established for a long time. The families, staff, and students are connected to shared values and guiding principles.
- Voices has built up their mental health and SEL support staff for students. There are little to no suspensions or behavior issues reported.
- There is evidence of collective ownership of student outcomes and holding high expectations and goal setting for students by the site and organizational leadership team. Their team comes together to review data regularly.

The table below shows the lowest rated Area/Factors from the assessment:

Score	Area / Factor	Description of the Area / Factor
2	2.A.1. Standards based Curriculum and Instruction	Quality instructional materials are consistently used to provide daily standards-based instruction, with a focus on differentiation and equity. Curriculum is grade-level appropriate, well-sequenced, and coherently builds student understanding within and across grade levels/disciplines. The school has clear expectations for implementation of the standards-aligned, high quality curriculum, and systems to support teachers and hold them accountable for implementation.
2	2.B.3. Student Engagement	The school community uses guidelines such as Universal Design for Learning (UDL) to ensure that diverse learners are authentically engaged and can easily access school activities and programs inside and outside the classroom. Additionally, students' prior knowledge and cultural and linguistic assets are activated and built upon using culturally and linguistically responsive practices.
2	2.C.5. Special Education Policies and Procedures including IEPs	Special Education Case Managers write timely, student-centered, and data-driven IEPs that are individualized to support student growth and educational benefit. Special Education Department policies and procedures are followed for initial assessments, student discipline, and change of least restrictive environment (LRE) determinations.

It was clear from discussions with the Voices team that the last several years have been difficult. Pandemic issues, followed by leadership changes, and the organization struggling with teacher hiring and retention among other demographic and post Pandemic problems noted locally and nationally.

The Site Visit team discussed opportunities and heard about action plans and short term goals at the school from site and network leaders. Some notes from staff are listed below:



- Voices shared they are implementing a new curriculum for Spanish Language Arts. They provide professional development and coaching to the teachers around standards and implementation of curriculum and instruction.
- In terms of implementing Universal Design for Learning UDL, there was some evidence of this during the classroom visits but very minimal.
- From a Special Education services perspective, student baseline and goals did not align. Professional Development is recommended in this area.
- Concerns over fidelity to the language delivery model were noted.



RENEWAL CRITERIA I:

Has the Charter School Presented a Sound Educational Program?

1. SCHOOL PERFORMANCE: CALIFORNIA DASHBOARD

The table below is a three year performance history comparing Voices Academy to the District and State.

School-Wide Performance										
	Indicator	2022			2023			2024		
		Voices	FMSD	State	Voices	FMSD	State	Voices	FMSD	State
State	ELA	Low	Low	Low	Orange	Orange	Orange	Orange	Orange	Orange
	MATH	Low	Low	Low	Orange	Orange	Orange	Orange	Orange	Orange
	EL Progress	High	High	Medium	Orange	Orange	Yellow	Red	Red	Orange
	Suspension	High	Medium	Medium	Blue	Orange	Orange	Orange	Green	Green
	Chronic Absenteeism	Very High	Very High	Very High	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Local	Teachers, Instructional Materials, Facilities	Met			Met			Met		
	Implementation of Academic Standards	Met			Met			Met		
	Parent and Family Engagement	Met			Met			Met		
	Local Climate Survey	Met			Met			Met		
	Access to a Broad Course of Study	Met		N/A	Met			Met		
Note: Suspension and Chronic Absenteeism have performance descriptions opposite of ELA, Math and ELP scales.										

Though Voices Academy shows a decline in EL progress over the three years and lower than the state measures for EL Progress and Suspension rates, the same trend can be seen in the district for all measures other than suspension rate in 2024.



2. SCHOOL ACADEMIC PERFORMANCE: CAASPP RESULTS

The two figure below shows five years of ELA and Math performance comparing Voices Academy, the District, and the State:

English Language Arts	2019	2020	2021	2022	2023	2024
Voices Academy	2.5 pts above declined -11.2 pts	N/A	N/A	27.8 pts below	34.7 pts below declined -6.9pts	59.5 pts below declined -24.8 pts
FMSD	13.2 pts below maintained +0.7 pts	N/A	N/A	36 pts below	38.5 pts below maintained -2.5 pts	43.4 pts below declined -4.9 pts
California	2.5 pts below increased +3.7 pts	N/A	N/A	12.2 pts below	13.6 pts below maintained -1.4 pts	13.2 pts below maintained +0.4 pts

- Dataquest State Dashboard Data: 12/1/2024

Math	2019	2020	2021	2022	2023	2024
Voices Academy	11.9 pts below declined -8.9 pts	N/A	N/A	48 pts below	66.8 pts below declined -18.8 pts	83.4 pts below declined -16.7 pts
FMSD	34.6 pts below declined -3.4 pts	N/A	N/A	62 pts below	63.1.pts below maintained -1.1 pts	64.5 pts below maintained -1.4 pts



	33.5 pts below				49.1 pts below	47.6 pts below
	maintained			51.7 pts below	maintained	maintained
California	+2.9 pts	N/A	N/A		+2.6 pts	+1.5 pts

- Dataquest State Dashboard Data: 12/1/2024

The tables above show that though Voices Academy performance was better in both ELA and Math in 2019, there have been consistent declines over the five years to 2024 and Voices is now performing lower than the District and State in both ELA and Math.

a. STUDENT GROUP PERFORMANCE: CAASPP

Though Voices Academy sustained scores for the English Learner and Hispanic student groups above the state averages for prior years, 2023-2024 data shows a continued drop in ELA and Math performance now below state average performance for the two subgroups.

		2022	2023	2024
English Learners	Voices - ELA	-50.7	-51.8	-89.3
	State - ELA	-61.2	-67.7	-67.6
	Voices - Math	-71.4	-86.7	-110.6
	State - Math	-92	-93.4	-93.4
		2022	2023	2024
Hispanic	Voices - ELA	-31.2	-41.2	-63.3
	State - ELA	-38.6	-40.2	-39.3
	Voices - Math	-50	-69.4	-87.2
	State - Math	-83.4	-80.8	-79.2

Negative numbers in the table below are points below the state standard.

b. ENGLISH LEARNER PERFORMANCE: ELPAC

The following report from Dataquest shows status of students by grade level where RFEP column shows those students who were classified EL when starting at the school but have been reclassified as Proficient in English:



2023-2024 School Year	English Learners				EL Total	RFEP	Total (Ever-EL)
Grade	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
TK	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	7
KN	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	13
01	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	21
02	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	16
03	71.4%	9.5%	0.0%	0.0%	81.0%	19.0%	21
04	8.7%	39.1%	0.0%	43.5%	91.3%	8.7%	23
05	12.0%	24.0%	0.0%	28.0%	64.0%	36.0%	25
06	11.1%	3.7%	18.5%	29.6%	63.0%	37.0%	27
07	3.2%	0.0%	16.1%	32.3%	51.6%	48.4%	31
08	0.0%	0.0%	28.6%	23.8%	52.4%	47.6%	21

3. VERIFIED DATA

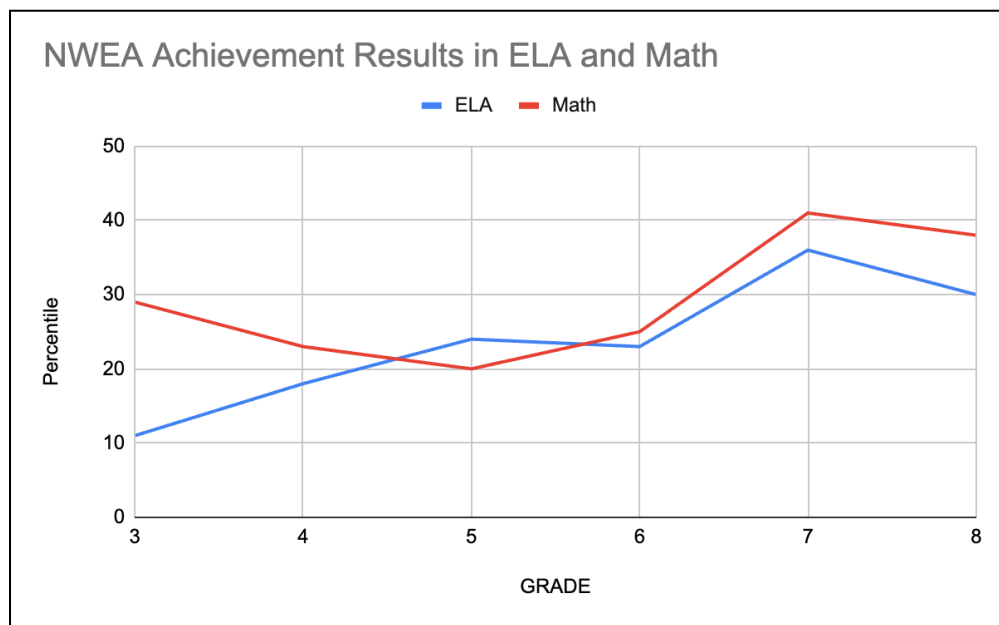
Education Code requires the authorizer of a charter school in the Middle or Low performing tiers to consider Verified Data for an elementary or middle school showing that the school achieved measurable increases in academic achievement defined by at least one year's progress for each year in school. Verified data submitted for review must include the results of a minimum of 95% of eligible students to be included in the review. The list of qualifying Verified Data that the California State Board of Education allows for use in evaluation in the renewal process is defined in Education Code Section 47607.2(c)(1).

Voices Academy submitted NWEA data for grades 4 - 8 based on annual testing in grades 3 through 8. Grade 4 is the starting point for showing annual progress at Voices Academy.



NWEA Growth Calculation	Conditional Growth Index (CGI):			
	<i>1 year growth = (-0.2 to 0.2)</i>			
		2022	2023	2024
All Students	ELA	-0.1	-0.3	-0.5
	Math	0.5	-0.5	0.0

Note: Data is based on Renewal Petition Verified Data submission elements



RENEWAL CRITERIA II:

Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

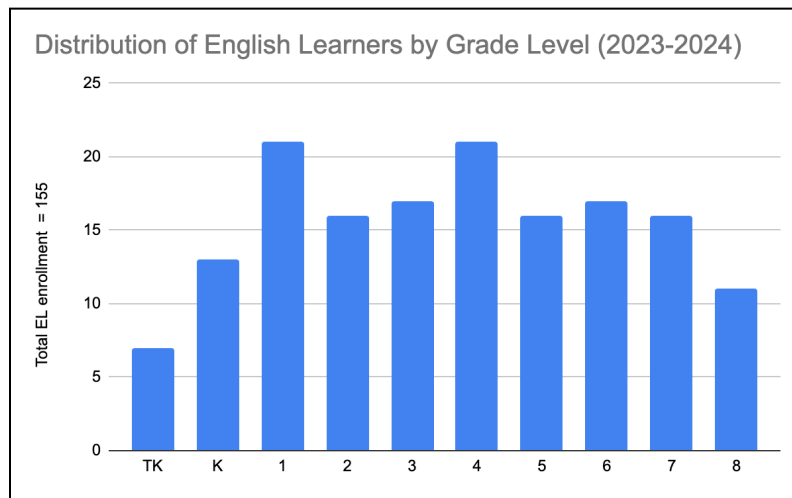
1. ENROLLMENT

The chart below is intended to demonstrate concerns by District staff in the continued falling enrollment at Voices Flagship.

Enrollment Comparison								
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total 6 yr change
Voices Academy	481	457	431	403	364	330	317	
		-5.0%	-5.7%	-6.5%	-9.7%	-9.3%	-3.9%	-34.1%
FMSD	7,324	6,872	6,611	6,196	5,952	5,766	5,673	
		-6.2%	-3.8%	-6.3%	-3.9%	-3.1%	-1.6%	-24.9%

The chart below shows English Learner (EL) enrollment for the current year by grade, as such a high percentage of Voices families have an EL student.

In their renewal petition, Voices Flagship does acknowledge that this trend must be reversed and projects reasonable growth in the coming five years, returning to more sustainable 378 students projected in the 2029-2030 school year, based on making progress with staffing and educational program adjustments.



2. FINANCE

a. FINANCIAL REVIEW

The FMSD Fiscal Team reviewed various supporting documents to evaluate the fiscal solvency of the Voices Flagship Charter. In addition, we continued our investigation of the unexplained transfer of \$3.8 million of unrestricted funds from the Voices Flagship to Voice Corporation.

b. FINANCIAL REVIEW FINDINGS

- i. Upon review of the adopted budget, FMSD staff noticed that the enrollment projections and the count of Unduplicated Pupils were overstated by 41 students and 23 students, respectively, based on the review of their CalPADS report on Census day. This is not uncommon for school districts and charters as it is challenging to pinpoint the number of new enrollees at adoption. The impact of the overstatement resulted in their current year and potentially next year's LCFF revenue being overstated by approximately \$200K and \$300K, respectively. Fortunately for Voices, their audited ending balance for FY 2023-24 of \$4.0 million will more than cover the shortfall in revenue. We also expect Voices to adjust staffing to offset any reduction in enrollment and the related income.
- ii. After the last meeting with Voices Academy staff and consultants, the Charter management team was still unsuccessful in explaining what happened to the \$3.8 million transfer to the Voices Corporation. However,



the charter has hired a new Chief Business Official, Jaime Mata, and has contracted with financial services company “EdTec” to strengthen their internal controls at Voices Academy so such an event will not happen again.

- iii. We obtained the 23-24 Annual Audit Report for our review and noted that there were 4 audit findings, 2 of which were repeat findings. Below provides more details of the findings. We strongly recommend that Voices implement the auditors recommendation to gain a better control over their financials. The types of findings were:
 1. Material weakness in internal controls over their closing process, that lead to construction invoices for services provided in 2024 not being accrued as part of the year end close process. This will overstate Voices’ ending balance.
 - a. Site impacted VCBLA Nido, LLC
 2. Failure to report approximately \$265K in Educator Effectiveness Block Grant expenditures to the CDE pursuant to Ed Code section 41480.
 - a. 5 sites were impacted including Voices Flagship
 3. Sites failed to obtain signed independent study agreements which could result in a loss of approximately \$20K in revenue.
 - a. 3 sites were impacted including Voices Flagship
 4. Failed to maintain average Transitional Kindergarten class enrollment of not more than 24 pupils for each school site. May result in the loss of approximately \$30K in revenue.
 - a. 4 sites were impacted but Voices Flagship was not one of the four.



c. KEY FINANCIAL INDICATORS

The Exhibit below shows key financial indicators for Voices Flagship over the last five years.

Voices Academy - FMSD	Financial Overview				
	2019/20	2020/21	2021/22	2022/23	2023/24
Ending Fund Balance (K. Fund Bal. Net Position)	\$5,724,957	\$6,038,389	\$6,469,724	\$3,798,345	\$3,993,187
Revenues (A.5. Total Revenues)	\$5,579,689	\$6,120,787	\$6,263,850	\$6,697,742	\$7,240,573
Expenses (B.8. Total Expenditures)	\$5,573,150	\$5,807,355	\$5,832,515	\$5,569,121	\$7,045,731
Transfers	\$0	\$0	\$0	-\$3,800,000	\$0
Spending (Revenues - Expenses)	\$6,539	\$313,432	\$431,335	\$1,128,621	\$194,842
Spending ratio (% of Revenue Spent)	99.88%	94.88%	93.11%	83.15%	97.31%
Reserve ratio (Ending Fund Balance / Current Expenses)	102.72%	103.98%	110.93%	68.20%	56.68%
Enrollment	457	431	403	364	337
Unduplicated enrollment	355	311	317	242	271

Note: Data is assembled from Audit reports submitted each year to FMSD by Voices per MOU.

The following figure shows current enrollment by grade level. This chart is included to highlight the particular importance of TK and K enrollment as an indicator of future enrollment trends as a dual immersion program is based on a shifting proportion starting in TK / K. Voices leadership will need to address student / family recruitment to build sustainable enrollment in their dual immersion program.



