



Franklin-McKinley School District

PREPARING ALL CHILDREN AS GLOBAL LEARNERS

Franklin McKinley School District Staff Report for the ACE Esperanza Middle School Charter Renewal Petition

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Steven Sanchez - Vice President
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Charter School Overview

School Name	ACE Esperanza
Charter Management Organization	ACE Charter Schools
Grades Served	5 - 8
5 year enrollment history (2019-2024)	222, 221, 231, 205, 216 (2021-22 to 2025-26)
School Location	1665 Santee Drive, San Jose CA 95122
School Original Charter Date	July 2014
State Number of Charter School	#1545



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SUMMARY OF FINDINGS

Strengths	Opportunities
The school has clear and compelling values and vision centered around disengaged students. They focus on a “Growth Mindset” for students, and hold high expectations for students, leadership and faculty. The school focuses on building strong relationships between all stakeholders, including students, teachers, and families. This is evident, and all parties report this being central to the school’s success with students.	Esperanza was faced with staffing difficulties due to the site principal leaving early in the year. As a result the teachers embraced an opportunity to strengthen mutual support. Attracting and retaining fully qualified teachers continues to be a challenge.

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)

ACE Esperanza Middle School was identified by the California Department of Education (CDE) as a middle performing school in the 2024 assessment cycle. The CDE will provide a category for the 2024-25 school year in Early 2026.

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 1 - 4 Page 15 Pages 77 and 79	Affirmations and Declaration pages cover legal changes. Educational program in the Governing Law sections for element introductions.
<i>Changes to operations or programs</i>	Charter Renewal Performance Report, sheet 9, Facilities and Proposed Material Revisions / Substantial Changes. (See Exhibit D) Professional Development to incorporate materials and methods updates Page 39.	ACE has had a change in Chief Executive since the last renewal, though the governing board and other staff have remained more constant. The mission and vision remain from the original petition and the school engages in learning and adjustments to program specifics as described in the Professional Development section.
<i>Are any of the changes “material” requiring a material revision (including expansion of sites or grade levels)?</i>	Charter Renewal Performance Report, sheet 9, Facilities and Proposed Material Revisions.	ACE states that Esperanza Middle School is not making any material changes in Operations or Programs for this renewal petition period.

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 student groups 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	The school showed gains in the performance color category for English Language Arts (ELA), English Language Performance Indicator (ELP), and Suspensions from the 2024 to 2025 academic years. They dropped a color level in Chronic Absenteeism.
Student group academic performance on the California Dashboard	The largest student groups served include Socioeconomically Disadvantaged (SED), Hispanic and Latino, and English Language Learners (ELL). While each of these groups trails the state data, there is clear, data-supported evidence that demonstrates student learning growth. Multi-year performance data will be presented in comparison with the state later in this document for both ELA and Math. Although the Science student growth data are not yet part of the evaluation they are provided in this year's Dashboard. ACE Esperanza has a strong start with a color category of green.
Other California Dashboard data considered	The 2025 California State Dashboard said that 32.5% of the ACE Esperanza staff had clear teaching credentials. This is below the state, and discussed in greater detail later in the Staffing section of this report.
Evidence of measurable increases in academic achievement	While some student learning results continue to lag behind state results, there are gains in English Language Arts for multiple student groups.



Evidence of comparably strong secondary outcomes	N/A
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PROCESS STEPS

1. The Charter School submitted a renewal petition to the District following District procedure on November 14, 2025.
2. The site visit to Esperanza for both regular and annual renewal petition element review was completed on December 2, 2025.
3. The District and the Charter School did not sign an agreement to extend either the hearing of the charter petition to January 13, 2026 and the final decision date hearing to February 10, 2026, because hearing dates were within timeframes defined for legal requirements for renewal.

RENEWAL SITE REVIEW FINDINGS

The site visit to review Esperanza for both regular annual and renewal petition element review was completed on December 2, 2025.

The Site Visit team included Superintendent Juan Cruz; Dr. Limary Trujillo, Assistant Superintendent of Educational Services; Dr. George Kleidon, Assistant Superintendent, Human Resources; Ms. Jennifer Klassen, Director of Student Wellness and Support Services/Early Learning; Ms. Taylor Nguyen, Coordinator of State and Categorical Programs; Ms. Shelly Pardo, Director of Special Education, and Dr. Linda Delgado and Mr. Douglas Pelton, EdMetrix Education Consultants.

The site visit began with an hour of discussion with Esperanza and ACE network administrators regarding overall school performance and strategies. The Franklin-McKinley School District (FMSD) team then split into groups with one focused on teacher, student and parent interviews, another toured classrooms, one FMSD group met with human resources and special education staff and reviewed school records. The team then reconvened to share observations and discuss. The site visit closed with a review of observations with the ACE network and Esperanza staff, requests were made for additional information and some follow-up questions tendered.

Notes and observations from the FMSD staff discussion after interviews, files reviews, and classroom visits are listed below:

- There were noticeable improvements in brightening classrooms making the environment more conducive to learning, and better order throughout.
- Families continue to like the school, appreciating the level of care given their children, and the strong communication practices.
- Students felt that teachers were genuinely committed to them as a person and were committed to their growth potential.



- The new school leader is a positive addition to the leadership team; she listens well, intent on ascertaining needs before taking action and is clearly committed to the school.
- Teachers found benefit in relying on one another for tips on working productively with students and focusing collaborative time each week toward this end.
- Esperanza has a positive school culture that all interviewed discussed.
- Leadership have implemented a focus on providing positive discipline through the Restorative Justice practices.

Additional questions were formatted and sent to Esperanza after the visit, as shown in Exhibit A, in the Exhibits section of this report.

STUDENTS SERVED

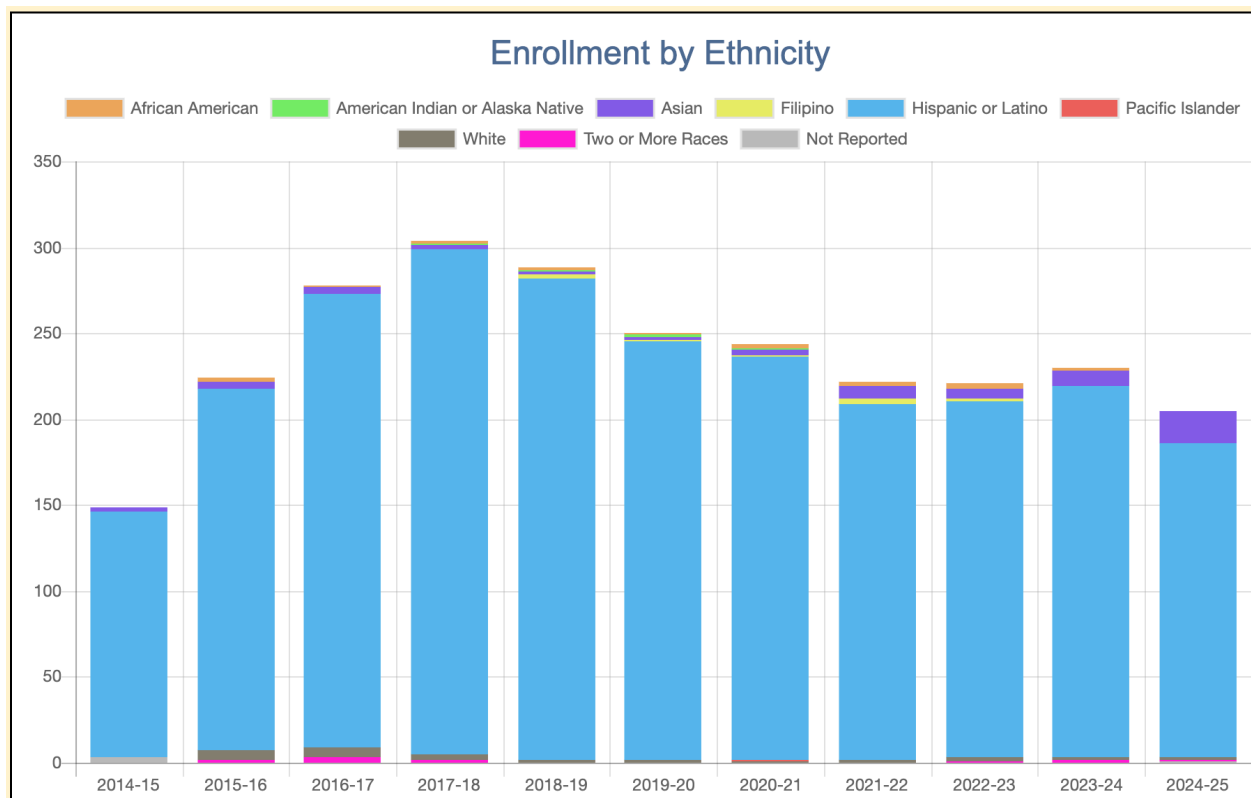
Prior to examining performance scores, a review of the school's enrollment provides context. First, a look at student student groups from 2021 through 2025 by academic year are shown below.

