



2025-26 Charter Renewal Performance Report

Open Response Questions

BACKGROUND

According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluating the educational program... Filings that request charter renewal must include, but not be limited to, a reporting of: fiscal accountability systems, public governance systems, multiple measures for evaluating the educational program, and student performance data.

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points and information that may not be available through other sources. The primary goals of this report are:

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

INSTRUCTIONS

The Performance Report includes two components: the open-response questions and the data request. *This document includes the open-response questions only.* For the open-response questions, please provide comprehensive, yet concise, responses to the questions on the following pages. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

Both components of the Performance Report: the open-response questions and the data request, must be submitted to OCS staff via Epicenter **either at the time of renewal submission or two weeks prior to the renewal site visit, whichever is earlier.** The open-response component should be submitted as a pdf file while the data request component should be submitted as an Excel file.

Note on Verified Data: For the 2025-26 Renewal Cycle, schools submitting Verified Data will need to submit specific data reports depending on the Verified Data source. Schools will include a narrative to this data as part of the open questions component of the Performance Report (See Question 12 below). The specific data reports should be submitted separately via Epicenter. **Please note: The Verified Data provisions of Education Code 47607.2 sunsets on June 30, 2025 for low tier schools and January 1, 2026 for all charters.**



2025-26 Charter Renewal Performance Report

Open Response Questions

1: INSTRUCTION

Describe any unique schoolwide instructional practices that have positively impacted student outcomes.

Returning to a full instructional program in the Fall of 2022, after three consecutive school-years of disrupted instruction, ACA faced a daunting task of providing culturally responsive academic programming that accelerated learning, mitigated learning loss due to the pandemic, by providing intervention to prepare our students for 21st Century college and career opportunities. The first step in accomplishing our goal was to strengthen our scholars' foundational reading skills.

ACA entered the 2022 school-year with an overall distance from standard score of -111.3 and an overall percentage of 3rd-5th grade students performing at grade level of 7.75% based upon CAASPP in ELA. With this data as a backdrop, ACA stakeholders instituted a program called SIPPS. SIPPS, which stands for Systematic Instruction in Phonological Awareness, Phonics, and Sight Words, is a research-based reading intervention program designed to help students in grades K-12 develop foundational reading skills. It focuses on decoding, phonological awareness, phonics, and sight words, and is used to support both new and struggling readers.

All teaching staff were trained in the SIPPS program and expected to utilize the program daily. Additionally, all teaching staff were engaged in the Science of Reading professional development through The AIM Institute Pathways to Proficient Reading. The Science of Reading is a vast, interdisciplinary body of research that investigates how people learn to read and write. It encompasses various fields like education, psychology, linguistics, and neuroscience to understand the cognitive processes involved in literacy development. Essentially, it's about understanding the science behind reading acquisition and how to effectively teach reading skills, particularly focusing on evidence-based practices. The key components of the program are: Phonological & Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension.

ACA students were administered the Dibels 8 Diagnostic Assessment, in which the results were used to level the students and place them in the proper groupings for targeted instruction. Based upon the results of the diagnostic the students were placed into targeted groups which aligned to leveled SIPPS curriculum. Each Homeroom Teacher, Integral Teacher and Instruction Aide was assigned, at minimum, one small reading group, in which they led leveled SIPPS instruction. ACA also invested in hiring 1.5 FTE in Reading Intervention Educators who support 6-8 small reading intervention groups daily.

Due to the focused and strategic steps taken to strengthen ACA scholars' ability to read, ACA's reading scores improved to 24.3% performing at or above grade level in 2024 and estimated to increase that percentage to 25.5% when CAASPP results become official later in 2025. Furthermore, ACA improved its distance from standard from -111.3 in 2022, to -68.8 in 2024, and is projected to reduce its average distance from standard to -48 in 2025 once CAASPP results become official.