Voices Flagship Academy - Enrollment by grade											
Year	Total	TK	K	1	2	3	4	5	6	7	8
2017-18	478	0	58	58	58	57	51	50	51	48	47
2018-19	481	0	57	59	57	57	56	54	50	49	42
2019-20	457	0	55	54	56	58	53	48	49	39	45
2020-21	431	0	54	49	52	54	53	43	46	41	39
2021-22	403	0	42	43	51	47	44	49	45	41	41
2022-23	364	0	41	40	39	47	38	41	49	30	39
2023-24	337	12	25	42	31	39	45	42	34	40	27

Note - Downloaded from CDE - DataQuest

3. STAFFING AND TEACHER CREDENTIALING

Following Education code 47605(I)(1), FMSD monitors and assesses charter school compliance to meet CDE requirements for classroom teachers. The following Exhibit shows the latest three years of CDE teacher credential data from Dataquest for Voices Academy, the District, the County, and State.



Educator Credentials by Type								
2022-2023								
Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Voices Academy	16	0.00%	6.30%	0.00%	93.80%	0.00%	0.00%	0.00%
FMSD	386.5	78.30%	1.20%	5.40%	9.80%	2.70%	2.80%	0.00%
County	11,291.70	85.20%	2.10%	1.80%	6.10%	4.20%	0.70%	0.00%
State	277,698.00	83.20%	4.20%	2.00%	5.40%	4.70%	0.30%	0.20%

2021-2022								
Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Voices Academy	18.3	16.40%	5.50%	0.00%	61.80%	5.50%	10.90%	0.00%
FMSD	420.6	79.10%	1.30%	3.90%	9.30%	5.80%	0.60%	0.00%
County	11,665.70	86.30%	2.20%	1.90%	4.70%	4.80%	0.10%	0.00%
State	279,044.90	84.00%	4.30%	1.70%	4.30%	5.20%	0.30%	0.20%

2020-2021								
Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Voices Academy	18	22.20%	0.00%	11.10%	61.10%	5.60%	0.00%	0.00%
FMSD	417.1	79.90%	1.80%	4.40%	8.40%	5.40%	0.00%	0.00%
County	11,885.70	86.00%	2.60%	1.70%	4.00%	5.50%	0.30%	0.00%
State	274,759.10	83.10%	4.40%	1.50%	4.10%	5.70%	1.00%	0.20%



During the October 2024 site visit and follow-up conversations District staff noted the very low proportion of clear credentialed teachers employed at Voices Flagship and began a more active monthly tracking of staffing and substitute teacher assignment review that has carried on into the current school year. Though Voices Academies has made progress in hiring credentialed staff at Voices Flagship, there remains a continued and serious gap in the level of credentials as well as the number of credentialed teachers in place.





RENEWAL CRITERIA III:

Is the Petition Reasonably Comprehensive?

Element	Yes/No
Description of educational program	Yes
Measurable pupil outcomes	Yes
Method for assessing pupil progress	Yes
Governance structure of the school	Yes
Employee qualifications	Yes
Health & safety procedures	Yes
Means to achieve race/ethnic balance	Yes
Admission requirements, if applicable	Yes
Manner in which annual independent financial audits shall be conducted	Yes
Student suspension & expulsion procedures	Yes
Staff coverage by State Teachers' Retirement System, Public Employees' Retirement System or Social Security	Yes
Public school attendance alternatives	Yes
District employee leave & return rights	Yes
Dispute resolution process	Yes
Procedures for closure of school	Yes

RENEWAL CRITERIA IV:

Is the Charter School Serving All Students Who Wish to Attend?

Review of Student Disenrollment

The table below is based on the Education Code 47607(d) information supplied by the CDE to Districts requesting for the school or schools submitting renewal petitions. The table reflects the percentage of students who leave before the end of the school year or who do not return the next year. These numbers reflect a stable quantity of students who are enrolled at the beginning of the year but leave before the end of the year, as well as students who do not return for the next year. Note: students who would be moving to a grade level not offered at the school are not included in the percentage.

There is no clear indicator that Voices is not serving all of the students in the district who wish to attend on this particular assessment criteria.

Student Disenrollment / Retention						
	2016-2017	2017-2018	2018-2019	2019-2020	2022-2023	Average
% leaving before end of year	1.43%	5.94%	5.24%	5.06%	5.77%	
<i>Average leaving before end of year</i>					4.69%	
<i>ELA Distance from Std.</i>		-17.14	-5.0	-73.33	-79.5	-43.7
<i>MATH Distance from Std.</i>		-53.86	-7.5	-26.83	-96.13	-46.1
% not returning	7.79%	17.42%	10.45%	14.52%	15.57%	
<i>Average not returning</i>					13.15%	
<i>ELA Distance from Std.</i>	33.22	19.88	-15.26	18.43	-55.17	0.2
<i>MATH Distance from Std.</i>	-9.82	-19.14	-33.15	5.23	-81.78	-27.7
School Averages						
<i>ELA Distance from Std.</i>		13.1	13.7	2.5	-27.8	0.4
<i>MATH Distance from Std.</i>		-26.4	-3.0	-11.9	-48.0	-22.3

Note: Assembled from 7607(b)(1)(B) and (C) data requested from CDE

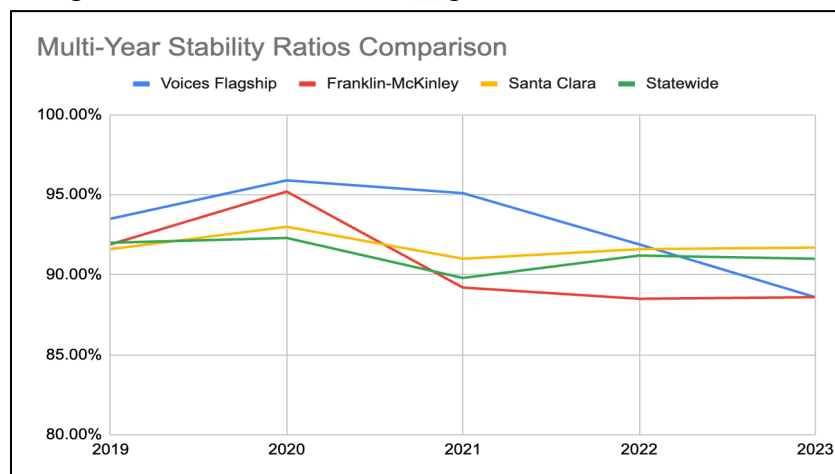


The following chart is another view of disenrollment data, disaggregated by subgroup for the 2023-2024 school year. In particular, Students with Disabilities who can be vulnerable to disenrollment are shown as a lower proportion of those students who do leave before the end of the year.

	Student Group	Adjusted Cumulative Enrollment	Stability Count	Stability Rate	Non-Stability Count	Non-Stability Rate
2023-2024	English Learners	182	160	87.90%	22	12.10%
	Homeless Youth	*	*	*	*	*
	Students With Disabilities	49	46	93.90%	3	6.10%
	Foster Youth	*	*	*	*	*
	Socioeconomically Disadvantaged	262	233	88.90%	29	11.10%

Note: Table developed from DataQuest Stability Reports data

In this comparative view of stability data generated by the California Department of Education shows that Voices Flagship compared favorably against the District, County, and State until last year (2023-2024), when their stability ratio declined to the same level as the District, explained by some of the challenges mentioned in other areas of this report, notably teacher hiring and retention, leadership challenges. Voices Academies leaders also reflect on general enrollment and demographic challenges to school enrollment as significant factors.



Note: Chart developed from DataQuest Stability Reports data

NOTICES OF CONCERN AND/OR NOTICES TO CURE AND CORRECT

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Superintendent will send the school, charter school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.

Education Code section 47607(e) provides grounds for denying renewal upon substantial fiscal or governance factors, independent of a charter school's academic performance. That statute states as follows:

Notwithstanding [Education Code 47607] subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:

- (1) The corrective action proposed by the charter school has been unsuccessful.
- (2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

1. NOTICE TO CURE AND CORRECT GIVEN TO VOICES ACADEMY

In June 2024, the District sent the Charter School a "Notice to Cure and Correct to Voices College-Bound Language Academies." ("Cure and Correct Notice," Exh. A.) The Cure and Correct Notice was based upon substantial fiscal and governance factors in the following areas:

- a. Excessive reliance upon substitute teachers and failure to retain credentialed teachers.
- b. Failure to monitor and assess pupil work.
- c. Qualifications and experience of site Principal.
- d. Declining Enrollment.
- e. Unexplained transfer of \$3.8 million of unrestricted general funds to the Voices corporate parent.



The Cure and Correct Notice was based upon the following fiscal and governance factors, and stated that “the Charter School must comply with the above-stated directives, summarized as follows.” (*See the “Cure/Correction” column below*)

Fiscal/Governance Factor					Cure/Correction
Overreliance upon Substitute Teachers/Low Percentage of Credentialed Teachers The District’s letter of concern noted that, during the 2023-2024 school year, approximately 57% of the Charter School’s teaching staff consisted of substitute teachers. The Letter of Concern also noted that the percentage of the Charter School’s teaching staff holding a Clear Credential fell far short of that of the District, County, and State:					“Match or exceed the District's 2021-22 percentage (70.10%) of teachers holding at least a Clear Credential by ten (10) school days following its first day of instruction for the 2024-2025 school year.”
Clear Credentials	Voices	FMSD	Santa Clara	Statewide	
2021-22	16.40%	70.10%	86.30%	84.00%	
2020-21	22.20%	79.90%	86.00%	83.10%	
Qualifications and Experience of Site Principal “The District’s concerns extend to the qualifications and experience of the Charter School’s Principal. The District’s January 24, 2024 Letter of Concern noted that the Principal position was unfilled for the majority of the 2022-2023 school year. The qualifications for Principal set forth in the Charter (Appendix Z) state that the “Minimum Requirements” include “a BA/BS Degree in Education or related field, [and a] California Teaching Credential and demonstrated classroom level achievement results.” The Charter School’s Principal holds a preliminary teaching credential, but does not have English Learner authorization.”					“Comply with the provisions of its Charter with respect to the experience and qualifications of its Principal.”
Declining Enrollment					



The District's January 24, 2024 Letter of Concern noted that the Charter School's enrollment declined by 117 students between 2018-2019 and 2022-2023:

Academic Year	Enrollment
2022-23	364
2021-22	403
2020-21	431
2019-20	457
2018-19	481

"The Charter School's enrollment for the 2024-2025 school year shall not decline from its enrollment during the 2023-2024 school year, as measured as of CALPADS Census Day in October 2024."

Unexplained and Improper Transfer of \$3.8 Million to Corporate Parent

"The Voices College-Bound Language Academies Governing Board, by Resolution of June 29, 2020, authorized a transfer of \$3.8 million from Voices Flagship to the Voices Corporation. The specific purpose of the transfer was not specified. The Charter School's March 15, 2024 response raises even more concern since it was not able to provide a definitive response as to how the \$3.8 million was allocated. The Charter School's response leaves only the possibilities that the entire Voices organization is incapable of tracking large expenditures, or that the Charter School is not being forthcoming. Neither possibility inspires trust or confidence. The Charter School's inability, or refusal, to account for the transferred funds constitutes financial mismanagement under Education Code section 47607(f)(3)."

"If the Charter School fails to meet any one of the directives set forth in Sections III(A) and (B) above, it must recover the \$3.8 million transferred to the corporate parent, plus interest at the legal rate, no later than November 1, 2024."

2. VOICES ACADEMY RESPONSE TO THE NOTICE TO CURE AND CORRECT

The Charter School provided a written response to the District's Notice to Cure and Correct on November 1, 2024, stating as follows:

a. OVERRELIANCE UPON SUBSTITUTE TEACHERS/LOW PERCENTAGE OF CREDENTIALLED TEACHERS

The Charter School's November 1, 2024 response (Exhibit B) stated that:

Since October 11th, we have gained approval from CTC for one COC, two PIPs, one BCLAD waiver, and three sub permits. We also submitted eight additional BCLAD waivers to CTC and expect them to be approved before the winter break, barring any unforeseen circumstances. In addition, by winter break we expect to get two additional STSP and three Preliminary Teaching Credentials. Currently, all but one educator have either permits or credentials in progress with the CTC.

The charter school also reported that it entered into a partnership with the Riverside County Office of Education Induction Program, and was reviewing a potential partnership with Grand Canyon University to support the Charter School's efforts to comply with credentialing requirements.

b. UNEXPLAINED \$3.8 MILLION FUND TRANSFER

The Charter School's November 1, 2024 letter defended the \$3.8 fund transfer to the Charter School's corporate parent as "lawful." However, the District had taken issue with the Charter School's previous March 15, 2024 letter in which it stated that it was not able to provide a definitive response as to how the \$3.8 million was allocated. The Charter School stated that it "has run into significant challenges in providing a detailed breakdown of expenditures related to the transfer of funds as the individuals involved in the original decision-making process are no longer with the Charter school," and that "since the parties involved in the decision and subsequent transactions are not with Voices, after much effort, Voices has found that it is impossible for current staff to provide a detailed list of the transactions related to this transfer." (p. 9.) The Charter School *does* go on to say that "it is likely that the transfer was in part made to position Voices to help meet some of the requirements for a construction loan for the Morgan Hill facility."

c. DECLINING ENROLLMENT

The Charter School's November 1, 2024 letter did not address this concern.

DISTRICT ASSESSMENT OF VOICES ACADEMY'S RESPONSES TO THE NOTICE TO CURE AND CORRECT:

Did the Charter School Cure and Correct its Significant Fiscal and Operational Violations?

a. OVERRELIANCE UPON SUBSTITUTE TEACHERS/LOW PERCENTAGE OF CREDENTIALLED TEACHERS

The Charter School remains non-compliant in this area. The Charter School failed to maintain adequate records showing the start and end dates of the assignments for its teachers on substitute permits, making it difficult to show compliance with the 30-day limit per assignment for substitute teachers. The Charter School continues to employ a low proportion of teachers (57%) that hold the required credential for their assignments:

Credential Type	# of Staff	% of Staff
Clear Credential	3	14%
Preliminary Credential	4	19%
Intern Credential:	2	10%
Provisional Internship Permit	5	24%
Substitute Permit	7	33%
Total	21	100%

Furthermore, 17 staff members (81%) do not hold the required BCLAD authorization required for its dual immersion program. Therefore, the Charter School has failed to cure and correct this substantial fiscal and governance issue.

b. UNEXPLAINED \$3.8 MILLION FUND TRANSFER

The Charter School still has not provided an adequate explanation of how the \$3.8 million intended for the Charter School's students was spent, or demonstrated that it understands the seriousness behind this unexplained transfer of Charter School revenue, and the lack of internal fiscal controls to track how the funds were spent. Therefore, the Charter School has failed to cure and correct this substantial fiscal and governance issue.

c. DECLINING ENROLLMENT



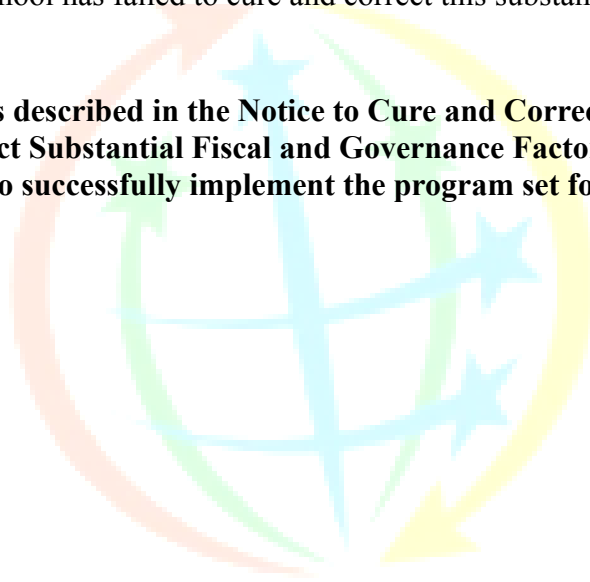
The District's June 2024 Cure and Correct Notice gave the Charter School the following directive with respect to its 2024-2025 enrollment: "The Charter School's enrollment for the 2024-2025 school year shall not decline from its enrollment during the 2023-2024 school year, as measured as of CALPADS Census Day in October 2024."

As is shown below, the Charter School's 2024-2025 enrollment declined from the previous year, based upon CALPADS Census Day data:

2023-2024	2024-2025
330	317

Therefore, the Charter School has failed to cure and correct this substantial fiscal and governance issue.