Student group Enrollment 5 year trends - by percentage					
	2021-22	2022-23	2023-24	2024-25	<i>from School</i> 2025-26
English Learners	62.6%	62.9%	53.7%	54%	44%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.4%
Homeless Youth	0.0%	0.9%	0.0%	1.5%	7.9%
Migrant Education	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	19.8%	17.2%	16.9%	17.1%	19.9%
Socioeconomically Disadvantaged	81.5%	89.6%	87.4%	88.8%	60.2%
All Students	222	221	231	205	216

Note: Differences in statewide reporting and data from the school are common, as shifts in demographics occur over the first months of the academic year.

The largest student groups served are Multilingual Learners (MLLs or ELs) although this group has declined from a high of 62.9% in 2022-23 to 44% in 2025, with a similar decline in the second largest group: Socioeconomically Disadvantaged students (SED) from a high of 89.6% to the current 60.2%.

Over time ethnic enrollment has been fairly consistent, as demonstrated by the following chart. The largest percentage has been Hispanic or Latino, although beginning in 2021 the school has observed rising percentages of Asian students, now enrolled at the current high of 9.3%.



Enrollment for Franklin-McKinley District shows higher percentages of Asian students at just over 30%. 62% within the District are Latino or Hispanic. The District also shows a higher percentage of Filipino students at 3%.

RENEWAL CRITERIA I:

Has the Charter School Presented a Sound Educational Program?

SCHOOL PERFORMANCE: CALIFORNIA DASHBOARD

“All Students” for School, District and State

The table below is a four year performance history comparing ACE Esperanza to the District and State for the identification of trends or patterns. This chart shows both Local Indicators, ELA, math and the ELPI. A subsequent chart shows advances and decline points from standard for a more detailed view. A brief discussion and a review including results for student groups follows.

School-Wide Performance													
State Measures	Indicator	2021-22			2022-23			2023-24			2024-25		
		ACE	FMSD	State	ACE	FMSD	State	ACE	FMSD	State	ACE	FMSD	State



		<i>Esp</i>			<i>Esp</i>			<i>Esp</i>			<i>Esp</i>		
	ELA	Low	Low	Low	Orange	Orange	Orange	Orange	Orange	Orange	Yellow	Orange	Yellow
	MATH	Low	Low	Low	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Yellow
	EL Progress	High	High	Medium	Orange	Orange	Yellow	Red	Red	Orange	Yellow	Green	Yellow
	Suspension	High	Medium	Medium	Blue	Orange	Orange	Yellow	Green	Green	Blue	Green	Green
	Chronic Absenteeism	Very High	Very High	Very High	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Orange	Yellow	Yellow
Local Indicators	Teachers, Instructional Materials, Facilities	Met			Met			Met			Met		
	Implementation of Academic Standards	Met			Met			Met			Met		
	Parent and Family Engagement	Met			Met			Met			Met		
	Local Climate Survey	Met			Met			Met			Met		
	Access to a Broad Course of Study	Met		N/A	Met		N/A	Met		N/A	Met		N/A
Note: Suspension and Chronic Absenteeism have performance descriptions opposite of ELA, Math and ELP scales													
		Red	Orange	Yellow	Green	Blue							
		<---- Range ---->											

The school met the same performance category as the state for English Language Arts (ELA), and English Language Performance Indicator (ELPI). It outperformed the state in Suspensions, supported by a school-wide focus on Restorative Justice. The school fell below the state in Math, yet did show gains between 2024 and 2025. Esperanza trailed the state in Chronic Absenteeism.

The two tables below show six years of ELA and Math performance comparing [school], the District, and the State for ELA, math, and ELP.

School View						
English Language Arts ELA	2020	2021	2022	2023	2024	2025
ACE Esperanza	N/A	N/A	76.5 pts below	60.7 pts below increased +15.7 pts	67.8 pts below declined -7.1 pts	48.1 pts below, increased +19.7
FMSD	N/A	N/A	36 pts below	38.5 pts below maintained -2.5 pts	43.4 pts below declined -4.9 pts	41.2 pts below, maintained 2.2 pts



California	N/A	N/A	12.2 pts below	13.6 pts below maintained -1.4 pts	13.2 pts below maintained +0.4 pts	8.1 pts below, Increased +5.1 pts
Math	2020	2021	2022	2023	2024	2025
ACE Esperanza	N/A	N/A	48 pts below	107.3 pts below. Increased +20.4 pts	116.3 pts below declined 9.1 pts.	99.5 below increased +16.8
FMSD	N/A	N/A	62 pts below	63.1.pts below maintained -1.1 pts	64.5 pts below maintained -1.4 pts	64.3 pts below, maintained .2 pts
California	N/A	N/A	51.7 pts below	49.1 pts below maintained +2.6 pts	47.6 pts below maintained +1.5 pts	42.4 pts below. Increased +5.2 pts
EL PROGRESS	2019-20	2020-21	2021-22	2022-23	2023-24	2024-2025
ACE Esperanza	N/A	N/A	44.7% making progress	63.2% making progress, increased 18.5%	46.2% making progress, declined 17%	42.7% making progress, maintained 1%
FMSD	N/A	N/A	56.1% making progress	52.1% making progress, declined 4%	40.9% making progress, declined 11.1%	49.1 % making progress, Increased +8.2 pts
California	N/A	N/A	50.3% making progress	48.7% making progress, maintained -1.6%	45.7% making progress, declined -3%	46.4% making progress, maintained .7%

Dataquest State Dashboard Data: 1/15/26

The scores indicate student growth manifested as an increase in ELA and math for Esperanza.. Gains in ELP are in the same category as the state and the school “maintained”, and the growth did not match last year’s increases.

a. STUDENT GROUP PERFORMANCE: DASHBOARD

ELA

The Dashboard disaggregates the student population– providing detailed information on student groups served. For ELA, ACE Esperanza ranged from the Orange category for Long-Term ELs and Students With Disabilities to Yellow for ELs, Hispanic or Latino, and SED students. The state did not provide scores for Asian, or Filipino students to protect anonymity in lower student group of ethnic percentages.