In reviewing our 2023 California Dashboard data Aspire College Academy stakeholders noticed that only 29.5% of English learners demonstrated progress based upon the English Learner Progress Indicator. Consequently, ACA reclassified a minimal number of students from English learner to English Proficient status in 2023. With this data as a



OFFICE OF CHARTER SCHOOLS

basis, ACA began a three tiered approach to addressing the academic needs of our EL students during the 2023-24 school year. This approach is made of the following tiers:

- **Tier 1: Integrated ELD** - Visual/Video Aids, Realia/Manipulatives, Intentional Groupings for Pair-Sharing/Cooperative Learning, Sentence Stems Frames
- **Tier 2: Designated ELD** - EL Achieve Systematic ELD
- **Tier 3: Small Group Pull-Outs** - Reading Intervention/Early Literacy Program (SEEDS, SIPPS, Orton Gillingham, Fountas & Pinnell, After-School ELPAC Preparation Classes

This approach strengthened ACA's ability to reach our ELs academically, in the process, increasing EL students' performance at ACA. The three-tiered approach led to a 22.5 percentage point increase in ACA scholars demonstrating growth on the English Learner Progress Indicator in 2024. Based upon the publication GO Public Schools, ACA's EL scholars demonstrated the highest amount of ELPI growth in the city of Oakland from 2023 to 2024. Furthermore, due to ACA's more intentional approach to supporting EL students ACA ELs average standard score in English language arts grew by 29.5 points, while their average standard score in Math increased by 27.5 points based upon CAASPP. Furthermore, 52% of ACA ELs demonstrated significant growth on ELPAC based upon the California Dashboard.

Despite the DFS and ELPI growth in 2024, ACA's Instructional Leadership Team recognized we need to do more to improve our ability to reclassify students. In 23-24 only 7% of ACA of EL students (9) reclassified. By the end of the 24-25 school year our goal was to reclassify 25% of ACA EL students. One of the steps Aspire College Academy took during the 2024-2005 school-year to reach this goal was to emphasize ELPAC test prep.

ACA's Lead Education Specialist, along with several of ACA's Bilingual Instructional Aides led after-school ELPAC Prep classes. In these classes the students were grouped based upon their performance on the different sections of ELPAC. The ELPAC prep classes met four days per week after-school for two 30-minute cohorts per day. In these small cohorts of 3-5 students, ACA staff members provided mini-lessons and worked with the students on practice questions in the areas of listening, speaking, reading and writing.

As a staff, we recognize that one of the areas which needs the most emphasis is writing. Writing was a major focus in our classrooms in 2024-25, which was noted by the team from the Oakland Office of Charter Schools during their April 2025 visit. During the past year, ACA focused on Responsive Writing to prompts and images, in which students were asked to critically analyze the prompt/image, make inferences regarding the prompt/image, and make connections between the prompt/image and their own experiences.

ACA educators trained the students by teaching them a formal brainstorming process to spark students imagination and critical thinking. ACA educators then utilized many sentence stems and frames daily to instill in the students go-to sentence starters to begin, continue and conclude paragraphs. Finally, ACA educators used graphic organizers daily with students to familiarize them with the proper structure of responsive paragraph writing. For our efforts, ACA is projected to reclassify 22 students during the 2024-2025 school-year, which is approximately 24% of our EL population. This would demonstrate significant growth (7% to 24%) from the 2023-24 to the 2024-25 school-years.

2: AREAS OF SUCCESS

Describe any unique areas of success beyond traditional academic measures.

ACA's emphasis on Social Emotional Learning instruction has been key to transforming the culture of Aspire College Academy.