Based on the three areas described in the Notice to Cure and Correct, Voices Academy Failed to Cure or Correct Substantial Fiscal and Governance Factors, and therefore is demonstrably unlikely to successfully implement the program set forth in the Petition.





REQUESTS FOR ADDITIONAL INFORMATION AFTER SITE VISIT

A Request (Exhibit C.) was made to Voices Academy following the FMSD Charter Oversight site visit of November 18, 2024. Responses to the November 18, 2024 memo to Voices Academies are shown in Exhibit D through Exhibit J.

A second request to clarify and add to these November 18 items was made on December 11 after reviewing the information supplied in Exhibits C. through J. This second request and responses are shown in Exhibit K. through Exhibit P.





**Franklin-McKinley
School District**
PREPARING ALL CHILDREN AS GLOBAL LEARNERS

EXHIBITS

A - R





EXHIBIT A. NOTICE TO CURE AND CORRECT

VIA ELECTRONIC MAIL: aldoramirez@voicescharterschool.com

Aldo A. Ramirez, Chief Executive Officer
Voices College-Bound Language Academics
6840 Via del Oro, Suite 160
San Jose, CA 95119

RE: Franklin-McKinley School District
Notice to Cure and Correct to Voices College-Bound Language Academics

Dear Aldo Ramirez:

The Franklin-McKinley School District ("District") sends this Request for Corrective Action to Voices College-Bound Language Academics ("Charter School") under Education Code section 47607(e).

I. Background:

On or about January 24, 2024, the District issued a Letter of Concern to the Charter School. (Exhibit A). The Letter of Concern was based on the following aspects of the Charter School's operation:

1. Excessive reliance upon substitute teachers and failure to retain credentialed teachers.
2. Failure to monitor and assess pupil work.
3. Qualifications and experience of site Principal.
3. Declining Enrollment.
4. Unexplained transfer of \$3.8 million of unrestricted general funds to the Voices Corporation.

The Charter School issued its response on March 15, 2024. (Exhibit B, letter only) The District has reviewed and considered the Charter School's response in determining the need to issue this Notice to Cure and Correct.

II. Basis for Notice to Cure and Correct

The basis for this Notice to Cure and Correct is as follows:

A. Operational Issues Impacting Instruction and Pupil Performance

1. The Charter School Has Not Cured its Overreliance upon Substitute Teachers.

The District's letter of concern noted that, during the 2023-2024 school year, approximately **57%** of the Charter School's teaching staff consisted of substitute teachers. The Letter of Concern also noted that the percentage of

		Board of Education		
Milan Balinton	Marc Cooper	Rudy Rodriguez	George Sanchez	Steven Sanchez



Aldo A. Ramirez, Chief Executive Officer
May XX, 2024
Page 2

the Charter School's teaching staff holding a Clear Credential fell far short of that of the District, County, and State:

Clear Credentials	Voices	FMSD	Santa Clara	Statewide
2021-22	16.40%	70.10%	86.30%	84.00%
2020-21	22.20%	79.90%	86.00%	83.10%

<https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?aggllevel=School&cde=43694500113662&year=2021-22> (Exh. A, p. 1.)

In its January 24, 2024 response, the Charter School states that "Voices Flagship believes that good teaching is founded upon strong relationships between students and their teacher, Voices Flagship maintains consistency to the maximum extent legally permitted," and that "[h]aving the same teacher in the classroom supports student well-being and learning, teacher morale and workload, and parent/guardian communication and morale." (Exhibit B, p. 2.)

Despite the Charter School's attempt to characterize its staffing practice as an asset, the District has significant concerns regarding the Charter School's compliance with its own charter, as well as applicable law.

The charter states that "[a]ll teachers of core, academic subjects at Voices College-Bound Language Academy shall hold an appropriate Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l)." (Charter, p. 91.) Moreover, Cal. Code Regs. Tit. 5, § 80025 limits a substitute teaching term to 30 days per assignment, extended to 60 days through SB 141, through the 2023-2024 school year.

¹ Education Code Section 47605(l) has since been amended to require all charter school teachers to hold the required credential for their teaching assignment. (*See, also*, Education Code 47605.4(a) ("[n]otwithstanding subdivision (l) of Section 47605, teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment."))

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Aldo A. Ramirez, Chief Executive Officer

May XX, 2024

Page 3

The Charter School's January 24, 2024, response raises questions as to whether it fully understands the legal requirements with respect to substitute teachers. The response states the Charter School retains "long-term" and "internal" substitute teachers who "do not accept assignments elsewhere, but teach at the Charter School for several months at a time" (p. 4). The Charter School's characterization that substitute teachers teach "for several months at a time" raises questions as to how the Charter School has configured substitute assignments to comply with the 60-day limit while complying with its above-cited representation that it maintains consistency and staffing in the classroom.

The Charter School also states that it "reviewed teacher pay scales for the 2024-25 school year and adjusted the schedule to improve starting steps and higher pay for longevity. The new salary range is \$62,348 - \$97,299." (p. 3.) However, the new salary range is only commensurate with Level I of the District certificated salary schedule (\$63,747.67-\$98,049.98) and is far below Level V (\$87,142.83 - \$120,771.70).² The Charter School's decision to transfer \$3.8 million to the Voices corporate parent raises significant questions about its financial decision-making and commitment to providing an experienced and stable teaching force to its students.

2. The Impact of Excessive Reliance upon Substitute Teachers on Pupil Growth and Performance.

The District's January 24, 2024, Letter of Concern also noted that the Charter School's over-reliance upon substitute teachers also adversely impacted the instruction and assessment of students. The Charter School's Chief Growth and Community Engagement Officer, in a documented exchange with the District, stated that the substitute teachers "tracks completion of [pupils'] daily work and ... provides feedback if something is incorrect." (January 24, 2024 Letter of Concern, p. 1.) It, therefore, appeared that the Charter School's substitute teachers only monitored pupil work for completion and accuracy, without any follow-up, continued assessment, or additional instruction or support.

The 2022-2023 California School Dashboard showed that the Charter School saw overall declines in English/Language Arts, Mathematics, and English Learner Progress:

² <https://4.files.edl.io/7abb/06/29/23/190700-0842543a-6d21-4b4a-ac9f-6cc434360994.pdf>

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George Sanchez

Steven Sanchez



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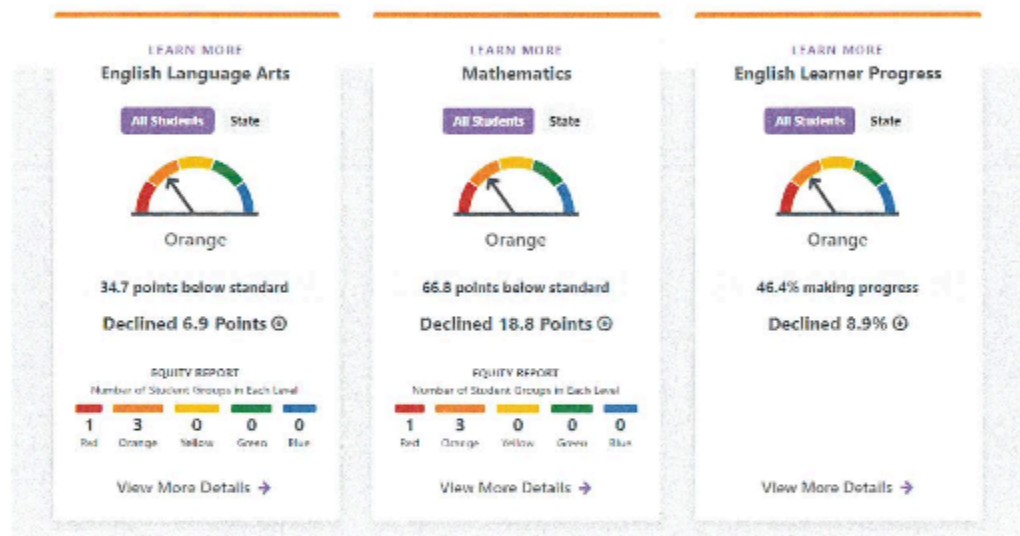
May XX, 2024

Page 4

VOICES COLLEGE-BOUND LANGUAGE ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.



(Source: <https://www.caschooldashboard.org/reports/43694500113662/2023>)

An April 2024 Staff Credential Report provided by the Charter School showed that of the 14 self-contained or departmentalized classrooms, 8 were staffed by substitute teachers, and only six were staffed with credentialed teachers. The six credentialed teachers held either Short-Term Staffing Permits or Provisional Internship Permits or were interns (Exhibit C). None of the Long-Term substitutes appear to have bilingual authorization.

The Charter School's unexplained transfer of \$3.8 million in general funds to the corporate parent raises significant questions as to whether its financial decisions come at the expense of hiring an experienced teaching force and are made in the best interest of its students.

Milan Balinton **Marc Cooper** **Board of Education**
Rudy Rodriguez **George Sanchez** **Steven Sanchez**

645 Wool Creek Drive, San Jose, CA 95112

408-283-6000

www.FMSD.org



Aldo A. Ramirez, Chief Executive Officer
May XX, 2024
Page 5

3. Qualifications and Experience of Site Principal

The District's concerns extend to the qualifications and experience of the Charter School's Principal. The District's January 24, 2024, Letter of Concern noted that the Principal position was unfilled for the majority of the 2022-2023 school year.

The qualifications for Principal set forth in the Charter (Appendix Z) states that the "Minimum Requirements" include "a BA/BS Degree in Education or related field, [and a] California Teaching Credential and demonstrated classroom level achievement results." The Charter School's Principal holds a preliminary credential but does not have English Learner authorization.

B. Operational Issues Impacting Charter School's Financial Condition

1. Declining Enrollment

The District's January 24, 2024 Letter of Concern noted that the Charter School's enrollment declined by 117 students between 2018-2019 and 2022-2023:

Enrollment	
Academic Year	Enrollment
2022-23	364
2021-22	403
2020-21	431
2019-20	457
2018-19	481

The Charter School's unexplained transfer of \$3.8 million to its corporate parent is even more alarming when considering the loss in State funding associated with declines in the Charter School's enrollment.

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Aldo A. Ramirez, Chief Executive Officer
May XX, 2024
Page 6

2. Unexplained and Improper Transfer of \$3.8 Million to Corporate Parent

The Voices College-Bound Language Academics Governing Board, by Resolution of June 29, 2020, authorized a transfer of \$3.8 million from Voices Flagship to the Voices Corporation. The specific purpose of the transfer was not specified.

The District's January 24, 2024, Letter of Concern noted that the Charter School hid behind legal boilerplate to explain the transfer and that its "secretive transfer of public education funding to a non-public third party raises significant concerns that the proceeds are not being used for the direct benefit of its students. Voices Flagship's San Jose location has the highest cost of living of the locations in which its other charter schools operate." (pp. 3-4.)

The Charter School's March 15, 2024 response raises even more concern since it was not able to provide a definitive response as to how the \$3.8 million was allocated. The Charter School stated that it "has run into significant challenges in providing a detailed breakdown of expenditures related to the transfer of funds as the individuals involved in the original decision-making process are no longer with the Charter School" and that "since the parties involved in the decision and subsequent transactions are not with Voices, after much effort, Voices has found that it is impossible for current staff to provide a detailed list of the transactions related to this transfer." (p. 9.) The Charter School does go on to say that "it is likely that the transfer was in part made to position Voices to help meet some of the requirements for a construction loan for the Morgan Hill facility."

The Charter School's response leaves only two possibilities: either the entire Voices organization is incapable of tracking large expenditures, or the Charter School is not being forthcoming. Neither possibility inspires trust or confidence. The Charter School's inability, or refusal, to account for the transferred funds constitutes financial mismanagement under Education Code section 47607(f)(3).

III. Demand to Cure and Correct

Education Code section 47607(c) provides as follows:

Notwithstanding [Education Code 47607] subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The

Milan Balinton	Marc Cooper	Board of Education Rudy Rodriguez	George Sanchez	Steven Sanchez
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Aldo A. Ramirez, Chief Executive Officer
May XX, 2024
Page 7

chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:

- (1) The corrective action proposed by the charter school has been unsuccessful.
- (2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

By virtue of AB 130 and SB 114, the Charter School's term expires on June 30, 2025, and it will seek renewal during the 2024-2025 school year.

In connection with the upcoming renewal proceedings, the District issues this Notice to Cure and Correct the following fiscal or governance violations.

A. Over-Reliance upon Substitute Teachers/Principal

As has been noted in Section II(A)(1), the preponderance of the members of the Charter School's teaching staff are serving under substitute permits, Short-Term Staffing Permits, Provisional Internship Permits, or are interns.

Because the Charter School only has one more school year before the end of its charter term, it must remediate its over-reliance upon substitute teachers in that time frame. The Charter Schools is directed to match or exceed the District's 2021-22 percentage (70.10%) of teachers holding at least a Clear Credential by ten (10) school days following its first day of instruction for the 2024-2025 school year. The Charter School is also directed to comply with the provisions of its Charter with respect to the experience and qualifications of its Principal.

B. Declining Enrollment

The Charter School's enrollment for the 2024-2025 school year shall not decline from its enrollment during the 2023-2024 school year, as measured as of CALPADS Census Day in October 2024.

C. Recovery of \$3.8 Million Transfer to Corporate Parent

In summary, the Charter School must comply with the above-stated directives, summarized as follows:

		Board of Education		
Milan Balinton	Marc Cooper	Rudy Rodriguez	George Sanchez	Steven Sanchez



Aldo A. Ramirez, Chief Executive Officer
May XX, 2024
Page 8

C. Recovery of \$3.8 Million Transfer to Corporate Parent

In summary, the Charter School must comply with the above-stated directives, summarized as follows:

- Match or exceed the District's 2021-22 percentage (70.10%) of teachers holding at least a Clear Credential by ten (10) school days following its first day of instruction for the 2024-2025 school year.
- Comply with the provisions of its Charter with respect to the experience and qualifications of its Principal.
- The Charter School's enrollment for the 2024-2025 school year shall not decline from its enrollment during the 2023-2024 school year, as measured as of CALPADS Census Day in October 2024.

If the Charter School fails to meet any one of the directives set forth in Sections III(A) and (B) above, it must recover the \$3.8 million transferred to the corporate parent, plus interest at the legal rate, no later than November 1, 2024.

VI. CONCLUSION

Failure of the Charter School to meet the directives above shall constitute grounds for denying renewal under Education Code section 47607(e).

Sincerely,



Juan Cruz
Superintendent



EXHIBIT B. Voices Response to FMSD Notice to Cure and Correct



1

November 1, 2024

Via Email

juan.cruz@fmsd.org

Juan Cruz, Superintendent
Franklin-McKinley School District
645 Wool Creek Drive
San Jose, CA 95112

RE: District request for update

Dear Superintendent Cruz,

Thank you for the opportunity to address the concerns raised in Franklin-McKinley School District's ("FMSD" or the "District") Notice to Cure and Correct, sent on June 5, 2024. We appreciate the ongoing dialogue and collaboration with the FMSD leadership. As Voices College-Bound Language Academies has already shared its interpretation of the legal authority of the notice, this response focuses on FMSD's concerns about teacher credentialing and a fund transfer.

Teacher Credentialing Progress

We are pleased to report progress in our teacher credentialing efforts since our meeting with FMSD leadership on October 11th. Since October 11th, we have gained approval from CTC for one COC, two PIPs, one BCLAD waiver, and three sub permits. We also submitted eight additional BCLAD waivers to CTC and expect them to be approved before the winter break, barring any unforeseen circumstances. In addition, by winter break we expect to get two additional STSP and three Preliminary Teaching Credentials. Currently, all but one educator have either permits or credentials in progress with the CTC. We have attached an updated credentialing spreadsheet for your review, prepared in the format FMSD provided. We are also reporting on a shared document in Google Sheets, to which the District has access.

Our commitment to continuing to build our qualified and effective teaching staff is evident in our comprehensive recruitment and retention strategy:

1. We have partnered with the Riverside County of Education Induction Program to support our new teachers in achieving appropriate credentials.
2. We actively assist our teachers in matching with other state-approved credentialing programs.