Long-Term ELs and Students with Disabilities each increased from last year: 10.5 and 34.2 points respectively. Current ELs gained 4.3 points; Recently Reclassified ELs maintained, and English Only students Increased 73.1 points.



The Dashboard showed that Students with Disabilities fell into the Red category: a decline from last year of 14.8 points. English Learners, Hispanic and Latino, Long-Term ELs, and SED students were in the Orange. ELs increased 17.4 points, Hispanic and Latino students increased by 7 points, Long-Term ELs grew by 6.1 points and SED students increased by 14.7 points.

Current ELs showed an increase of 4.8 points, and Recently Reclassified students increased 11.5 points. English Only students increased by 29.8 points.

MATH

The disaggregated scores in math show that Students With Disabilities declined by 14.8 Points below standard, and were placed in the Red category. English Learners, Hispanic and Latino, Long-Term ELs, and SED all made the Orange category. Respectively, increases from last year were 17.4, 7, 6.1 and 14.7 point gains. Compared to last year the majority of students improved showing steady and consistent gains.

A closer look at math gains for Current ELS shows the gain of 4.8 points, while Recently Reclassified ELs increased 11/5 points. English Only students gained 29.8 points in math.

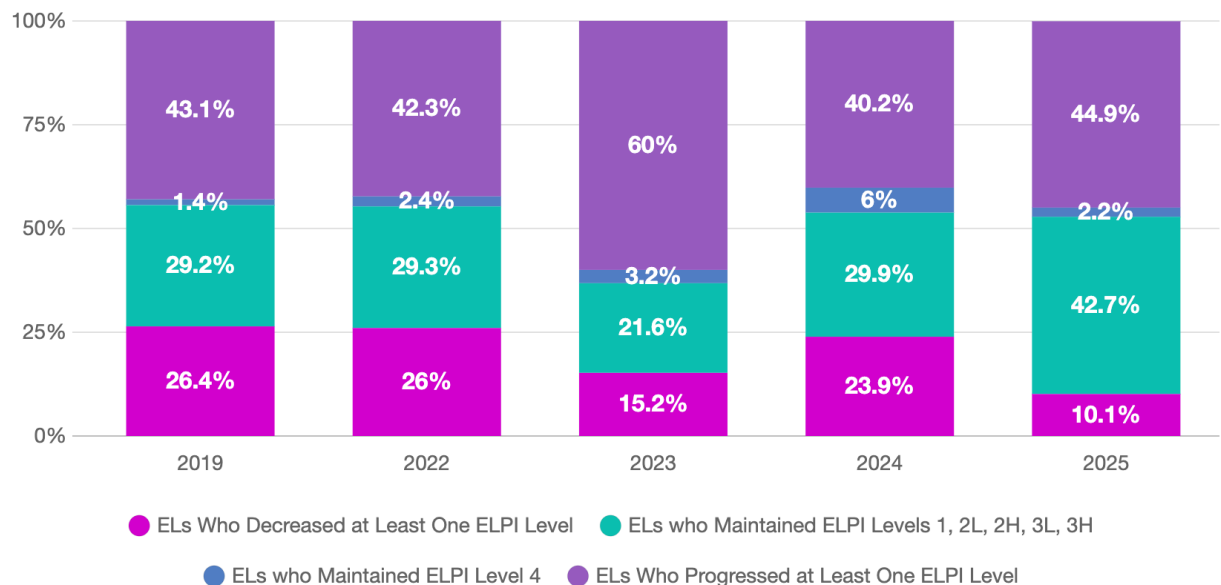
b. ENGLISH LANGUAGE LEARNER PROGRESS DASHBOARD

As 53.7% of students in the 2024-25 academic year were English Learners, this section will focus on those students. As shown in the prior sections of this report, ACE Esperanza scored a Yellow category for English Learner Progress. 47.2% of the Esperanza students made progress, just exceeding the state with 46.4%. One percent maintained their level.

Next, this report reviews the Dashboard's summative ELPAC for the years 2019, 2022, 2023, 2024 and 2025. Following this table is a discussion on school progress for students acquiring the English language.



The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



The goal of instruction is to support students' movement from English Learner to at least one level of growth for each year of instruction, ultimately leading to Reclassified. This table shows that with the exception of 2023, students are moving one level– ranging from 40.2% to 44.9% last year. While the percentage of students in the Maintained ELPI Levels 1, 2L (L is low), 2H (H is high), 3L and 3H grew from 2024 to 2025 may not be ideal, the shrinking percentage of students who decreased at least one level is encouraging. Still, should the board renew the charter, ACE Esperanza would do well to continue the focus on reclassification.

c. **ENGLISH LEARNER PERFORMANCE: ELPAC**

ELPAC results for 2024-25 are examined next in the context of the District, County and State. First, a look at the distribution of ELs throughout the grade levels at ACE Esperanza.

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
05	20.8%	4.2%	58.3%	16.7%	0.0%	24
06	9.3%	14.0%	58.1%	18.6%	0.0%	43
07	14.5%	1.6%	53.2%	30.6%	0.0%	62
08	10.5%	2.6%	50.0%	36.8%	0.0%	76

Distribution ranges from a low in 6th grade of 9.3% to a high in 5th of 20.8% Initial Fluent (IFEP) students are clustered in 6th grade, and ELs are well-represented in all grade levels. A



trajectory of increasing Reclassified Fluent English Proficient (RFEP) is apparent, and there are no “To Be Determined”, meaning that the school is doing the work to ascertain levels, support students and move students up the continuum.

The next chart shows ACE Esperanza in the context of the district, county and state.

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
ACE Esperanza Middle	12.7%	4.9%	53.7%	28.8%	0.0%	205
Franklin-McKinley Elementary	30.4%	6.8%	43.9%	16.7%	2.1%	7,724
Santa Clara County	47.1%	11.0%	21.9%	18.0%	1.7%	231,385
State	61.0%	4.6%	17.4%	15.7%	1.1%	5,806,221

The school has the lowest percentage of English Only students by a wide margin: 12.7% versus the state with 61%. Percentages of IFEP students are more closely matched, ranging from the state with 4.6% to ACE Esperanza at 4.9%, the District at 6.8% and the county at 11%. ACE has the highest percentage of ELs, at 53.7%, whereas the state has the lowest percentage at 17.4%.

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).

ACE Esperanza submitted schoolwide Renaissance data in their submission.

As suggested by the California Department of Education (CDE), Verified data from the Renaissance Star will reflect a minimum of 1 year growth for students when using a Student Growth Percentile (SGP) of between 35% and 65%. The table provided by Esperanza in their charter renewal petition on pages 6 – 9 demonstrates an average minimum of one year growth in the last three years for all grades in both Reading and Math with the exception of 5th grade Math and 6th grade Reading students in the 2024-25 school year.

Renaissance Star Achievement Results				
ACE Esperanza	GRADE	(2022-23)	(2023-24)	(2024-25)



Percentile	<i>5th Reading</i>	52%	71%	33%
	<i>5th Math</i>	50%	63%	50%
	<i>6th Reading</i>	59%	63%	44%
	<i>6th Math</i>	53%	68%	36%
	<i>7th Reading</i>	59%	63%	65%
	<i>7th Math</i>	53%	68%	36%
	<i>8th Reading</i>	54%	59%	78%
	<i>8th Math</i>	73%	60%	64%

The chart below shows aggregate school wide student growth average percentile for 3 years.

ACE Esperanza -- Renaissance Star	Student Growth Percentile (SGP):			
	<i>1 year growth = (35% to 65%)</i>			
		2022-23	2023-24	2024-25
All Students	Reading	57%	63%	62%
	Math	67%	63%	54%



RENEWAL CRITERIA II:

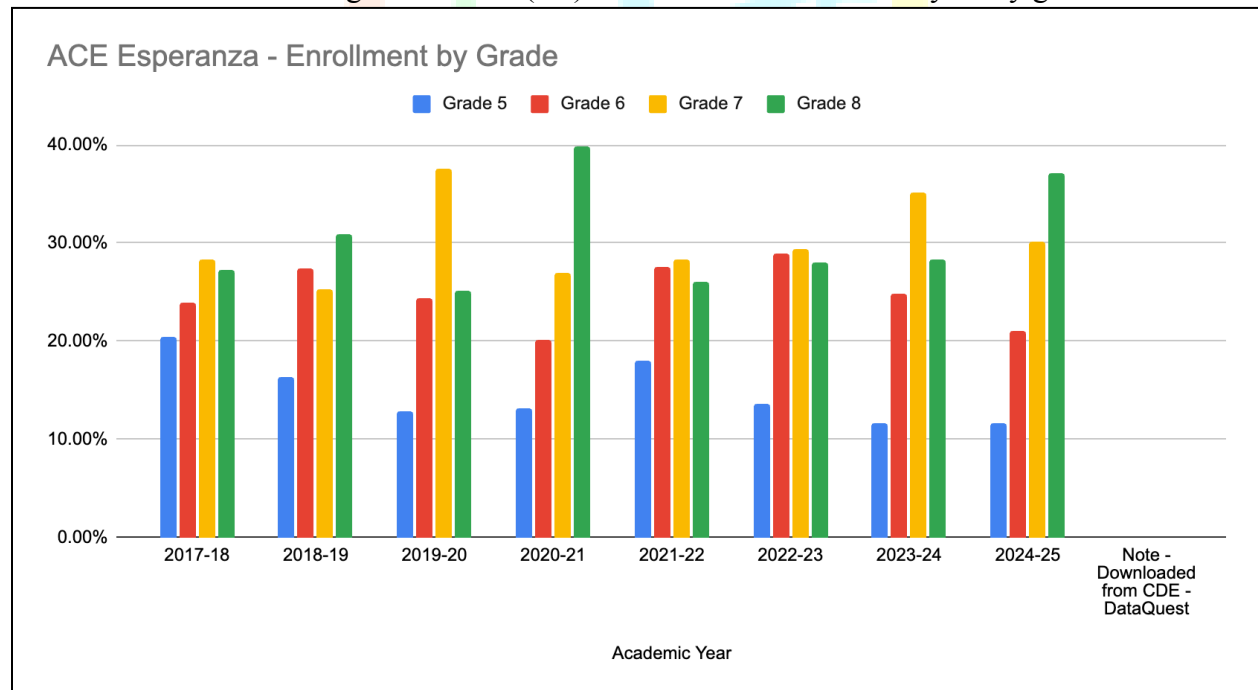
Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

1. ENROLLMENT

The chart below is intended to demonstrate the current and past 6 years of enrollment levels at Esperanza.

Enrollment Comparison									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	total 7 yr change
ACE Esperanza	288	250	244	222	221	230	205	216	
		-13.2%	-2.4%	-9.0%	-0.5%	4.1%	-10.9%	5.4%	-25.0%
FMSD	6,979	6,575	6,611	6,196	5,952	5,766	5,703	5,465	
		-5.8%	0.5%	-6.3%	-3.9%	-3.1%	-1.1%	-4.2%	-17.4%

The chart below shows English Learner (EL) enrollment for the current year by grade.



2. FINANCE



a. FINANCIAL REVIEW

The FMSD Fiscal Team reviewed various supporting documents to evaluate the fiscal solvency of the ACE Esperanza Middle School.

b. FINANCIAL REVIEW FINDINGS

- i. ACE responded to post site visit inquiry (see Exhibits) with strategies for handling possible future reduction in enrollment through combining classes and other methods.
- ii. Audit findings noted as being generally not associated with Esperanza Middle school, and all findings closed in the last year.

ACE Esperanza			
Audit Issues			
Year	New Findings		Repeat Findings
2019-2020	None		None
2020-2021	None		None
2021-2022	2022-001 Federal Time Distribution Reporting-- records on some employees charged to program not available 2022-002 ASES sign-in/sign-out sheets missing 2022-003 ASES sign-in/sign-out sheets time out and early release information missing		none
2022-2023	2022-001 resolved through appropriate record management 2022-002 resolved with vendor replacement 2022-003 resolved with vendor replacement 2023-001 ASES program-- over reporting by Esperanza on total students served		none
2023-2024	2023-001 Recommendation implemented and finding closed		none
2024-2025	2024-001 and 2024-002 were both closed as "implemented" and were applicable to ACE Inspire and Empower schools only, not Esperanza.		none



c. KEY FINANCIAL INDICATORS

The Exhibit below shows key financial indicators for ACE Esperanza Middle School over the last five years ending 2024/25 as assembled from annual audit reports (and unaudited actuals for 2024-25).

FMSD						
ACE Esperanza	Financial Overview					
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Ending Fund Balance (K. Fund Bal. Net Position)	-\$326,903	-\$118,175	\$108,736	\$160,605	\$774,278	\$1,204,278
Revenues (A.5. Total Revenues)	\$3,500,206	\$4,041,663	\$4,247,334	\$4,553,597	\$4,588,787	\$4,171,953
Expenses (B.8. Total Expenditures)	\$3,429,133	\$3,832,935	\$4,020,423	\$4,501,728	\$3,975,114	\$3,741,953
Transfers			0	0	0	0
Spending (Revenues - Expenses)	\$71,073	\$208,728	\$226,911	\$51,869	\$613,673	\$430,000
Spending ratio (% of Revenue Spent)	97.97%	94.84%	94.66%	98.86%	86.63%	89.69%
Reserve ratio (Ending Fund Balance / Current Expenses)	-9.53%	-3.08%	2.70%	3.57%	19.48%	32.18%
Enrollment	250	244	222	221	231	205
Unduplicated Enrollment	236	221	193	204	211	183

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

The following figure shows current enrollment by grade level. This chart is included to highlight the particular importance of 4th and 5th grade enrollment as an indicator of future enrollment. Esperanza leadership will need to address student / family recruitment to sustain enrollment with changing District demographics.

ACE Esperanza-- Enrollment by grade					
Academic Year	Total	Grade 5	Grade 6	Grade 7	Grade 8
2017-18	304	20.40%	24.00%	28.30%	27.30%
2018-19	288	16.30%	27.40%	25.30%	30.90%
2019-20	250	12.80%	24.40%	37.60%	25.20%
2020-21	244	13.10%	20.10%	27.00%	39.80%
2021-22	222	18.00%	27.50%	28.40%	26.10%



2022-23	221	13.60%	29.00%	29.40%	28.10%
2023-24	230	11.70%	24.80%	35.20%	28.30%
2024-25	205	11.70%	21.00%	30.20%	37.10%
<i>Note - Downloaded from CDE - DataQuest</i>					

3. STAFFING AND TEACHER CREDENTIALING

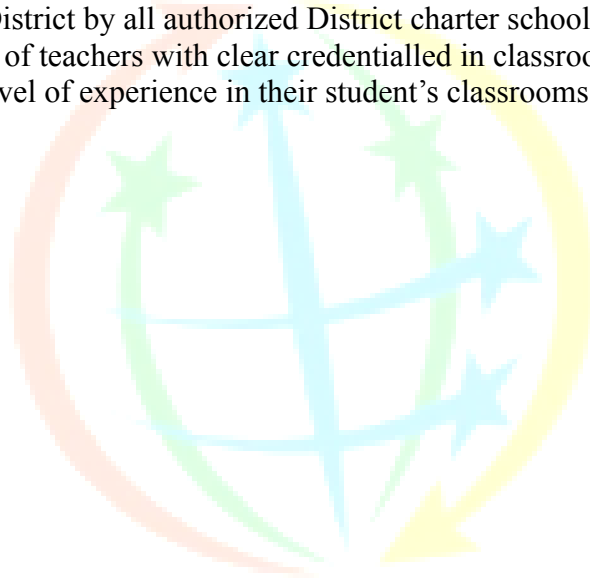
Following Education code 47605(I)(1), FMSD monitors and assesses charter school compliance to meet CDE requirements for classroom teachers. The following Exhibit shows the latest four years of CDE teacher credential data from Dataquest for Esperanza, the District, the County, and State.