3. Following your suggestion, we are reviewing the opportunity to partner with Grand Canyon University to add additional options and support for our staff and their credentialing path.

These initiatives demonstrate our dedication to significantly increasing the percentage of teachers who hold a clear credential.

Financial Management and Fund Transfer

Regarding the lawful, transparent fund transfer from 2020, we have taken significant steps to clarify FMSD's concerns:

1. On October 16th, our new Chief Business Official, Jaime Mata, met with Jason Vann to discuss the transfer since the CBO is new to Voices. This meeting provided context to the District's request.
2. On October 23rd, a follow-up meeting was held, which included representatives from our financial services company, EdTec, Mr. Mata, and Mr. Vann. During this meeting, we clarified that funds were not transferred to a different bank, as the District had thought. We also confirmed how the funds were allocated in accordance with the Governing Board resolution that designated surplus funds in 2020. Voices College-Bound Language Academies has provided financial audits to FMSD since 2008, and the ending balances across all independent financial audits align with our records. We have attached a table, as requested by Mr. Vann, showing the ending balances over the past years.

Voices College-Bound Language Academies is committed to continuous improvement in our financial processes and have implemented the following measures:

1. We continue to work closely with EdTec to strengthen our fiscal controls and ensure transparent financial management. EdTec also provides our staff with ongoing training, which has been a critical component to our fiscal operations. As a control measure to track a similar transaction in the future, Voices will utilize resource, function, or goal codes as a way to attach a unique identifier to associated transactions.
2. We have hired a new Chief Operations Officer with credentials equivalent to those expected or required of a CBO at a school district, providing an additional layer of financial oversight and expertise.



These actions demonstrate our commitment to addressing the concerns raised in FMSD's notice and ensuring the proper use and management of public funds for the benefit of our students.

We appreciate the District's ongoing support and guidance as we improve our operations and maintain compliance with all applicable laws and regulations. We remain committed to providing a high-quality educational experience for all our students and look forward to continuing our collaborative relationship with FMSD.

If you require any additional information or clarification, please do not hesitate to contact us. We are confident that these measures address the concerns raised in your notice and demonstrate our commitment to meeting the directives outlined therein.

Sincerely,



Aldo Ramirez
Chief Executive Officer
Voices College-Bound Language Academies

Voices College-Bound Language Academies
6840 Via del Oro, Suite #205
San Jose, CA 95119

www.voicesacademies.org

EXHIBIT C. SITE VISIT FOLLOW UP NOTICE FROM THE DISTRICT TO VOICES ACADEMY

Voices Flagship Academy

11/18/2024

Voices Team;

Thank you for your time and effort today in putting together an effective and efficient site visit by FMSD staff.

As we discussed in our closing session of the meeting, we have several items we would like for you to send to us:

1. Bell Schedule with Instructional Minutes. Also the documentation of the treatment of the Enrichment block with supervision. As we discussed this morning, there should be documentation about the way that supervision is compliant with policy. The Bell schedule should have been submitted as soon as approved by the board into Epicenter. We will add an Epicenter Submission for Bell Schedule so that we can have the submission archived properly.
2. Data showing student performance and progress with Spanish, in the context of the Dual Language Immersion educational program. Is LAS Links Espanol summary or roll up information available for multiple years? Or are there summary reports of any other interim assessments in language arts, writing, and math for Spanish available?
3. A detailed schedule of all substitute teachers with their schedule for rotation, which classrooms and hours to clearly show compliant assignments over the course of the year. Show dates of substitute credentials with start dates (permit granted dates). Please be clear and complete with full names, credential numbers, effective dates, classroom information, etc.
4. Please clarify for us the TK dual immersion language allocation model. Note - It seems that figure 1.6 on page 49 of the renewal petition may be cut off.
5. Please provide the special education programs and services offered for students by grade-level (i.e. Speech and Language grades TK-8, SDC mild/moderate K-3, etc.)



**Franklin-McKinley
School District**
PREPARING ALL CHILDREN AS GLOBAL LEARNERS

All items will be due by Tuesday December 3.





EXHIBIT D. Bell Schedule with Instructional Minutes: Request item

Instructional Time Verification Calculations

Voices College-Bound Language Academies Schools

2024-25

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Regular Days: Total Daily Minutes						
Daily Start	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM
Subtotal Minutes	480	480	480	480	480	480
Non-Instructional Minutes						
Quiet Time/Regulation Time	60	0	0	0	0	0
Recess	30	30	30	30	30	30
Lunch	30	30	30	30	30	30
Enrichment	60	60	60	60	60	60
Subtotal Non-Instructional Minutes	180	120	120	120	120	120
Subtotal Minutes Per Regular Day	300	360	360	360	360	360
Regular Days Per Year	147	147	147	147	147	147
Subtotal Annual Minutes on Regular Days	44,100	52,920	52,920	52,920	52,920	52,920

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Minimum Days: Total Daily Minutes						
Daily Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End Time	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
Subtotal Minutes	270	270	270	270	270	270
Non-Instructional Minutes						
Quiet Time/Regulation Time	15	0	0	0	0	0
Recess	15	15	15	15	15	15
Lunch	30	30	30	30	30	30
Subtotal Non-Instructional Minutes	60	45	45	45	45	45
Total Minutes Per Minimum Day	210	225	225	225	225	225
Minimum Days Per Year	28	28	28	28	28	28
Subtotal Annual Minutes on Minimum Days	5,880	6,300	6,300	6,300	6,300	6,300

2024-25

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Total Annual Instructional Minutes	49,980	59,220	59,220	59,220	59,220	59,220
Required Minutes	36,000	36,000	50,400	50,400	54,000	54,000
Amount Above/(Below) Minimum	13,980	23,220	8,820	8,820	5,220	5,220

Days Above Minimum

29,125

48,375

18,375

18,375

10,875

10,875

Page

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updated 6.19.24



Exhibit E. Enrichment Staffing Assurance, Request item #1

To: Whom It May Concern

From: Aldo A. Ramírez

Date: 12/3/24

Subject: Enrichment Staffing Compliance with Education Code

Voices College-Bound Academies has structured its enrichment program to comply with applicable laws and the provisions of its charter petition.

Charter Petition Alignment:

Voices' charter explicitly defines enrichment as "not instructional" and states it does not count toward mandated instructional minutes. Enrichment occurs during designated blocks, is directed by paraprofessionals or community partners, and is nonacademic, meeting student development goals outside traditional classroom instruction.

Education Code Alignment:

Per **Education Code 47612.5(e)(2)**, nonclassroom-based instruction refers to educational activities not requiring the immediate supervision of credentialed teachers. Voices enrichment activities do not count toward instructional minutes for apportionment purposes (47612.5(a)(1)) and, therefore, can be staffed by trained non-credentialed personnel, including Associate Teachers, School Assistants, and contractors.

This structure ensures compliance with state requirements while enabling flexibility in staffing to meet program goals effectively.

Enrichment is intentionally designed to provide student development opportunities without infringing on instructional mandates. This alignment enables Voices to maintain compliance while delivering a robust program.

Sincerely,

Aldo A. Ramírez
CEO



Exhibit F. BELL SCHEDULES: REQUEST

Voices Flagship Bell Schedule
2024 -2025 School Year

<u>REGULAR DAY SCHEDULE</u>		<u>MINIMUM DAY SCHEDULE</u>	
<u>TK - 2nd Grade</u>		<u>TK - 2nd Grade</u>	
8:00am - 9:00am	Instruction [60]	8:00am - 9:00am	Instruction [60]
9:00am - 9:30am	Recess <30>	9:00am - 9:15am	Recess <15>
9:30am - 11:00am	Instruction [90]	9:15am - 11:00am	Instruction [105]
11:00am - 11:30am	Lunch <30>	11:00am - 11:30am	Lunch <30>
11:30am - 4:00pm	Instruction [270]	11:30am - 12:30pm	Instruction [60]
<u>3rd - 5th Grade</u>		<u>3rd - 5th Grade</u>	
8:00am - 9:30am	Instruction [90]	8:00am - 9:30am	Instruction [90]
9:30am - 10:00am	Recess <30>	9:30am - 9:45am	Recess <15>
10:00am - 12:00pm	Instruction [120]	9:45am - 12:00pm	Instruction [135]
12:00pm - 12:30pm	Lunch <30>	12:00pm - 12:30pm	Lunch <30>
12:30pm - 4:00pm	Instruction [210]		
<u>6th - 8th Grade</u>		<u>6th - 8th Grade</u>	
8:00am - 10:00am	Instruction [120]	8:00am - 10:15am	Instruction [135]
10:00am - 10:30am	Recess <30>	10:15am - 10:30am	Recess <15>
10:30am - 11:30am	Instruction [60]	10:30am - 11:30am	Instruction [60]
11:30am - 12:00pm	Lunch <30>	11:30am - 12:00pm	Lunch <30>
12:00pm - 4:00pm	Instruction [240]	12:00pm - 12:30pm	Instruction [30]



TRANSITIONAL KINDERGARTEN & KINDERGARTEN (80:20)								
8:00am	9:00am	10:00am	11:00am	12:00pm	1:00pm	2:00pm	3:00pm	4:00pm
Spanish (385 minutes)						English (95 minutes)		
8:00am - 2:25pm						2:25pm - 4:00pm		

FIRST GRADE (70:30)								
8:00am	9:00am	10:00am	11:00am	12:00pm	1:00pm	2:00pm	3:00pm	4:00pm
Spanish (335 minutes)					English (145 minutes)			
8:00am - 1:35pm					1:35pm - 4:00pm			

SECOND GRADE (60:40)								
8:00am	9:00am	10:00am	11:00am	12:00pm	1:00pm	2:00pm	3:00pm	4:00pm
Spanish (290 minutes)					English (190 minutes)			
8:00am - 12:50pm					12:50pm - 4:00pm			

THIRD - FIFTH GRADE (50:50)								
8:00am	9:00am	10:00am	11:00am	12:00pm	1:00pm	2:00pm	3:00pm	4:00pm
Spanish (240 minutes)					English (240 minutes)			
8:00am - 12:00pm					12:00pm - 4:00pm			

VMS: SIXTH - EIGHTH GRADE (50:50)								
8:00am	9:00am	10:00am	11:00am	12:00pm	1:00pm	2:00pm	3:00pm	4:00pm
Spanish (240 minutes)					English (240 minutes)			
8:00am - 12:00pm					12:00pm - 4:00pm			



Breaks, Lunch, ELD, & Enrichment

SNACK & BREAK	
Time	Grade(s)
9:00am - 9:30am 9:00am - 9:15am	K - 2nd Grade Minimum Day
9:30am - 10:00am 9:30am - 9:45am	Transitional-Kindergarten (TK) Minimum Day
9:30am - 10:00am 9:30am - 9:45am	3rd - 5th Grade Minimum Day
10:00am - 10:30am 10:15am - 10:30am	6th - 8th Grade Minimum Day

LUNCH	
Time	Grade(s)
11:00am - 11:30am	TK - 2nd Grade
11:30am - 12:00pm	6th - 8th Grade
12:00pm - 12:30pm	3rd - 5th Grade

ELD BLOCK	
Time	Grade(s)
1:00pm - 2:00pm	K - 5th Grade

ENRICHMENT	
Time	Grade(s)
3:00pm - 4:00pm	TK - 8th Grade



Student Services Schedule

Preferred Times to Pull Students	
Time	Grade(s)
8:00am - 8:30am	Planning Time
8:30am - 9:00am	VMS (6th - 8th)
9:30am - 10:00am	TK + VMS (6th - 8th)
10:00am - 11:00am	Kindergarten + Second Grade
11:00am - 11:30am	Third Grade, Fourth Grade, Fifth Grade, + VMS (6th - 8th)
11:30am - 12:30pm	First Grade, Third Grade, Fourth Grade, + Fifth Grade
12:30pm - 1:00pm	VMS (6th - 8th)
1:00pm - 1:30pm	[ELD Block for K-5th]
1:30pm - 2:00pm	VMS (6th - 8th)
2:00pm - 3:00pm	Third Grade, Fourth Grade, + Fifth Grade
2:30pm - 3:00pm	VMS (6th - 8th)
3:00pm - 4:00pm	Meeting & Planning Time



Transitional Kindergarten (TK) Regular Day Schedule

Time	Schedule
8:00am - 8:15am	Entry Routine & Greeting Circle
8:15am - 8:30am	Morning Message, Music, & Movement
8:30am - 9:00am	Shared Reading - Read Aloud #1
9:00am - 9:30am	<i>Snack & Break</i>
9:30am - 10:15am	Literacy Small Groups / Centers
10:15am - 11:00am	Mathematics
11:00am - 11:30am	<i>Lunch</i>
11:30am - 12:00pm	<i>Play Time</i>
12:00pm - 1:00pm	<i>Social Emotional Learning & Regulation</i>
1:00pm - 1:30pm	Shared Reading - Read Aloud #2
1:30pm - 2:00pm	STEAM Lesson
2:00pm - 2:25pm	Closing Circle
2:25pm - 3:00pm	Shared Reading - English Read Aloud
3:00pm - 4:00pm	<i>Enrichment</i>

Transitional Kindergarten (TK) Minimum Day Schedule

Time	Schedule
8:00am - 8:15am	Entry Routine & Greeting Circle
8:15am - 8:30am	Morning Message, Music, & Movement
8:30am - 9:00am	Shared Reading - Read Aloud #1



9:00am - 9:15am	<i>Snack & Break</i>
9:15am - 10:15am	Literacy Small Groups / Centers
10:15am - 11:00am	Mathematics
11:00am - 11:30am	<i>Lunch</i>
11:30am - 12:00pm	<i>Play Time</i>
12:00pm - 12:30pm	Shared Reading - English Read Aloud





Kindergarten (K) Schedule

Regular Day Schedule	
Time	Schedule
8:00am - 8:15am	<i>Entry Routine & Greeting Circle</i>
8:15am - 8:30am	<i>Morning Message</i>
8:30am - 9:00am	Spanish Language Arts
9:00am - 9:30am	<i>Snack & Break</i>
9:30am - 10:10am	Mathematics
10:10am - 11:00am	<i>Math/ELA Intervention Block</i>
11:00am - 11:30am	<i>Lunch</i>
11:30am - 11:45am	<i>Play Time</i>
11:45am - 12:15pm	Spanish Language Arts
12:15pm - 1:00pm	Social Studies (MT) / Science (WR)
1:00pm - 2:00pm	ELD Block
2:00pm - 2:35pm	English Language Arts
2:35pm - 3:00pm	Spanish Language Arts / Writing
3:00pm - 4:00pm	<i>Enrichment</i>



Kindergarten (K) Schedule

Minimum Day Schedule	
Time	Schedule
8:00am - 8:15am	<i>Entry Routine & Greeting Circle</i>
8:15am - 8:30am	<i>Morning Message</i>
8:30am - 9:00am	Spanish Language Arts
9:00am - 9:15am	<i>Snack & Break</i>
9:15am - 10:10am	Mathematics
10:10am - 11:00am	<i>Math/ELA Intervention Block</i>
11:00am - 11:30am	<i>Lunch</i>
11:30am - 11:45am	<i>Play Time</i>
11:45am - 12:30pm	English Language Arts



First Grade (1st) Schedules

Regular Day Schedule	
Time	Schedule
8:00am - 8:10am	<i>Homeroom</i>
8:10am - 9:00am	Spanish Language Arts
9:00am - 9:30am	<i>Snack & Break</i>
9:30am - 10:20am	Mathematics
10:20am - 11:00am	English Language Arts
11:00am - 11:30am	<i>Lunch</i>
11:30am - 12:30pm	<i>Math/ELA Intervention Block</i>
12:30pm - 1:00pm	Spanish Language Arts
1:00pm - 2:00pm	ELD Block
2:00pm - 3:00pm	Social Studies (MT) / Science (WR)
3:00pm - 4:00pm	<i>Enrichment</i>

Minimum Day Schedule	
Time	Schedule
8:00am - 8:10am	<i>Homeroom</i>
8:10am - 9:00am	Spanish Language Arts
9:00am - 9:15am	<i>Snack & Break</i>
9:15am - 10:20am	Mathematics
10:20am - 11:00am	English Language Arts
11:00am - 11:30am	<i>Lunch</i>
11:30am - 12:30pm	<i>Math/ELA Intervention Block</i>



Second Grade (2nd) Schedules

Regular Day Schedule	
Time	Schedule
8:00am - 8:10am	<i>Homeroom</i>
8:10am - 9:00am	Spanish Language Arts
9:00am - 9:30am	<i>Snack & Break</i>
9:30am - 10:00am	Vocabulary & Writing
10:00am - 11:00am	<i>Math/ELA Intervention Block</i>
11:00am - 11:30am	<i>Lunch</i>
11:30am - 12:10pm	English Language Arts
12:10pm - 1:00pm	Mathematics
1:00pm - 2:00pm	ELD Block
2:00pm - 3:00pm	Social Studies (MT) / Science (WR)
3:00pm - 4:00pm	<i>Enrichment</i>

Minimum Day Schedule	
Time	Schedule
8:00am - 8:10am	<i>Homeroom</i>
8:10am - 9:00am	Spanish Language Arts
9:00am - 9:15am	<i>Snack & Break</i>
9:15am - 10:00am	English Language Arts
10:00am - 11:00am	<i>Math/ELA Intervention Block</i>
11:00am - 11:30am	<i>Lunch</i>
11:30am - 12:30pm	Mathematics



Third - Fifth (3rd - 5th) Grade Schedules

Regular Day Schedule	
Time	Schedule
8:00am - 8:10am	<i>Homeroom</i>
8:10am - 8:45am	English Language Arts
8:45am - 9:30am	Mathematics
9:30am - 10:00am	<i>Snack & Break</i>
10:00am - 11:00am	Spanish Language Arts
11:00am - 12:00pm	<i>Math/ELA Intervention Block</i>
12:00pm - 12:30pm	<i>Lunch</i>
12:30pm - 1:00pm	English Language Arts (Vocabulary & Writing)
1:00pm - 2:00pm	ELD Block
2:00pm - 3:00pm	Social Studies (MT) / Science (WR)
3:00pm - 4:00pm	<i>Enrichment</i>

Minimum Day Schedule	
Time	Schedule
8:00am - 8:10am	<i>Homeroom</i>
8:10am - 8:45am	English Language Arts
8:45am - 9:30am	Mathematics
9:30am - 9:45am	<i>Snack & Break</i>
9:45am - 11:00am	Spanish Language Arts
11:00am - 12:00pm	<i>Math/ELA Intervention Block</i>
12:00pm - 12:30pm	<i>Lunch</i>



Sixth - Eighth (6th - 8th) Grade Schedules

Regular Day Schedule					
Time	6A	6B	7AB	8A	8B
8:00am - 9:00am Homeroom Block	English <i>Ortega (B3)</i>	Mathematics Shakur + <i>Aguilera (C5)</i>	Humanities <i>Gallegos (B4)</i>	Mathematics <i>Yang (B4)</i>	Humanities <i>Moreno (C7)</i>
9:00am - 10:00am	Literature <i>Ortega (B3)</i>	Science <i>Gallegos (B4)</i>	Literature <i>Shakur (C6)</i>	Science <i>Yang (B4)</i>	Spanish <i>Moreno (C7)</i>
10:00am - 10:30am	<i>Snack & Break</i>				
10:30am - 11:30am	Mathematics <i>Aguilera (C5)</i>	Humanities <i>Gallegos (B4)</i>	English <i>Ortega (B3)</i>	Humanities <i>Moreno (C7)</i>	English <i>Shakur (C6)</i>
11:30am - 12:00pm	<i>Lunch</i>				
12:00pm - 1:00pm	Science <i>Gallegos (B4)</i>	Spanish <i>Aguilera (C5)</i>	Science <i>Yang (B4)</i>	Spanish <i>Moreno (C7)</i>	Literature <i>Shakur (C6)</i>
1:00pm - 2:00pm	Humanities <i>Gallegos (B4)</i>	English <i>Ortega (B3)</i>	Mathematics <i>Aguilera (C5)</i>	English <i>Shakur (C6)</i>	Mathematics <i>Yang (B4)</i>
2:00pm - 3:00pm	Spanish <i>Aguilera (C5)</i>	Literature <i>Ortega (B3)</i>	Spanish <i>Moreno (C7)</i>	Literature <i>Shakur (C6)</i>	Science <i>Yang (B4)</i>
3:00pm - 4:00pm Homeroom Block	Enrichment <i>Ortega (B3)</i>	Enrichment Shakur + <i>Aguilera (C5)</i>	Enrichment <i>Gallegos (B4)</i>	Enrichment <i>Yang (B4)</i>	Enrichment <i>Moreno (C7)</i>



Sixth - Eighth (6th - 8th) Grade Schedules

Minimum Day Schedule					
Time	6A	6B	7AB	8A	8B
8:00am - 8:15am Homeroom Block	Homeroom <i>Ortega (B3)</i>	Homeroom <i>Shakur + Aguilera (C5)</i>	Homeroom <i>Gallegos (B4)</i>	Homeroom <i>Yang (B4)</i>	Homeroom <i>Moreno (C7)</i>
8:15am - 9:15am	English <i>Ortega (B3)</i>	Mathematics <i>Aguilera (C5)</i>	Humanities <i>Gallegos (B4)</i>	Mathematics <i>Yang (B4)</i>	Spanish <i>Moreno (C7)</i>
9:15am - 10:15am	Humanities <i>Gallegos (B4)</i>	English <i>Ortega (B3)</i>	Mathematics <i>Yang (B4)</i>	Spanish <i>Moreno (C7)</i>	English <i>Shakur (C6)</i>
10:15am - 10:30am	<i>Snack & Break</i>				
10:30am - 11:30am	Mathematics <i>Aguilera (C5)</i>	Humanities <i>Gallegos (B4)</i>	English <i>Ortega (B3)</i>	English <i>Shakur (C6)</i>	Mathematics <i>Yang (B4)</i>
11:30am - 12:00pm	<i>Lunch</i>				
12:00pm - 12:30pm Homeroom Block	Homeroom <i>Ortega (B3)</i>	Homeroom <i>Shakur + Aguilera (C5)</i>	Homeroom <i>Gallegos/Shakur(B4)</i>	Homeroom <i>Yang (B4)</i>	Homeroom <i>Moreno (C7)</i>



Exhibit G. SPANISH LANGUAGE ARTS ASSESSMENT MEMO

To: Whom It May Concern

From: Aldo A. Ramírez

Date: 12/3/24

Subject: Spanish Language Arts (SLA) Assessment Data

Voices College-Bound Academies is dedicated to providing and progress monitoring dual language instruction in Spanish and English. This document is designed to outline our assessments related to Spanish language acquisition.

The purpose of this document is to do the following:

- Outline how we monitor Spanish language development
- Demonstrate student progress over time
- Identify shifts we are making to our SLA assessments and why

Sincerely,

Aldo A. Ramírez

CEO

Voices College-Bound Language Academies

EXHIBIT H. SPANISH LANGUAGE DEVELOPMENT AND ASSESSMENTS

The information below outlines the Spanish assessments Voices College-Bound Language Academies administers. A sample assessment calendar for 2024-25 was provided in our petition packet as an appendix.

We monitor all students in their Spanish reading growth. Prior to this year, we used running records across all Voices schools to monitor Spanish literacy in grades K-8 and classroom-level diagnostics in Spanish, such as fluency and sight words in Spanish. This year, we are using STAR Reading in Spanish in grades K-8 with all students.

In middle school, we monitor Spanish language arts standards progress with two network quizzes per year, based on our standards scope and sequence.

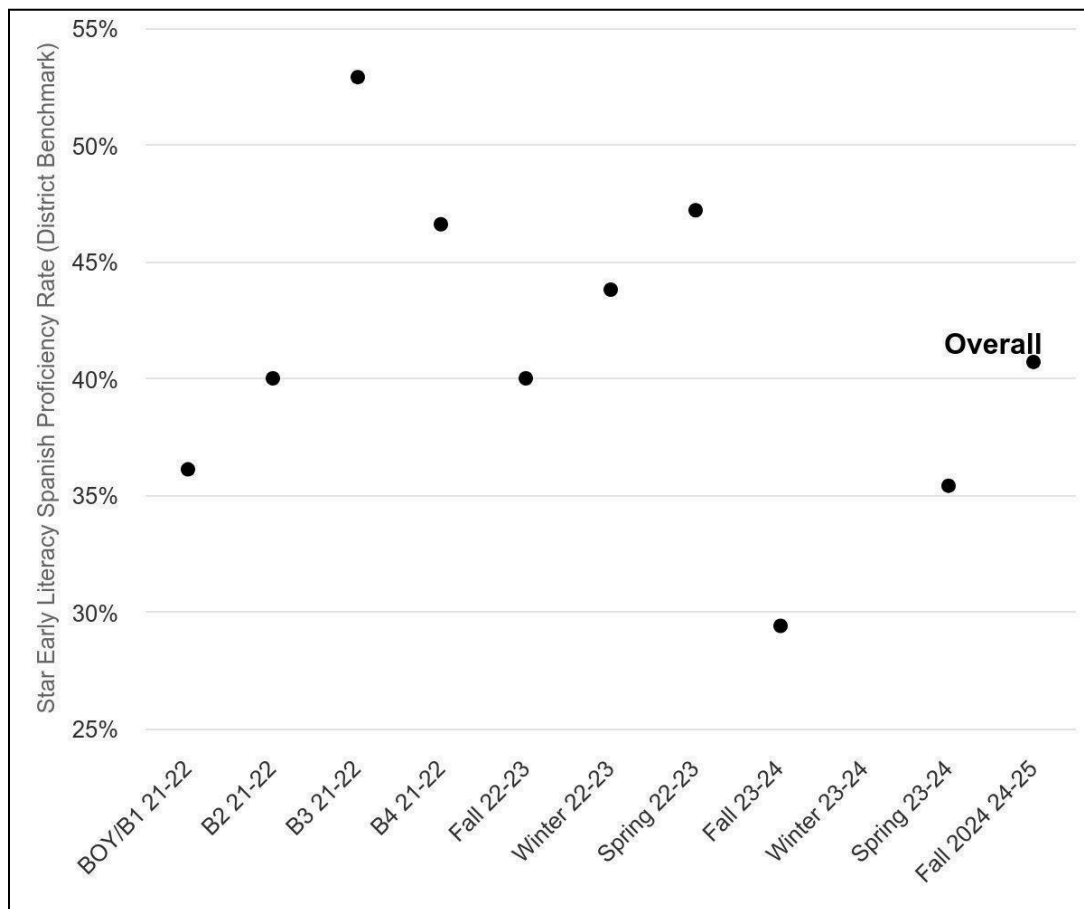
Lastly, we monitor our second language learners in their Spanish acquisition using LAS Links, a Spanish language proficiency assessment. It assesses students in the four language domains of speaking, listening, reading, and writing.

The table below outlines what assessment is given to which students:

Assessment	Grade Level Assessed	Data Timeline
STAR Early Literacy	Grades TK-1 Native Spanish Speakers	Adopted 2021 Data available from 2022-2024
STAR Reading Spanish	Grades K-8 All students	Adopted 2024 Full Data available Dec 9, 2024
Spanish Running Records	Grades K-8 All students	Adopted 2007 Last given spring 2024
Middle school Spanish literacy network quiz	Grades 6-8 All students	Adopted 2019 Data available from March 2024
LAS Links	Grades K-8 Native English speakers only	Adopted 2014 Data available for some years



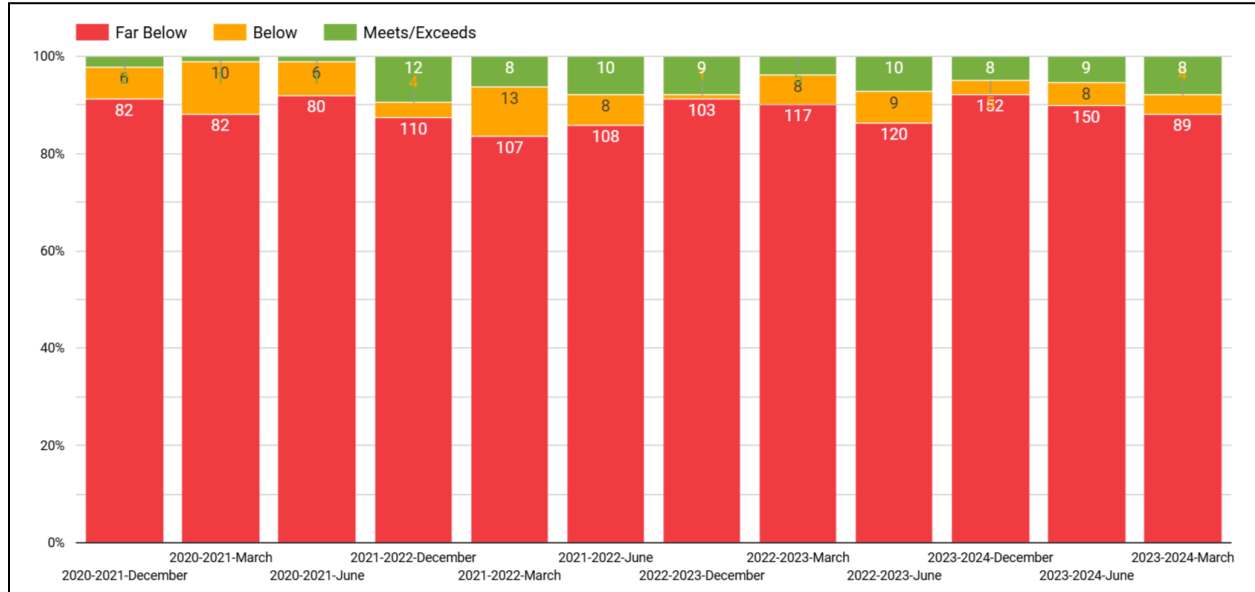
STAR Early Literacy Spanish - Kindergarten and 1st grade



STAR Early Literacy is given in kindergarten and 1st grade. Our fall or beginning of year scores have shifted to more students being at or above proficiency level since fall of 2021. In fall of 2024-25, the results showed that 40.7% of our students who took the assessment scored at or above the network proficiency level. In comparison, in fall of last year, 29.4% of students scored at or above proficient. This data shows that our shifts in literacy to include more of a focus on foundational skills, structured daily practice in phonemic awareness, phonics and word recognition, fluency and print concepts is helping our students progress.

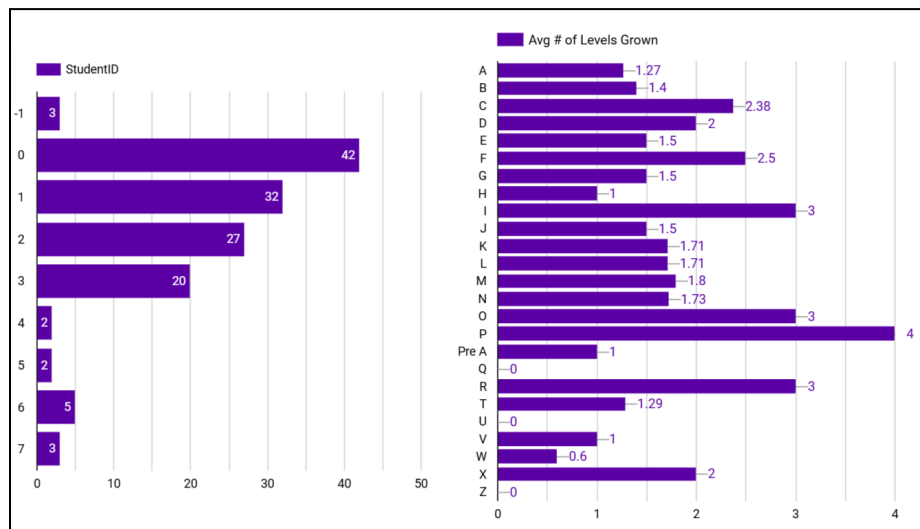


Spanish running records reading assessments Voices Flagship



This graph displays the number of students meeting grade-level reading goals at each benchmark over the past four years. In post-pandemic years, we focused on developing teacher knowledge of guided reading practices. For example, we established a weekly professional learning community with K-1 teachers that reviewed strategies, including the cueing system, and we had regular professional development sessions with K-8 teams around guided reading. We used this Spanish and English reading data to change our literacy program in the 2024-25 school year.