Franklin McKinley School District - Teacher Credentialing Status Overview								
School Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24								
ACE Esperanza	8.9	32.50%	0.00%	28.10%	28.10%	11.20%	0.00%	0.00%
FMSD	366.4	80.40%	1.30%	4.30%	8.20%	5.70%	0.00%	0.00%
Santa Clara	11,375.4	84.30%	2.20%	1.70%	6.80%	4.80%	0.20%	0.00%
Statewide	278,927.1	82.50%	4.30%	2.20%	6.00%	4.60%	0.10%	0.30%
2022-23								
ACE Esperanza	9.6	46.70%	0.00%	17.50%	17.50%	15.00%	3.50%	0.00%
FMSD	386.5	78.30%	1.20%	5.40%	9.80%	2.70%	2.80%	0.00%
Santa Clara	11,291.7	85.20%	2.10%	1.80%	6.10%	4.20%	0.70%	0.00%
Statewide	277,698.0	83.20%	4.20%	2.00%	5.40%	4.70%	0.30%	0.20%
2021-22								
ACE Esperanza	11.2	39.10%	7.20%	20.60%	26.90%	6.30%	0.00%	0.00%
FMSD	420.6	79.10%	1.30%	3.90%	9.30%	5.80%	0.60%	0.00%
Santa Clara	11,665.7	86.30%	2.20%	1.90%	4.70%	4.80%	0.10%	0.00%
Statewide	279,044.9	84.00%	4.30%	1.70%	4.30%	5.20%	0.30%	0.20%
2022-21								



ACE Esperanza	11.5	26.10%	0.00%	17.40%	52.20%	4.30%	0.00%	0.00%
FMSD	417.1	79.90%	1.80%	4.40%	8.40%	5.40%	0.00%	0.00%
Santa Clara	11,885.7	86.00%	2.60%	1.70%	4.00%	5.50%	0.30%	0.00%
Statewide	274,759.1	83.10%	4.40%	1.50%	4.10%	5.70%	1.00%	0.20%

During the October 2025 site visit conversations District staff noted the current year number of clear credentialed teachers assigned to classrooms at ACE Esperanza is zero, though the principal holds a multi-subject clear credential and administrative credential. The school is fully staffed, with three interns, three teachers on preliminary credentials, three of the staff hold STSP credentials, and one teacher holds a PIP. The current data is from monthly teacher credential updates provided to the District by all authorized District charter schools. District staff continue to discuss the importance of teachers with clear credentialed in classrooms and an open dialog with families about the level of experience in their student's classrooms.





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 ACE Esperanza is not serving all of the students in the district who wish to attend on this particular assessment criteria.

2023-2024 (Latest year data available from Dept. of Ed.)			
ACE Esperanza	Students leaving / not returning	School Average scores	Difference from school average scores
% leaving before end of year	17.86%		
ELA Distance from Std.	-76.18	-48.1	-28.1
MATH Distance from Std.	-156.86	-99.5	-57.4
% not returning	17.36%		
ELA Distance from Std.	-55.17	-48.1	-7.1
MATH Distance from Std.	-81.78	-99.5	17.7

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

In the chart above, the group leaving before the end of the year assessed above showed lower scores than the school averages in ELA and Math. The group who did not return in 2023-24 was tested -7.1 points lower than the school average in ELA, but 17.7 points higher in Math. Both groups shown above had roughly 75% of the group tested and shown in these results.

The two groups show a relatively high percentage (17.86%) of students leaving before the end of the 2023-24 school year, and a high percentage (17.36%) of students not returning in the 2023-24 school year but who attended in 2022-23.

The following chart is another view of disenrollment data, disaggregated by student groups for the 2024-2025 school year. 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. The English Learner student group is shown as having the highest proportion of students leaving during the 2024-25 school year.



Enrollment Stability Data						
	Student Group	Adjusted Cumulative Enrollment	Stability Count	Stability Rate	Non-Stability Count	Non-Stability Rate
24/25	English Learners	124	104	83.90%	20	16.10%
	Homeless Youth	*	*	*	*	*
	Students With Disabilities	39	37	94.90%	2	5.10%
	Foster Youth	*	*	*	*	*
	Socioeconomically Disadvantaged	195	176	90.30%	19	9.70%

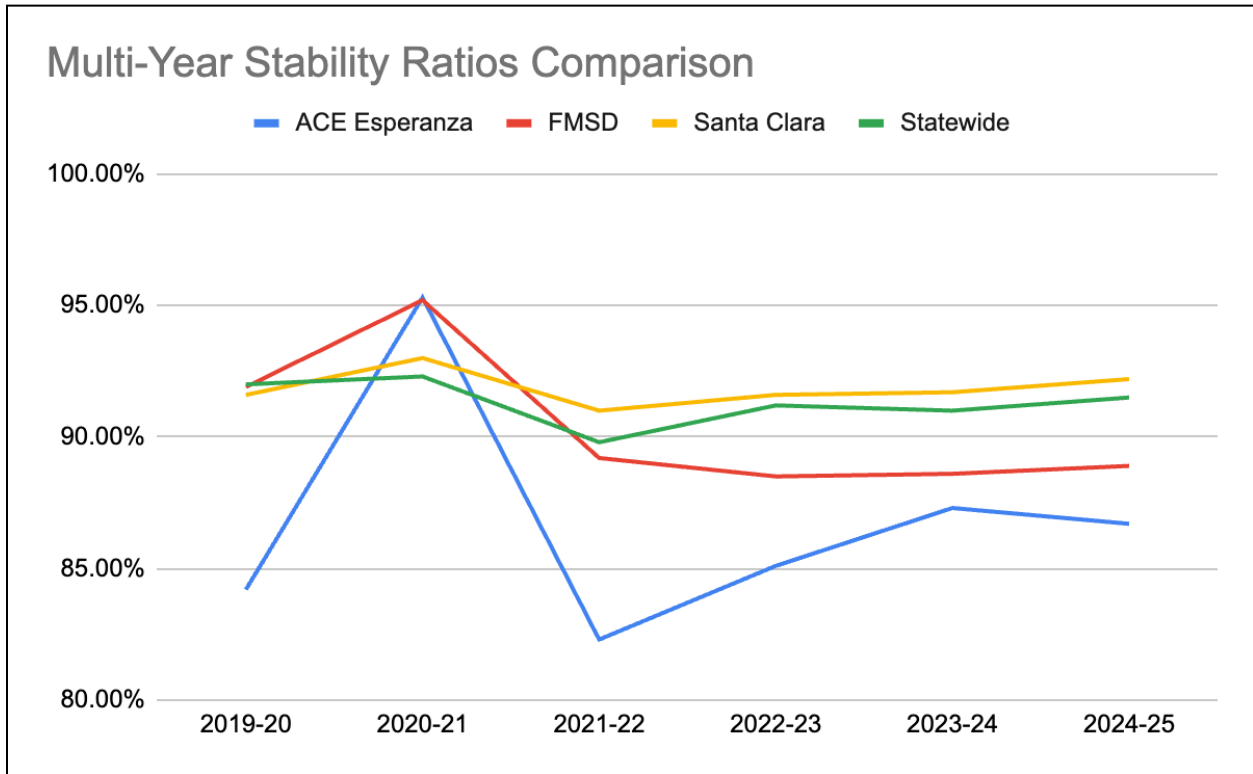
Note: All tables and charts from DataQuest Stability Reports data