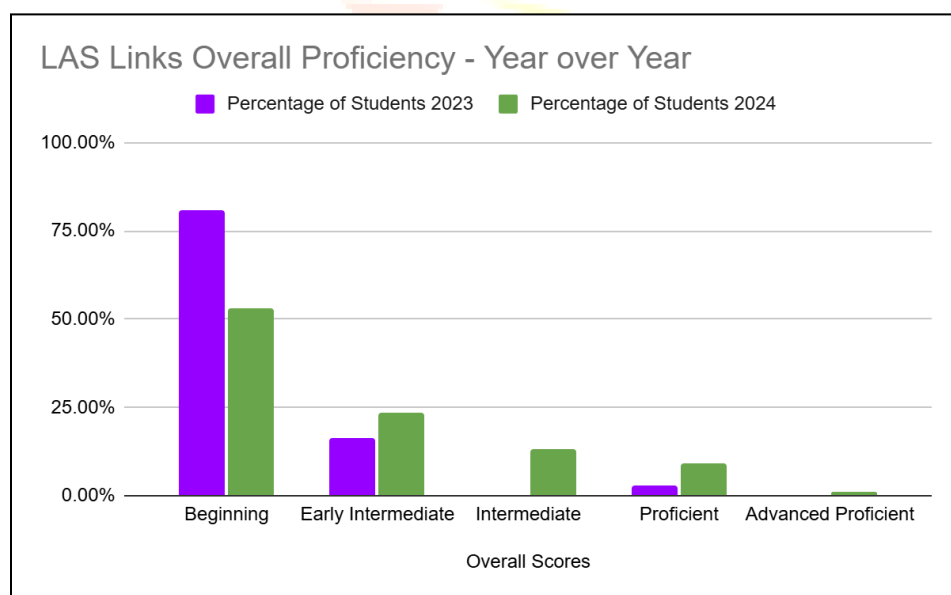
Running records Spanish growth Voices Flagship 2023 to 2024



This graph illustrates both the number of Spanish reading levels students progressed over a year under our guided reading/balanced literacy model and their average growth from fall 2023 to spring 2024. For example, students starting at level I advanced an average of three levels.

In post-pandemic years, we prioritized enhancing teacher expertise in guided reading through weekly K-1 professional learning communities focused on strategies like the cueing system and K-8 professional development. With teacher turnover after 2020, much of this data reflects classrooms with novice teachers. These insights from this graph informed substantial changes to our 2024-25 literacy program.

LAS Links Data



LAS Links is typically given yearly in the spring to native English speakers to assess Spanish language proficiency while our English learners take ELPAC. In 2019-20 and 2020-21, LAS Links assessment was suspended due to the COVID-19 pandemic and virtual learning. In 2022, students took the assessment and student booklets were sent to Data Recognition Corporation for scoring, but there was an issue, and the results are not available as of 12/3/2024 for download. 2023 data includes scores for grades K-3, while scores for 2024 include grades K-8.

The charts above show that K-8 Spanish language proficiency has improved over the past two years. We hope to see more improvement as we implement dual immersion principles and

language learning strategies in the classroom. We will also improve our data monitoring systems so that each year, we have K-8 LAS Links data moving forward.

Middle School Spanish Language Arts Quiz

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Winter 2025
6th	25% proficient	4.8% proficient	6.3% proficient	31.3% proficient	TBD - Expected soon
7th	N/A	0% proficient	0% proficient	46.4% proficient	TBD - Expected soon
8th	N/A	N/A	N/A	N/A	TBD - Expected soon

Students take two quizzes each year on Spanish reading standards in grades 6th - 7th grade. These quizzes use items based on Spanish language arts (SLA) standards. They typically include multiple choice questions and constructed response, rubric-based questions.

This year, as part of our revisions to our assessment calendar and improvements in curriculum assessments, we launched new SLA quizzes to come at the end of each unit. Teachers will start to give these quizzes soon.

Over the past two years, 8th grade had long-term and short-term substitutes. As a result, data was not collected from this cohort. This year, we have fully staffed our middle school.

Assessment Shifts

We are currently looking to further accelerate Spanish Literacy development. For this reason, we have aligned our Literacy practices with the Science of Reading and are working with staff on the fundamentals of Dual Language Instruction. Our petition has a revised section on our literacy approach.

After focusing on guided reading for a few years in our Professional Learning Community, we shifted our literacy program from balanced literacy to structured literacy. 2024-25 is the first year we will not require teachers to collect running records. Instead, we will use STAR Early Literacy in K-1, STAR Spanish reading and, as needed, other diagnostics such as Spanish Spelling Inventory in K-1 and our curriculum assessments to measure reading progress and plan for



instruction. This is our first year with our Spanish curriculum Caminos Amplify, which includes unit assessments in foundational skills, writing, listening, and reading comprehension.

We continue our work on our priority, which focuses on developing language learner strategies in the classroom. For example, we have trained and will continue to train our teachers on how to incorporate structured language practice routines, unpacking learning targets with the class, language supports such as vocabulary banks, sentence frames, anchor charts, and meaningful collaboration opportunities. In 2023-24, we kicked off this priority work focusing on the Sheltered Observation Instruction Protocol, and will continue to train staff on multi-language learner strategies. We know that these strategies serve all language learners.

We are refining our dual language model by revisiting core dual language principles with our primarily novice workforce and ensuring all teachers receive training in foundational literacy strategies to enhance program effectiveness and consistency.

This year, our network created an Assessment Group, a team of school and network leaders that discusses the purpose, training plan, and follow-up for each of our assessments. We have been working this year on revisiting our assessment plan and modifying it throughout the year. This work has included collecting teacher input on how to make network assessments relevant and meaningful. As we learn more about how to best use our assessments to improve student outcomes, we are open to the idea of exploring additional assessments (while keeping in mind a busy spring testing schedule with required state testing and local interim assessments).



Exhibit I. FULL DUAL IMMERSION PROPORTION BY GRADE LEVEL

Figure 1.9 - Dual Immersion Model [from petition]

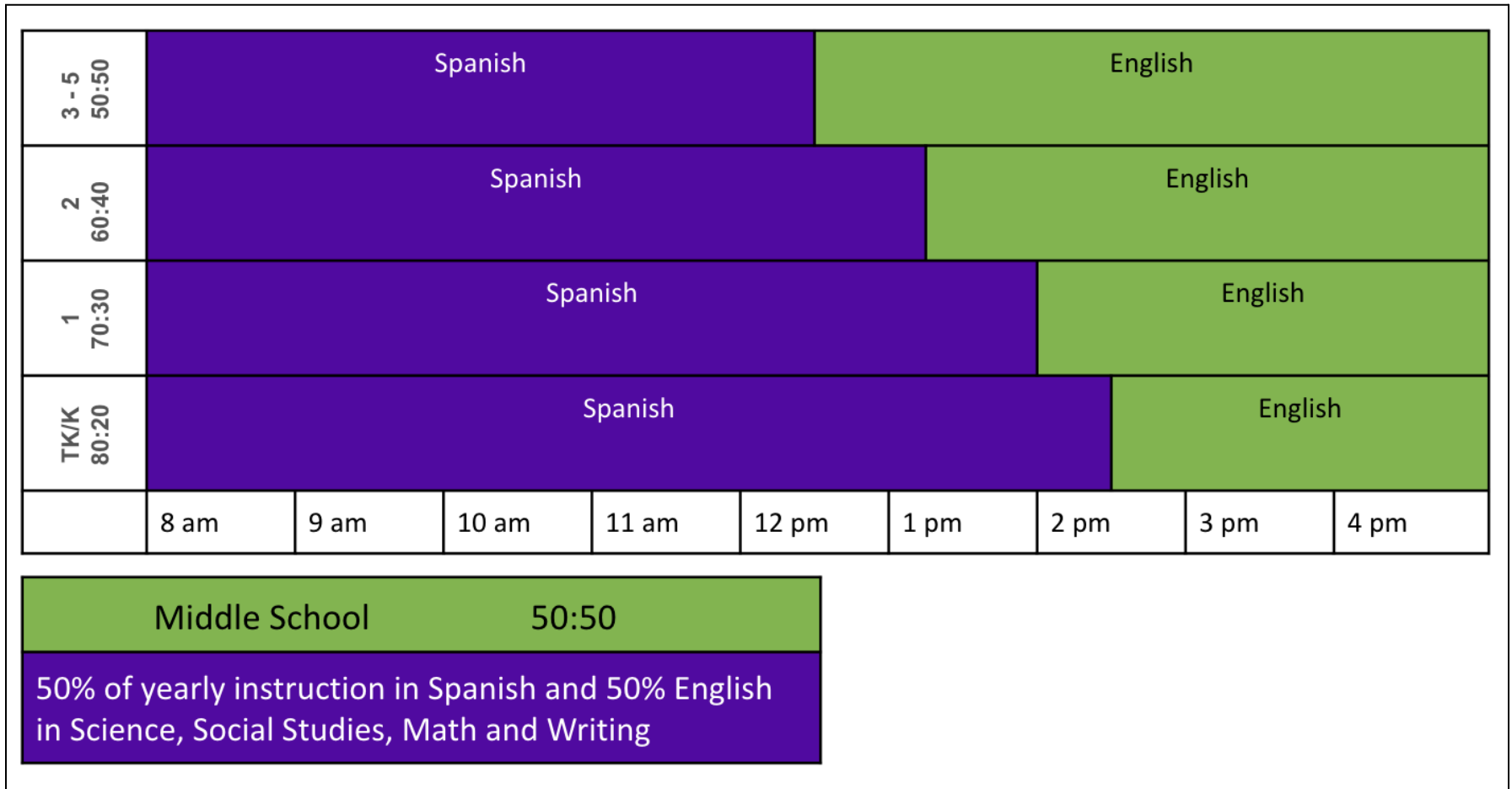




Exhibit J. TEACHER CREDENTIAL UPDATED WORKSHEET (*Document has been modified for privacy.*)

[VOICES Flagship] Credentials: [December] of the [2024-2025] School Year					
Date of Hire	Teaching Assignment	Credential Subject / Authorization	Grade	BCLAD	Credential Type
11/12/2019	Self-Contained	R2M	K	Waiver	Preliminary MS
01/05/2023	Self-Contained	R2M	TK	None	Preliminary MS
07/29/2024	Self-Contained	R2M + ELAM	1st	None	PIP
08/20/2007	Self-Contained	P30	2nd	None	Sub Permit
08/26/2019	Self-Contained	P30	2nd (Sub)	N/A	Sub Permit
10/13/2023	Self-Contained	R2M + ELAM	2nd	None	PIP
08/03/2020	Self-Contained	R2M + ELAM + INTR	3rd	None	Intern
07/29/2024	Self-Contained	P30	4th	None	Sub Permit
07/29/2024	Self-Contained	P30	4th	None	Sub Permit
08/01/2022	Self-Contained	BASP + R2M	5th	BASP	Preliminary MS
07/29/2024	ELA - Middle School	ELAM + R2M	6th	Waiver	PIP
05/06/2024	ELA - Middle School	ELA1 + R1S	7th/8th	None	Clear MS
09/26/2022	Math/Spanish	P30	7th	None	Sub Permit
07/29/2024	Math / Science	P30	7th/8th	None	Sub Permit
07/29/2024	SLA/Social Studies	P30	7th/8th	None	Sub Permit
	VMS				
07/29/2024	Spanish/Humanities	ELAM + R2M + S14	7th/8th	Waiver	PIP
08/30/2021	Education Specialist	R3MN + ELAE	TK-8	None	PIP



08/12/2024	Education Specialist	AAAS + ELAE + ELA1 + R3MMM + R1S	TK-8	None	Clear Ed. Specialist
08/14/2023	Principal	R2M	TK-8	None	Preliminary MS
08/28/2020	Student Services Manager	INTR + ELA3 + R3MN	TK-8	None	Intern
08/31/2015	Instructional Coach	BASP + R2M	TK-8	None	Clear MS





Exhibit K. SUBSTITUTE TEACHER PLAN *(Document was modified for privacy.)*

Credential Subject / Authorization	Credential Type	Expiration	Assignment 1				Assignment 2 (Sept-Oct)			
			Class Assignment (classroom)	Date in	Date out	Days as Sub in Class During Period 1	Class Assignment (classroom)	Date in	Date out	Days as Sub in Class During Period 2
Sub Permit	30-Day Sub Permit	10/1/2025	Second grade (1)	8/21/24	10/10/2024	30	No longer supporting as a long term sub, now classroom support			
Sub Permit	30-Day Sub Permit	10/1/2025	Not supporting as a long term sub, was classroom support				Second grade (1)	10/11/2024	12/10/2024	33
Sub Permit	30-Day Sub Permit	9/1/2025	Fourth Grade (1)	8/21/24	10/15/2024	30	Fourth Grade (2)	10/16/2024	12/10/24	31
Sub Permit	30-Day Sub Permit	9/1/2025	Fourth Grade (2)	8/21/24	10/15	28	Fourth Grade (1)	10/16/2024	12/10/2024	27
Sub Permit	30-Day Sub Permit	9/1/2025	6/7 Math/Spanish (1)	8/21/2024	11/19/2024	30	No longer supporting as a sub long term sub, now classroom support - Now looking for a long term sub			
Sub Permit	30-Day Sub Permit	4/1/2025	7/8 Math/Science (1)	8/21/2024	12/10/2024	51	PIP under evaluation and will backdate the lost instructional minutes, we will monitor banked minutes and when the class gets a 1000 in the bank, we will implement a day-to-day sub			
Single Subject	Preliminary Credential	11/1/2026	7/8 SLA/SS	8/21/2024	Present					

EXHIBIT L. FMSD REQUEST FOR ADDITIONAL INFORMATION

FMSD Site Visit: Second Followup

Voices Flagship Academy

12/11/2024

Voices Team;

Thank you for the responses to our site visit follow up questions.

We have reviewed the material submitted, and note that several of the submissions were unclear in the data submitted or did not completely address the questions that we were asking. There are also a few additional questions that we have for you.

1. *Bell Schedule with Instructional Minutes.*

We received the schedules, instructional minutes, and calendar as requested along with the Enrichment time clarification. We have an additional question regarding the Enrichment block. Can you show us what you communicate to the parents of students regarding that 3pm to 4pm block, and how you make it clear to the parents that this block is not teacher led, or time counting towards instructional minutes, as is represented on p. 28 of the renewal? We are checking to make sure that parents know that this block is described as part of the school day, but is not educator led instruction time.

2. *Data showing student performance and progress with Spanish, in the context of the Dual Language Immersion educational program.*

Thank you for the materials supplied, and we do have clarifying questions. Please provide LAS data for grades 6 - 8 to reflect Spanish Language proficiency in the middle school and explain the results. We are looking for a demonstration of success in applying the dual-immersion curriculum and program.

3. *A detailed schedule of all substitute teachers with their schedule for rotation, which classrooms and hours to clearly show compliant assignments over the course of the year.*

We received a detailed list of every substitute teacher assignment. We were looking for a list with a row for each of the long term substitutes showing on the staff list (Seven full-time substitutes on staff). Each row should reflect the assignments and planned assignments for the year, as the



substitutes are moved to another classroom at the end of the 30-day limit (or the next assignment if less than 30 days). The list should only include the long-term substitute and there should be only one row for each long term substitute teacher. Please revise the document submitted to follow the instructions above, and feel free to reach out to Dr. Kleidon or Douglas Pelton if you have any questions about what is intended.

4. *Please clarify for us the TK dual immersion language allocation model. Note - It seems that figure 1.6 on page 49 of the renewal petition may be cut off.*

Thank you for the updated chart. We have added the file to the supplemental information submission

5. *Please provide the special education programs and services offered for students by grade-level (i.e. Speech and Language grades TK-8, SDC mild/moderate K-3, etc.)*

Thank you for the materials.

6. Please provide an addendum to the Petition showing 2023-2024 state dashboard data, particularly in regards to the information and explanations on pages 10 - 12 of the charter renewal petition.