The second chart in the stability rate analysis shows an overall comparison of Esperanza with District, County, and State:

Multi Year Stability Rate						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACE Esperanza	84.20%	95.3%	82.3%	85.1%	87.3%	86.7%
FMSD	91.90%	95.2%	89.2%	88.5%	88.6%	88.9%
Santa Clara	91.60%	93.0%	91.0%	91.6%	91.7%	92.2%
Statewide	92.00%	92.3%	89.8%	91.2%	91.0%	91.5%

Note: All tables and charts from DataQuest Stability Reports data

In this comparative view of stability data generated by the California Department of Education shows that ACE Esperanza compared unfavorably against the County, State, and District for the all years shown excepting 2020-21. Stability rates improved in the post pandemic years before falling again last year.



Note: Chart developed from DataQuest Stability Reports data

OTHER RENEWAL CRITERIA:

ISSUES, INFORMATION REQUESTS, AND NOTICES:

Events table	ACE Esperanza							
	<i>Submissions total</i>	<i>Submissions Late</i>	<i>Submissions past due</i>	<i>late submissions %</i>	<i>Past due %</i>	<i>Letters of inquiry</i>	<i>Notices of Concern</i>	<i>Notices to Correct</i>
2022-23	29	15	0	52%	0	0	0	0
2023-24	34	10	0	29%	0%	0	0	0
2024-25	87	26	0	30%	0%	0	0	0
2025-26 (as of 12/31/25)	43	8	0	19%	0%	0	0	0

The ACE Esperanza school and the ACE CMO maintain a good communication channel to the District, regularly reaching out to District staff and Superintendent, and FMSD Board of Trustees to share events, ask questions, and otherwise maintain an open channel of communication. The ACE Charter Schools network staff have improved in fulfilling requests from the District for materials required by the District in performing oversight as required by California Education Code, but should strive to be more timely with submissions. ACE Esperanza has had roughly 30% late submissions in the last 2 years, but has reduced this percentage so far in the 2025-26 school year, in an improving posture over the years 2022 - 2024.

No notices of concern or notices to correct have been issued in the past 4 years, and only in the renewal year has FMSD sent a Letter of Inquiry (LoI) on 12/09/25 in regard to charter renewal / site visit related questions.



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.

There were no Notices of Concern, or Notices to Cure and Correct issued during the current petition period from 2019 through 2025.



REQUESTS FOR ADDITIONAL INFORMATION AFTER SITE VISIT

A request (Exhibit A) was made to Esperanza following the FMSD Charter Oversight site visit of December 2, 2025. Responses to the December 9, 2025 memo to Rocketship Spark are shown in Exhibit A.

Another request was made during the public hearing of the charter renewal petition by the FMSD Board and the request and response are shown in Exhibits B and C.





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

EXHIBITS A - D





EXHIBIT A. COMPLETED LETTER OF INQUIRY RESPONSE:
SITE VISIT FOLLOW UP NOTICE FROM THE DISTRICT TO ACE ESPERANZA (6 pages)

Franklin McKinley School District

**Letter of Inquiry
Request for Information: FMSD / ACE Esperanza**

Charter Renewal Questions: 12/12/2025

1. District Staff are requesting ACE Esperanza to demonstrate a plan for enrollment to meet budget expectations and forecasts. Please present as a response to this inquiry:
 - a. A table of enrollment by grade level for the current year, separated by in-district and out-of-district student counts.
 - b. A narrative of the impact of lower enrollment numbers in grades 5 and 6 to overall assumed forecast enrollment in projections.
2. As described in Education (Ed) Code, the charter school must serve the pupils who wish to attend, as documented pursuant to Education Code section 47607(d). (Ed. Code, §47607(a)(2), 47607(e).) As staff discussed in the site visit of 12/2/2025, there are no students with mod/severe needs attending ACE Esperanza. Please provide a description of how students with mod/severe support needs will be accommodated when these students wish to enroll at ACE Esperanza.
3. Please provide updated tables and narrative (pp. 5-6 and 10-13 in renewal petition) as appropriate to demonstrate school performance as measured by state indicators through the 2024-25 school year.

Inquiry	Response (all responses included)
Please provide a table of current enrollment by grade level with distinction between in-district and out-of district (1. a.)	Response to Inquiry Item (1.a.) (This has been added to the Performance Report - Enrollment Tab)
Provide information about how the school can accept and support students assessed or incoming with IEPs as mod/severe. (2.)	Response to Inquiry Item (2.)
Please provide updated information as addendum or appendix to renewal petition with chart and analysis updates based on latest CDE data from 2024-25 as released 11/13/2025. (3.)	Response to Inquiry Item (3.) (This item is included in the updated Appendix to the 2026-2031 ACE Esperanza Charter)
Financial outlook based on enrollment. Provide a statement of how lower levels of grade 5 and grade 6 enrollment will maintain current overall enrollment estimates for Multi-year forecasts (1. b.)	Response to Inquiry Item (1.b.)



Response to Inquiry Item 1.a.: Please provide a table of current enrollment by grade level with distinction between in-district and out-of-district. Added to the [Performance Report - Enrollment Tab](#) (included in this submission as an attachment).

Current Out-of-District Students = 43%

2025-2026	FMSD	Out of District	% Out of District
5	9	8	47%
6	28	35	56%
7	42	26	38%
8	45	23	34%
Total	124	92	43%

Past Years Out-of-District Students

2024-2025	FMSD	Out of District	% Out of District
5	10	19	66%
6	28	20	42%
7	47	25	35%
8	55	22	29%
Total	140	86	38%

2023-2024	FMSD	Out of District	% Out of District
5	18	5	22%
6	39	10	20%
7	62	42	40%
8	46	21	31%
Total	165	78	32%



Response to Inquiry Item 1.b.: Financial outlook based on enrollment. Provide a statement of how lower levels of grade 5 and grade 6 enrollment will maintain current overall enrollment estimates for Multi-year forecasts (1. b.)

Over the past five years, Esperanza has successfully offset declines in 5th-grade enrollment by strategically opening enrollment in 6th, 7th, and 8th grades. This approach has enabled Esperanza to maintain a stable student population of approximately 210 - 220 students over that period.

As an additional strategy, ACE is considering implementing 5th/6th-grade combination classes. This model would allow us to increase the number of incoming 6th-grade students, helping to sustain steady enrollment levels in future years.

Page 3 of 6





to Inquiry Item 2.: Provide information about how the school can accept and support students assessed or incoming with IEPs as mod/severe.

ACE Esperanza Mod/Severe (ESN) Services

Through the years at ACE Esperanza we have not had a student enroll who qualified in the Moderate/Severe now known as Extensive Support Needs (ESN) category so while we don't currently have any students enrolled who qualify under extensive, moderate, and severe, we are prepared to service all students who enroll with ACE Esperanza.

We have had students enroll who qualified in the ESN category at a couple of our other ACE Charter sites. With all of our students we follow the thread of educational benefit and as a team identify the Least Restrictive Environment (LRE) for each student during IEP meetings. For our students who were considered ESN within the ACE Network we met regularly as an IEP team to ensure that the IEP in place was appropriate for the student. For some students this resulted in them attending class but receiving heavily modified work, for other students this meant they attended part of the year and using data the team eventually determined that LRE for the student meant a placement in an Non-Public School (NPS) setting. Whenever a student is placed at an NPS the IEP team continues to meet regularly to determine continued appropriateness and will bring the student back as soon as the team agrees it is appropriate for that student.

Whenever a service or accommodation/modification that a student may need is not currently present on our campus we immediately work as quickly as possible to get it to our campus. If we cannot provide the level of support the student requires, the IEP team always explores the appropriateness of placing the student in a more restrictive placement and will do so if the data and team agree. Each student is treated as an individual so while each outcome is unique we follow similar steps to ensure each student is in their least restrictive environment and have an appropriate IEP.

Primary Disability Counts for ACE Esperanza:

SY 18/19	SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
SLD: 37	SLD: 24	SLD: 28	SLD: 25	SLD: 21	SLD: 21	SLD: 18	SLD: 27
SLI: 3	SLI: 2	SLI: 3	SLI: 4	SLI: 2	SLI: 3	SLI: 3	SLI: 2
OHI: 3	OHI: 1	OHI: 4	OHI: 8	OHI: 8	OHI: 9	OHI: 9	OHI: 9
AUT: 3	AUT: 3	AUT: 2	AUT: 3	AUT: 0	AUT: 3	AUT: 2	AUT: 2
ID: 2	ID: 1	ID: 0	ID: 1	ID: 1	ID: 3	ID: 1	ID: 2
ED: 0	ED: 0	ED: 1	ED: 1	ED: 2	ED: 1	ED: 0	ED: 0
		HH: 1	HH: 2	HH: 2		HH: 2	HH: 1



Response to Inquiry Item 3.: Please provide updated information as addendum or appendix to renewal petition with chart and analysis updates based on latest CDE data from 2024-25 as released 11/13/2025. (3.)

Esperanza Appendices

Appendix 1 - Local Control Accountability Plan and LCFF Budget Overview for Parent

Appendix 2 - Professional Development Calendar 2025-2026

Appendix 3 - Uniform Complaint Procedures and Title IX Complaint Procedures of the Charter School

Appendix 4 - ACE Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code

Appendix 5 - Budget and Financials

Appendix 6 - 2025 State Verified Data (added to the Esperanza Charter)

CA School Dashboard State and Local Indicators

The following charts reflect the Charter School's 2023 thru 2025 Dashboard performance indicator colors for all students and for comparison purposes, the District's and the State's.

2023 Dashboard Performance Indicator Colors

Indicator	ACE Esperanza	District	State
ELA (academic)	Yellow	Orange	Orange
Math (academic)	Orange	Orange	Orange
ELPI (academic)	Blue	Orange	Yellow
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Blue	Orange	Orange

2024 Dashboard Performance Indicator Colors

Indicator	Ace Esperanza	District	State
ELA (academic)	Orange	Orange	Orange
Math (academic)	Red	Orange	Orange
ELPI (academic)	Orange	Red	Orange
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Yellow	Green	Green

2025 Dashboard Performance Indicator Colors

Indicator	Ace Esperanza	District	State
ELA (academic)	Yellow	Orange	Yellow
Math (academic)	Orange	Orange	Yellow
ELPI (academic)	Yellow	Green	Yellow
Chronic Absenteeism	Orange	Yellow	Yellow
Suspension Rate	Blue	Green	Green

Tables 1a, 1b, and 1c: CA School Dashboard indicator colors for All Students from 2023 thru 2025 compared to District and State



The following charts reflect the Charter School's 2024 and 2025 Dashboard indicator status scores for all students and student groups below the All Students average compared to the State's performance on the academic indicators: English language arts (ELA) distance from standard (DFS), mathematics DFS, and English learner progress (ELPI) percent making progress.

Instances where ACE Esperanza exceeded the statewide average are highlighted in green. Only student groups with at least 30 students are shown, since smaller groups are not assigned an indicator color on the Dashboard.

2024 & 2025 CA School Dashboard Scores for Academic Indicators compared to State

	ELA		Math		ELPI	
	2024	2025	2024	2025	2024	2025
All	-67.8 DFS (54.6 pts lower)	-48.1 DFS (40.0 pts lower)	-116.3 DFS (68.7 pts lower)	-99.5 DFS (57.1 pts lower)	46.2 ELPI (0.5% higher)	47.2 ELPI (0.8% higher)
EL	-81.2 DFS (13.6 pts lower)	-68.1 DFS (8.2 pts lower)	-131.9 DFS (38.5 pts lower)	-114.5 DFS (28.4 pts lower)		
LTEL	-99.4 DFS (10.2 pts higher)	-88.9 DFS (15.6 pts higher)	-157.2 DFS (6.3 pts higher)	-151.1 DFS (7.8 pts higher)	43.9 ELPI (1.9% lower)	50.0 ELPI (0.9% higher)
SED	-69.3 DFS (28.4 pts lower)	-55.3 DFS (20.0 pts lower)	-119.7 DFS (41.5 pts lower)	-104.9 DFS (32.0 pts lower)		
SWD	-110.3 DFS (14.7 pts lower)	-76.2 DFS (13.2 pts lower)	-139.9 DFS (15.6 pts lower)	-154.7 DFS (34.0 pts lower)		
Hispanic	-68.2 DFS (28.9 pts lower)	-58.8 DFS (25.1 pts lower)	-119.1 DFS (39.9 pts lower)	-112.1 DFS (38.5 pts lower)		

Table 2: CA School Dashboard status scores for All Students and significant student groups in 2024 and 2025 with comparison to State score in parentheses





EXHIBIT B. REQUEST FROM FRANKLIN MCKINLEY BOARD

ON 1/14/2026:

[Sent via email to ACE Charter Schools from EdMetrix]

Good morning Kennedy. I am sorry I wasn't present in the physical meeting last night to say hello, but I did observe through the streaming link provided by the District in real-time.

As requested from Dr. Trujillo last night, please copy me on your response regarding the number of students enrolled at Esperanza this year who came from McKinley Elementary School.

When I receive that information I will include it in the staff report for the charter renewal petition assessment.



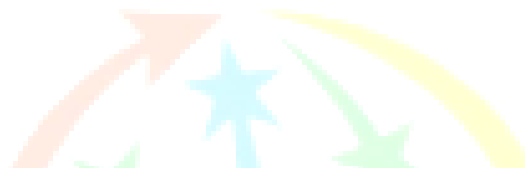


EXHIBIT C. RESPONSE FROM ACE CHARTER SCHOOLS
FROM BOARD MEMBER QUESTIONS AT PUBLIC HEARING OF 1/13/2026:

Wed, Jan 14,
5:31 PM (2
days ago)

Kennedy Hilario

to me,
Limar
y



Hi Douglas and Dr. Trujillo,

We only had one student who left FMSD (McKinley School) to attend ACE Esperanza this year, and he is currently in 5th grade.

Please let me know if you need any additional information.

Regards,

Kennedy



EXHIBIT D. PERFORMANCE REPORT SHEET 9
(2 PAGES):

Facilities and Proposed Material Revisions/Substantial Changes			
Facilities	Please respond to the following:	Does the school's current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution. Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term?	ACE Esperanza and FMSD have a long term lease of a portion of the Bridge School Site, commencing on February 9, 2016. This 30 year lease, which expires on June 30, 2045. This lease maybe extended for two additional five (5) year terms. This lease includes dedicated classrooms and mini gym; with shared access to a field, big gym and parking lot.