All items are due by Friday December 13. Please send responses via email and we will update Epicenter for archiving.



EXHIBIT M. Voices Academies December 13 response to Question 1, regarding Enrichment time parent communication(s).

To: Whom It May Concern

From: Aldo A. Ramírez

Date: 12/13/24

Subject: Enrichment Communication with Families Voices' charter explicitly defines enrichment as "not instructional" and states it does not count toward mandated instructional minutes.

Enrichment occurs during designated blocks, is directed by paraprofessionals or community partners, and is nonacademic, meeting student development goals outside traditional classroom instruction. This structure enables flexibility in staffing to meet program goals effectively. The program structure is communicated to families orally during the annual mandatory parent meetings at the beginning of each school year as shown in slide 8 of the Mandatory Parent Meeting slides shared. Enrichment is intentionally designed to provide student development opportunities without infringing on instructional mandates. Our families know that it is not part of the instructional minutes and that they can also be a part of providing enrichment opportunities to students with the proper approvals.

Sincerely,

Aldo A. Ramírez

CEO

Voices College-Bound Language Academies

Exhibit N. Voices December 13 response to Question 2, regarding Spanish Language proficiency in the upper grades (Middle School).

Voices College-Bound Language Academy Charter Renewal Petition Addendum

LAS Links Addendum

LAS Links Spanish Language Proficiency Assessment Update

This addendum provides an update on LAS Links Spanish language proficiency assessment data for Voices College-Bound Language Academy middle school students, as requested by Franklin McKinley district staff. The purpose of this update is to present 6th-8th grade cohort comparisons for 2022 and 2024.

Limitations of Cohort and Year-to-Year Comparisons

We caution against drawing firm conclusions from year-to-year or cohort comparisons of LAS Links data due to significant contextual factors that impacted the reliability of the results:

1. **Student Transitions:** Over the past two years, our middle school has seen considerable transitions, with students entering and exiting the program. This mobility affects the comparability of cohorts and the overall validity of year-to-year data trends.
2. **Staffing Challenges in 2023-24:** During the 2023-24 school year, middle school Spanish instruction was disrupted by staffing challenges. Although students continued using Spanish texts, the lack of a permanent Spanish teacher led to gaps in consistent instruction. Substitute teachers, while supported weekly by our bilingual instructional coach, were new to the dual-language instructional framework and unfamiliar with setting up strong testing environments. This likely influenced the 2024 LAS Links results, making them unreliable for direct comparison with 2022 data.

2022 LAS Links Data Recovery and Initial Observations

As previously shared, obtaining 2022 data was a challenge due to technical limitations. However, we have since worked with Data Recognition Corp to recover this information. Table 1 below illustrates overall proficiency levels for middle school students in 2022 and 2024, while Table 2 focuses on current 8th-grade students who took the assessment in both years.

Table 1: 6th through 8th grade LAS Links Proficiency Levels		
	2022 - # of students	2024 - # of students
Beginning	8	11
Early Intermediate	6	2
Intermediate	5	0



Proficient	7	0
Above Proficient	1	0

Voices College-Bound Language Academy Charter Renewal Petition Addendum

Table 2: Matched Cohort Class of 2025 Proficiency Levels		
	2022	2024
Student 1	Proficient	Beginning
Student 2	Early Intermediate	Early Intermediate
Student 3	Beginning	Beginning
Student 4	Proficient	Early Intermediate
Student 5	Early Intermediate	Beginning

While the data indicates a decline in proficiency levels from 2022 to 2024, we attribute this trend to the aforementioned contextual challenges, particularly in the 2023-24 school year. The interruptions in staffing, coupled with substitutes' limited familiarity with formative and interim assessments, significantly impacted students' ability to demonstrate their proficiency during testing.

Path Forward: Commitment to Program Strengthening

Despite these setbacks, we remain committed to the success of our dual-language immersion program and have implemented measures to address the issues identified:

- **Fully Staffed Middle School Spanish Team:** As of the 2024-25 school year, we have filled all Spanish teaching positions, ensuring students receive consistent and rigorous instruction aligned with our dual-immersion curriculum.
- **Teacher Training:** We are prioritizing professional development for all middle school teachers, focusing on dual-language strategies, formative assessment practices, and interim assessment alignment.
- **Program Recalibration:** We continue to revisit and strengthen our dual-language program to ensure that students receive regular, structured Spanish instruction across content areas TK-8.

Reflection on 2022 Successes

The 2022 results underscore the potential of our dual-language immersion program when supported by stable staffing and regular Spanish literature and content instruction. These results, achieved during a period of online learning, demonstrate the effectiveness of our instructional framework when consistently



**Franklin-McKinley
School District**
PREPARING ALL CHILDREN AS GLOBAL LEARNERS

implemented. We are confident that the actions we have taken this year will return us to similar levels of success in the near future.

We appreciate your understanding of the complexities influencing these results and look forward to working collaboratively with the district to support our middle school students' language development.



Exhibit O. Voices December 13 response to Question 6, regarding an update to State Dashboard data for 2023-2024 school year with Narrative.

[Voices Response to request for 2023-2024 State Dashboard Data and Narrative](#)

Voices College-Bound Language Academy Charter Renewal Petition Addendum

2024 Dashboard Update and Recent Performance Data

This addendum provides updated information from the 2024 California Dashboard based on 2023-24 school year data. Voices Academy finalized its charter petition prior to the release of the 2023-24 Dashboard on November 21, 2023. The 2022-23 Dashboard data was included in our renewal petition. Below is an updated table reflecting the most recent data, along with interim assessment results in reading and math, which demonstrate that our improvement plan is yielding positive outcomes.

Goals of This Update:

1. Provide updated Dashboard information, including a rationale for shifts in performance results.
2. Present verified data for the 2024-25 school year, showcasing the impact of our improvement plan on student outcomes.

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

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

EXHIBIT P. VOICES ACADEMY CHARTER RENEWAL PETITION ADDENDUM

December 2024

Voices College-Bound Language Academy Charter Renewal Petition Addendum

Response to 2024 Dashboard Data

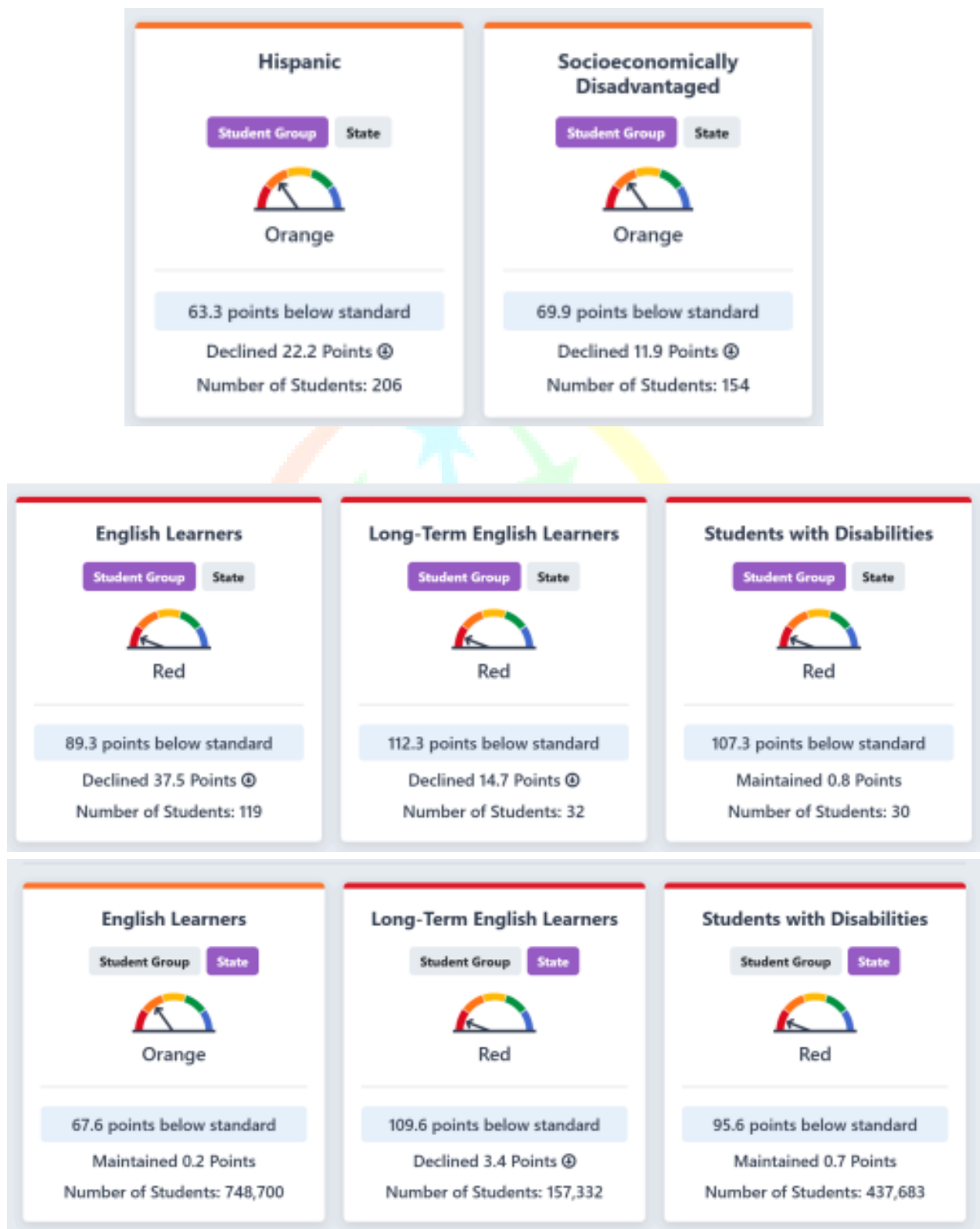
Over the past two years, we have prioritized supporting English learners (ELs) and strengthening dual-language practices. Despite this focus, challenges such as a high turnover of teachers and reliance on substitutes last year led to gaps in Tier 1 instruction, particularly in reading, writing, and designated ELD. These challenges contributed to a decline in our English Learner Performance Index (ELPI), mirroring similar trends at the district and state levels. As a result, some subgroups moved from Orange to Red in both math and ELA performance.

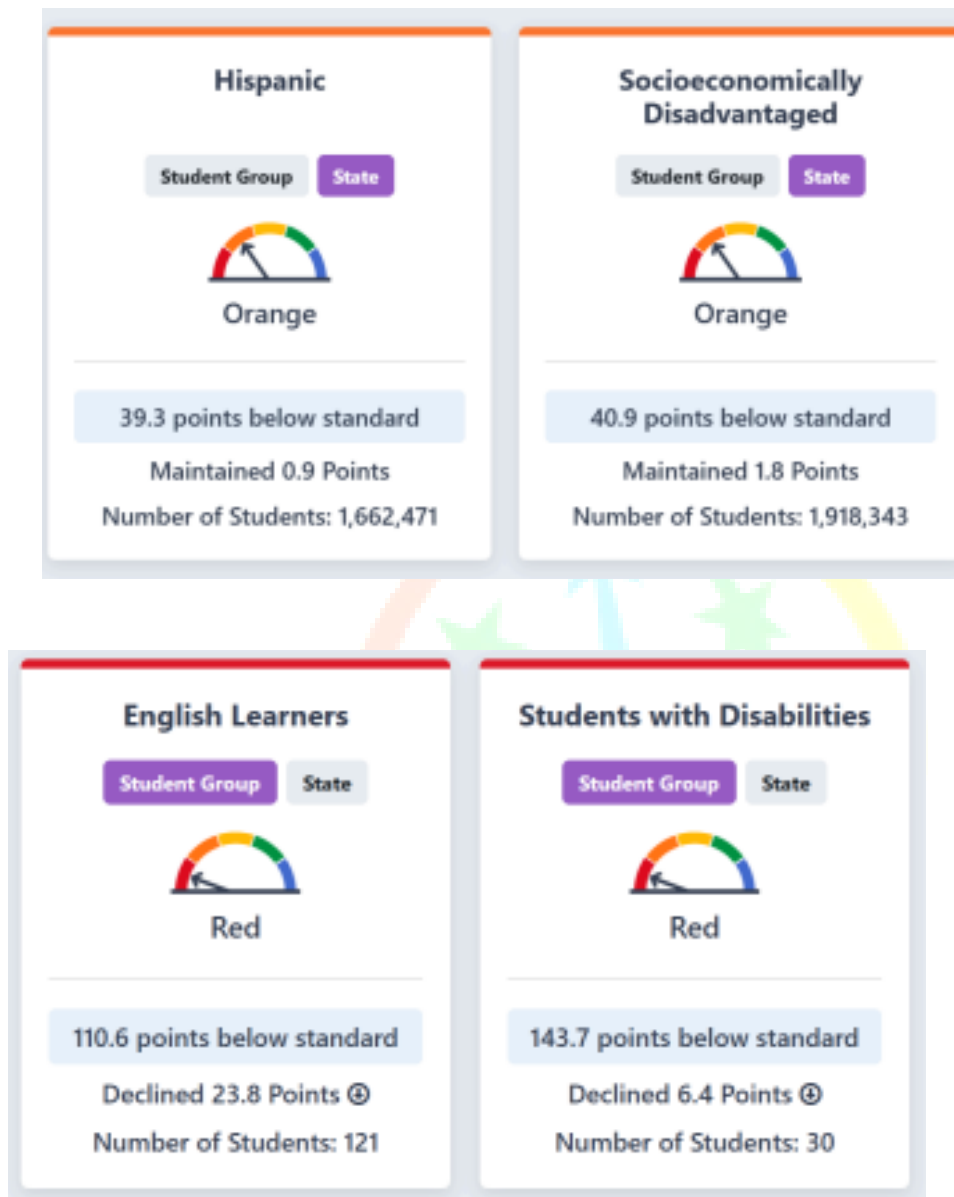
Key Actions Taken:

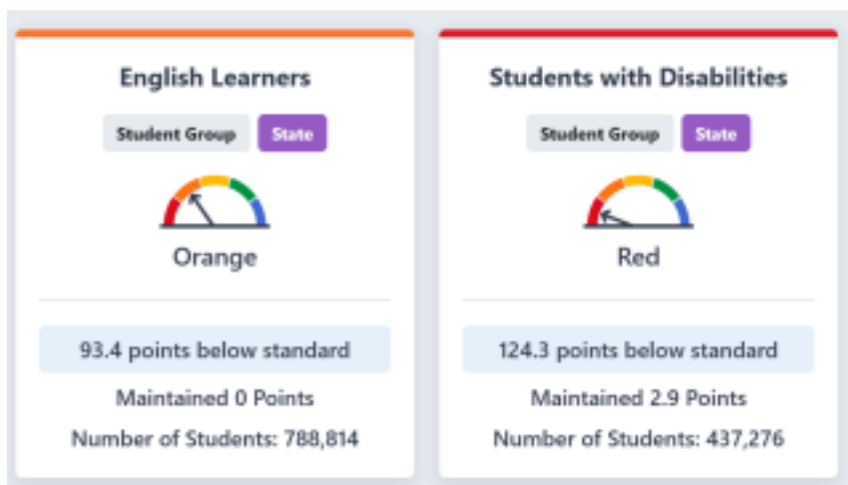
- Reviewed ELPAC scores during Community of Practice sessions to analyze subgroup performance.
- Adjusted schedules to include increased time for reading intervention and writing practice.
- Adopted a structured literacy approach, implemented a new reading curriculum, and emphasized background knowledge-building in science and social studies.
- Strengthened writing instruction in integrated ELD and tailored learning targets based on ELPAC task types.

Our academic team (including instructional coaches, interventionists, education specialists, and school leaders) meets weekly to review student and teacher progress through a Multi-Tiered Systems of Support (MTSS) lens. These meetings inform interventions, teacher coaching, and strategies for addressing subgroup needs, such as Students with IEPs. Our weekly Community of Practice sessions further support teachers in lesson planning, data analysis, and targeted strategies for English learners and dual-language instruction.

Voices to State Subgroup Performance in Mathematics: 2024 Dashboard







Progress on 2024-25 Goals

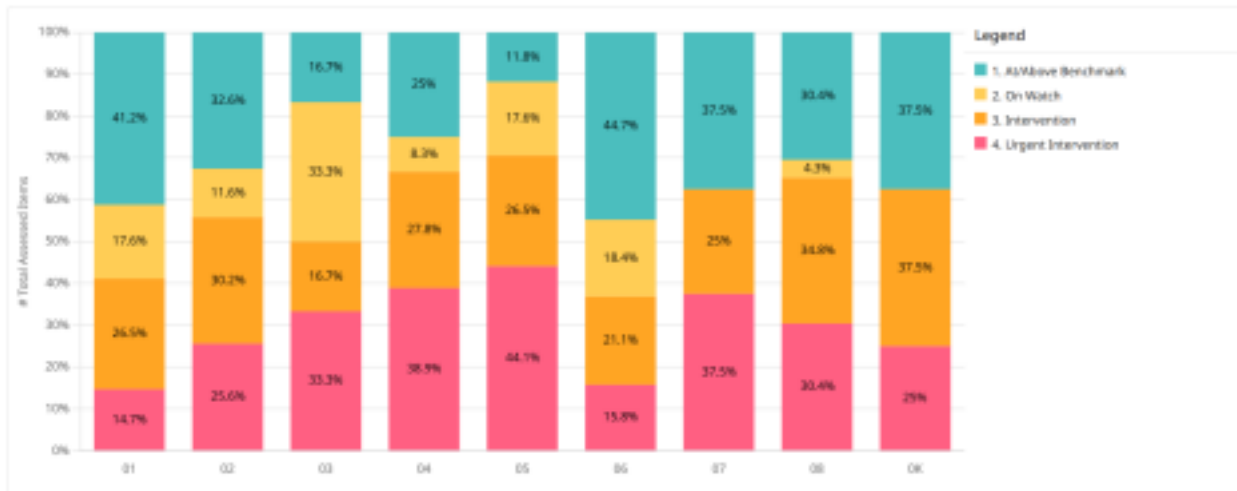
This year, we have made notable improvements across several areas, including culture and academic outcomes. For instance:

- **Suspensions:** We have achieved zero suspensions so far in 2024-25, thanks to classroom management training, strong teacher-student relationships, and initiatives like Grupo Estudiantil.
- **Academic Interventions:** We hired dedicated math and reading interventionists and enhanced teacher coaching around curriculum pacing and Tier 1 instruction.

Interim Assessment Highlights

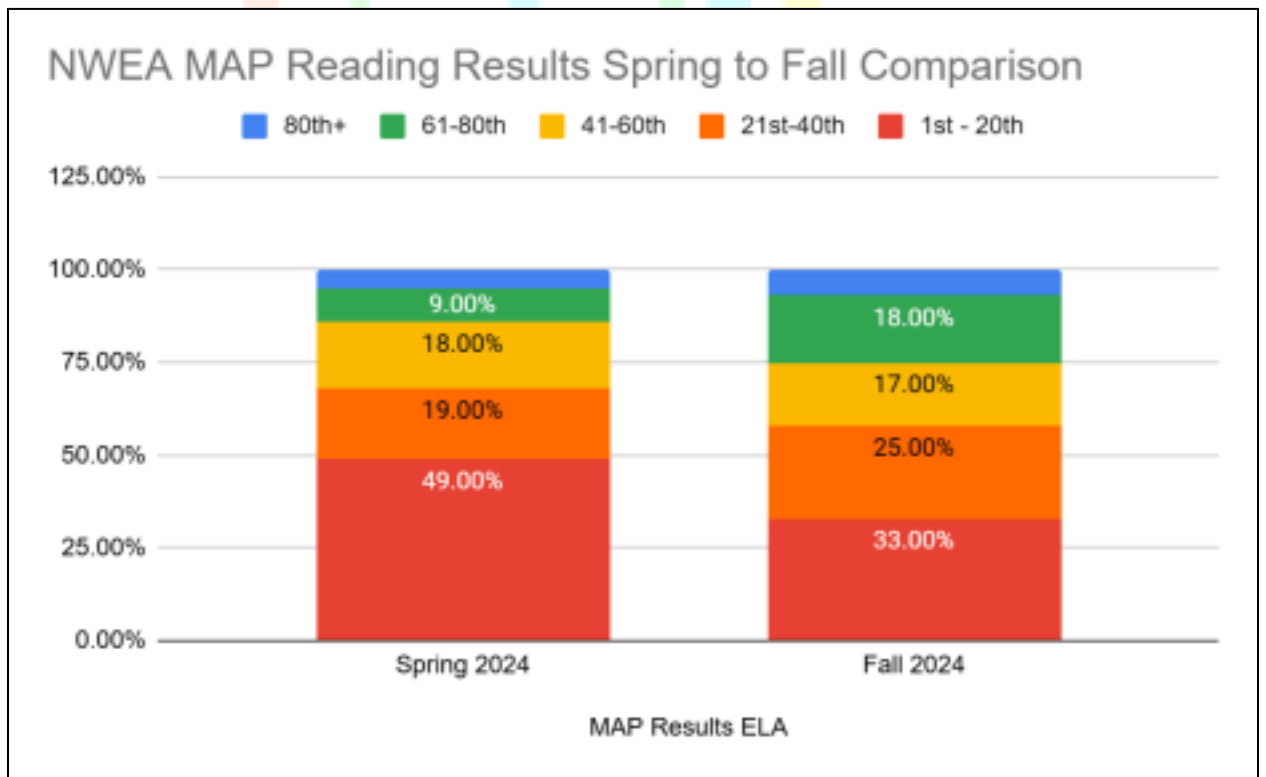
Recent interim assessments reflect our improvement plan's effectiveness: 1. **Spanish STAR Reading:** This is our first year using STAR Reading assessments for K-8. Early results show more students performing at grade level compared to last year's running records data.

Spanish STAR Reading results, Fall 2024



2. NWEA MAP Reading:

- Schoolwide median percentile improved from the 22nd (Spring 2024) to the 32nd (Fall 2024).
- Grade-level breakdowns show substantial gains in all grades except Grade 7, which remains an area of focus.



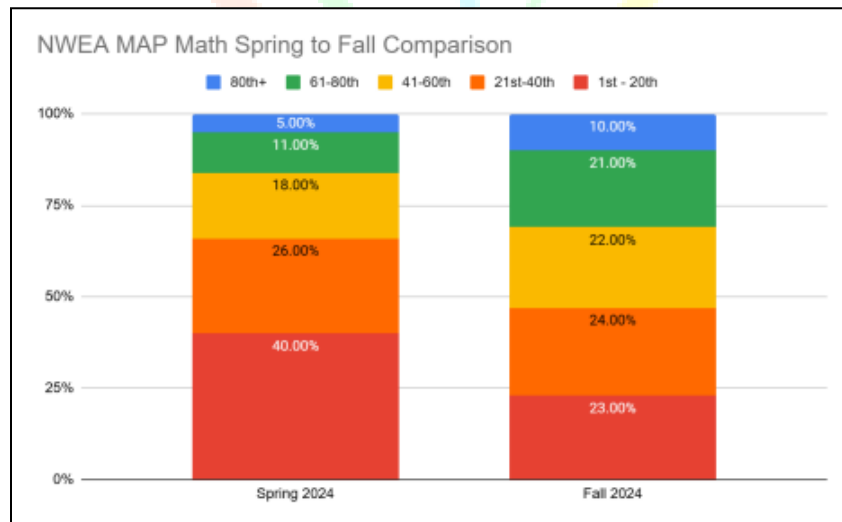
NWEA MAP Reading results, Spring to Fall 2024



	Spring 2024-25	Fall 2024-25
School Median Percentile	22nd	32nd
Grade Median PR	Spring 2024-25	Fall 2024-25
Grade 3	11th	27th
Grade 4	18th	29th
Grade 5	24th	31st
Grade 6	23rd	40th
Grade 7	36th	16th
Grade 8	30th	49th

3. NWEA MAP Math:

- Schoolwide median percentile increased from the 26th (Spring 2024) to the 44th (Fall 2024).
- All grades showed improvement, with significant growth in Grade 3 performance (29th to 54th percentile) and a stronger incoming cohort of 3rd graders, 4th graders and 5th graders.

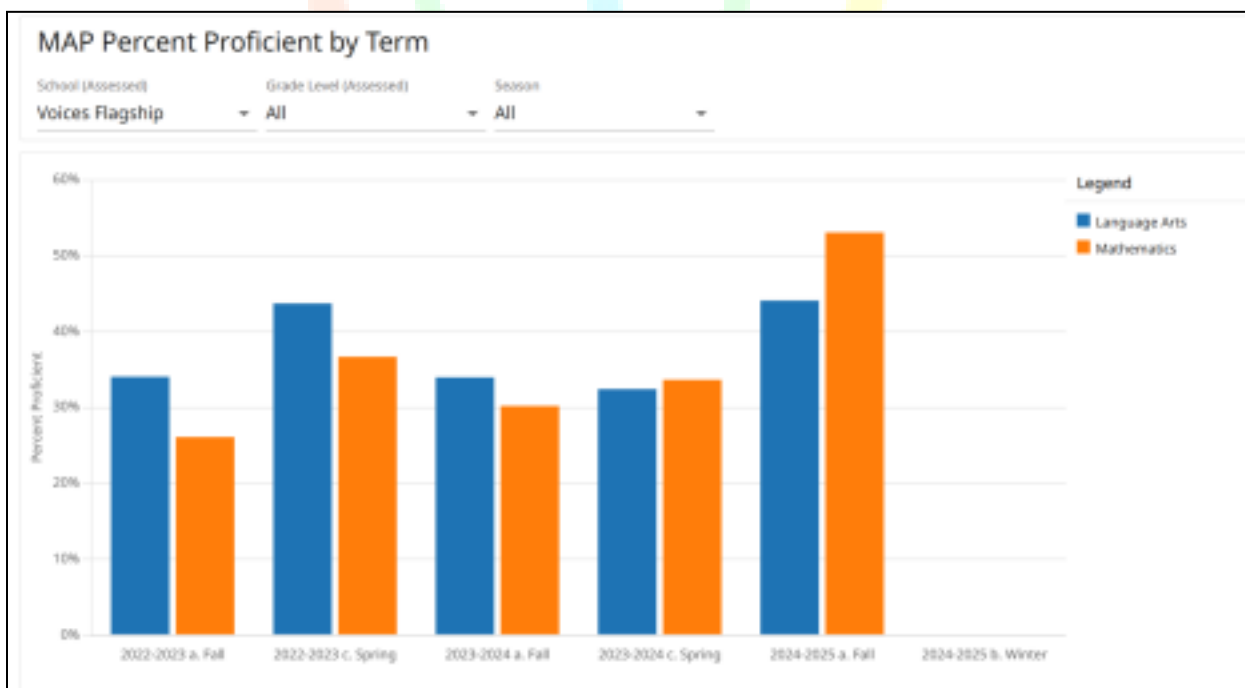




NWEA MAP Math results, Spring to Fall 2024

	Spring 2024-25	Fall 2024-25
School Median Percentile	26th	44th
Grade Median PR	Spring 2024-25	Fall 2024-25
Grade 3	29th	54th
Grade 4	23rd	38th
Grade 5	20th	37th
Grade 6	25th	29th
Grade 7	41st	28th
Grade 8	38th	42nd

NWEA MAP Overall Improvements, year over year





Commitment to Continued Improvement

We are proud of the progress our students have made and remain steadfast in our commitment to their success. Key strategies for sustained improvement include:

- Ensuring classroom instruction aligns with grade-level standards.
- Conducting regular professional development on unpacking standards and data analysis.
- Strengthening formative assessment protocols and collaborative planning.
- Revisiting our dual-language principles to enhance collaborative instruction.

These efforts are already translating into measurable growth, and we look forward to sharing further successes as we continue to support all students at Voices Academy.





EXHIBIT Q. Voices December 13 response to Question 3, regarding a resubmission of substitute teacher assignments to include only full-time substitute teaching staff as represented in staff credential reports (expanded response).

Part 1.

To: FMSD Team

From: Aldo A. Ramírez

Date: 12/18/2024

Subject: Formal Communication Regarding 30-Day Substitute Rotation Notice

Dear FMSD Team,

We have not had a formal communication process for families regarding the state education code-mandated rotation for 30-day substitutes. Historically, this has not been a common occurrence for Voices, but we recognize that its increased frequency requires clear communication with families. To address this, we have drafted a formal communication that will be shared with families when their students have a long-term substitute who needs to be rotated. This communication aims to provide transparency around the rotation requirements and reassure families of our commitment to their student's educational continuity. We would greatly appreciate your feedback on the drafted communication before it is implemented. Your insights will help ensure it meets the needs of our community and maintains alignment with our shared goals. Thank you for your ongoing partnership and support.



Part 2.

To: FMSD Team

From: Aldo A. Ramírez, CEO

Date: 12/18/2024

Subject: Justification for Exceeding 30-Day Substitute Rotation in Classrooms

Dear FMSD Team,

We are writing to provide context and justification for instances where a substitute has remained in a single classroom for more than 30 days. While we strive to comply with all state education code requirements, our decisions in these cases are guided by a commitment to maintaining program continuity and prioritizing the best interests of our students. Below are the key reasons for this approach:

1. Maintaining Program Continuity:

Our primary goal is to minimize disruption to students' learning by maintaining as much stability in the classroom as possible.

2. Anticipated Backdating of Credentials:

We fully anticipate that once the California Commission on Teacher Credentialing (CTC) approves the permits or credentials for the affected educators, they will be backdated by 90 days. This will effectively void any potential loss of instructional minutes due to substitute assignments exceeding the 30-day limit.

3. Exceeding State-Minimum Instructional Minutes:

Our school calendar was designed with a significant surplus of instructional minutes above the state-mandated minimum. We are closely monitoring these minutes to ensure compliance, and we remain within the required thresholds.

4. Collaboration with SCCOE Credentialing Team:

We are actively partnering with the Santa Clara County Office of Education (SCCOE) credentialing team to issue Temporary County Certificates (TCCs) for educators whose applications are pending with the CTC. Once issued, these TCCs will allow educators to remain in their classrooms without further rotations. We anticipate the completion and processing of these TCCs by mid-January at the latest.

We appreciate your understanding as we navigate these challenges and implement solutions that prioritize educational quality and compliance. If you have any questions or require additional information, please do not hesitate to reach out.

EXHIBIT R. FMSD SCHOOL QUALITY ASSESSMENT RUBRIC

Franklin McKinley School District

Charter School Oversight

School Quality Assessment Rubric

Background and Purpose

Test scores and other quantitative measures of school performance provide a partial view into the quality of a school. This School Quality Assessment includes the experiences of students, families, and staff who make up the school community. The School Quality assessment includes classroom observation, interviews, and interviews conducted by a review team during a school site visit.

Design and Structure

The School Quality Assessment Rubric is organized into three sections: **Mission & Vision**, **Quality Program Implementation**, and **Collective Leadership & Professional Learning**. Each of the three sections is subdivided into three sub-sections: **Instruction**, **School Culture**, and **Systems & Structures**.

Rubric Scale

In order to score a practice, consider all the evidence gathered, then select the level from 1 to 4 that represents the best overall fit. Please use whole numbers. There are 34 practices in total.

Emerging (level 1)	Developing (level 2)	Implementing (level 3)	Sustaining (level 4)
Practice occurs among 0-24% of the school community.	Practice occurs among 25-49% of the school community.	Practice occurs with shared understanding among 50-74% of the school community.	Practice occurs with shared understanding among 75-100% of the school community.
Practice is not backed up by systems.	Individuals are starting to create systems to support this practice.	Some shared systems exist to support the implementation of the practice.	Shared systems to support the practice are embedded into the culture of the school, regardless of who works there.



Practice exists with no or little alignment to schoolwide priorities.	Practice exists with some alignment to schoolwide priorities.	Practice is aligned to schoolwide priorities.	Practice is strongly or always aligned to schoolwide priorities.
Practice is not implemented in service of students and/or does not transform the culture of learning.	Practice sometimes is implemented in service of students and/or sometimes transforms the culture of learning.	Practice frequently is implemented in service of students and/or frequently transforms the culture of learning.	Practice is almost always implemented in service of students and is transforming the culture of learning.