Proposed Material Revisions/Substantial Changes	Note: Material revision requests typically will need to be submitted separately from the renewal petition. Prior to submitting the renewal petition, petitioners should consult with District staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:	<i>If applicable:</i> Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas: • Substantial changes to the educational program • Changes in grade levels to be served • Increasing the enrollment cap • Changes to lottery preferences or admission procedures • Changes to the governance structure • Adding or changing school location (with the exception of moving into a District-owned facility) • Entering into or revising a contract with a Charter Management Organization District staff may reach out to request additional information related to any proposed material revisions/substantial changes.	Not applicable.
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EXHIBIT E. ACE RESPONSE TO FMSD BOARD PRESIDENT HOANG
(5 pages)

From: **Kennedy Hilario** <khilario@acecharter.org>
Date: Fri, Jan 23, 2026 at 10:57 AM
Subject: Re: Follow-Up Data Questions Based on ACE Esperanza Presentation
To: HongHa Hoang <hongha.hoang@fmsd.org>

Dear President Hoang,

Thank you again for your thoughtful questions and for the time you spent reviewing our presentation and visiting ACE Esperanza. I truly appreciate your interest in better understanding how we monitor student progress, engagement, and long-term outcomes internally.

Attached is a supplemental report that addresses the five areas you outlined in your follow-up email. The document is intended to complement the publicly available California School Dashboard data by sharing additional internal indicators we regularly use for reflection, planning, and continuous improvement. Where helpful, we have included charts and brief context to clarify trends and instructional implications.

We are grateful for the opportunity to provide greater transparency into our work and welcome any questions, feedback, or additional data requests as you continue your review. We value our partnership with Franklin-McKinley School District and appreciate the care with which you approach this process.

Thank you again for your engagement and leadership.

Warm regards,
Kennedy Hilario

CEO/ ACE Charter Schools

ATTACHMENT:

ACE Esperanza Middle School

Supplemental Data Responses to FMSD Board President HongHa Hoang

These responses are provided to further elaborate on the internal indicators, monitoring systems, and outcomes referenced during the January 13 public hearing. They are intended to complement publicly available California School Dashboard data and to provide additional context on how ACE Esperanza tracks student progress, engagement, and long-term impact.

Question 1: Student Enrollment and Mobility Trends (Including Mid-Year Entry and Exit)

Overview

ACE Esperanza demonstrates consistently high enrollment stability and very low student mobility. This stability reflects strong family trust, school culture, and alignment with district priorities around continuity of instruction.

Key Indicators



- **Mid-year entry** has remained below **3%** across all measured years.
- **Mid-year exits** have steadily declined and are **0% in SY 2025–26 to date**.
- The vast majority of students remain enrolled for the full academic year.

Interpretation

Low mobility supports stronger academic progress by allowing uninterrupted instruction, consistent relationships with teachers, and sustained participation in intervention and enrichment programs.

Key Takeaways for FMSD

- Enrollment stability aligns with district goals for student continuity.
- Reduced mobility strengthens instructional coherence and student outcomes.
- 2025–26 trends indicate continued improvement in retention.

Question 2: Academic Progress Indicators and On-Pace Measures

Growth-Focused Monitoring System

Because many students enter ACE Esperanza below grade level, the school uses a **growth-centered accountability framework** rather than a single proficiency snapshot.

Primary Indicators

- **STAR Assessments**
 - Administered multiple times per year.
 - Track individual student growth longitudinally.
 - Identify skill gaps and inform differentiated instruction.
 - Integrated into MTSS for targeted interventions.
- **ICA (Interim Comprehensive Assessments)**
 - Measure progress toward California state standards
 - Support alignment to grade-level rigor
 - Used to calibrate instructional pacing and expectations.

Growth Targets

ACE Esperanza sets a goal of **1.5 years of academic growth per year** for students, recognizing that accelerated growth is necessary to close long-standing achievement gaps.

Instructional Use

Data are reviewed regularly by teachers and administrators to:

- Adjust instructional strategies.
- Identify students needing additional support.
- Monitor the effectiveness of interventions over time.

Question 3: Disaggregated Growth Data (Multilingual Learners and Students with Disabilities)

State Growth Model Context

- Introduced on the California School Dashboard for the first time this year.



- Based on **three years of CAASPP student-level data**
- Provided for informational (non-accountability) purposes.

Key Findings

- Strong **ELA growth across multiple student groups**
- **Students with Disabilities** show **Accelerated ELA Growth**, with approximately **86% demonstrating improvement**.

Interpretation

The data indicate that ACE Esperanza's instructional and support systems are producing meaningful academic momentum, particularly for students with the greatest needs.

Key Takeaways for FMSD

- Growth trends suggest effective instructional practices over time.
- Student group gains reflect targeted supports and inclusive program design.

Question 4: Family Engagement Metrics

Family engagement is a cornerstone of ACE Esperanza's model and is embedded throughout the school year through multiple formal and informal structures.

Student-Led Conferences (SLCs)

- Held **twice annually** (Fall and Spring)
- Students lead academic reflection with teacher support.
- Families discuss strengths, areas for growth, and next steps.
- **Participation rate: approximately 85–90% of families**

Cafecitos with the Principal

- Held **monthly** (morning and afternoon options)
- Purpose: share data, gather feedback, and build trust
- Participation varies by topic
- Hybrid options are used to increase accessibility

Parent Leadership Activities

- Core parent leaders meet monthly.
- Roles include:
 - Planning community events
 - Supporting charter renewal efforts
 - Participating in leadership selection processes
 - Supporting family recruitment through peer outreach

Additional Engagement Opportunities

- Community events (orientations, celebrations, dances, promotions)
- Required and optional meetings (LCAP, truancy, science camp, 8th-grade planning)
- Workshops (college pathways, bullying prevention, digital safety, substance awareness)



Communication Systems

- **ParentSquare** is used for schoolwide communication.
 - Approximately **344 families** receive notifications.
 - High open/read rates, even when responses are limited.
 - Three-way translation supports multilingual families (English, Spanish & Vietnamese).
- Monthly school newsletter
- Printed flyers distributed by the Parent Leadership Team for direct outreach.

Question 5: Transition Outcomes and Post-Exit Support

Structured Transition from Esperanza to High School

ACE prioritizes intentional transition planning to ensure students leave Esperanza academically prepared and socially supported.

Key elements include:

- Coordination with the receiving high schools
- Family engagement around placement and expectations
- Early introduction to ACE alumni support systems

High School Counseling & Alumni Services Program

ACE's High School Counseling and Alumni Services Program provides **longitudinal support** for ACE students beyond middle school.

- Currently serves **668 ACE alumni**.
- Supports students through high school, postsecondary education, and early career stages.

Core Services

- Regular counseling check-ins
- Academic advising and graduation planning
- Social-emotional learning and wellness support
- College and financial aid advising (FAFSA/CADAA)
- Career exploration and readiness
- Mental health referrals and crisis support

Signature Initiatives

- **Summer to College Connect**: Reduces summer melt for first-generation college students.
- **First-Year College Experience Program**: Dedicated mentoring during the first year of college
- **College Affordability Emergency Microgrants**: Short-term financial assistance
- **Career Discovery Program**: Internships, mentoring, and early career placement support

Overall Impact

These systems ensure that Esperanza students remain connected to ACE, supported through key transitions, and positioned for long-term success beyond middle school.