One of ACA's essential school goals is to build a multi-tiered system of support for students. ACA strives to support



OFFICE OF CHARTER SCHOOLS

Socio-Emotional Learning - laying a foundation for a trauma-Informed/relationship-centered campus community. Our aim is to cultivate a climate conducive for learning. Aspire College Academy works to instill within our students and establish on our campus a:

- Culture of Success
- Culture of Confidence
- College-Going Culture
- School Climate, in Which, Our Staff, Students, Community Members are Celebrated, Affirmed & Validated

To ensure these culture shifts, ACA implemented the following action steps:

- 1) Establishing daily community circles in each classroom, where students can share feelings, come to consensus, conflict mediate, problem solve and set norms for behavior & interactions throughout shared spaces on campus.
- 2) Integrating SEL during instruction, which includes teacher moves such as positive narration, and academic discourse - which uplifts student voice.
- 3) Implementing Designated SEL Instruction utilizing the RULER & Toolbox curriculum which are evidence-based approaches/strategies to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence.
- 4) Recognizing students for their growth and accomplishments school-wide (Student of the Month, Perfect Attendance, Class Dojo, Behavior Points, etc.)
- 5) Incentivising students to follow directions, participate in class discussions, complete assignments and try their best through school-wide and classroom specific points or token systems using school currency called ACA Bucks or the platform Class Dojo.
- 6) Offering mentorship programs on campus such as Independently You, Collectively Us, Inc. Inc. and The Village Method, Inc.
- 7) Uplifting Ethnic Affirmation/Education through student groups such as La Raza Latinas Unidas (RLU) and Black Student Union (BSU)
- 8) Identifying students in need of targeted Check-In/Check-Out (CICO)
- 9) Holding Social Skills Groups & Lunch Bunches
- 10) Providing Individual Counseling

For our efforts, ACA demonstrated some positive results during the 2024-25 school-year. Based upon data collected in the Winter of 2025, 68% of students feel like they have a good relationship with their teachers. This was an 8 percentage point increase from the Fall of 2024. In addition, 61% of students feel a sense of belonging at ACA. This was a 6 percentage point increase from the Fall of 2024. Based upon the Winter 2025 Panorama Student Survey, scholars shared increases in the areas of Self Management, Self Awareness, Self Efficacy and Emotional Regulation.

Additionally, based upon the Panorama Teacher Survey, 93% of Educators rank the overall school climate favorably. Amongst teachers, 79% shared that they felt they had a good relationship with school administration. Furthermore, 71% of teachers feel confident that they can reach struggling students to bring about better academic outcomes.

Regarding ACA Families, based upon the Panorama Parent/Caregiver Winter 2025 Survey, 79% of Parent/Caregivers feel ACA is a good fit for them and their child. This is an 8 percentage point increase from the Fall of 2024. Additionally, 75% of Parents who completed the survey felt that they had input on the creation of the LCAP. They also felt that the LCAP goals/priorities are aligned with the services/supports their family needs.



3: DIVERSITY OF STUDENT ENROLLMENT

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status)?

Enrolling students at ACA begins with our recruitment process, in which we take multiple measures to ensure information about Aspire College Academy is disseminated to the community. ACA's Family Support Manager organizes monthly community walks, where ACA stakeholders walk local neighborhoods within a one-mile radius of ACA to deliver fliers with quick facts and highlights about the school. ACA's staff also visits daycares, churches and after-school programs in the local area to present to parents and deliver pamphlets about ACA. In addition, ACA strives to improve its digital footprint by promoting the school on Instagram and Facebook. We also are working to improve the information about ACA found on the internet through Google searches.

Aspire College Academy is 67% Latina/o/x, 21% African American, 3% Multi-Racial, 2% Pacific Islander and less than 1% of the following races/ethnicities (Native American, Caucasian, and Asian).

ACA supports its Latina/o/x & African American community by hiring highly qualified staff members who are reflective of our student population. Aspire College Academy supports its Spanish-speaking population. During the 2024-25 school-year 22 of our 38 staff members were fluent in both English and Spanish, including 100% of our Office Staff and Instructional Aides. Additionally, 55% of our Homeroom Teachers are also fluent in both English & Spanish.

ACA is also focused on increasing its African-American enrollment, retention and engagement. ACA's African American Population is 25%. This is one of the highest percentages in Aspire's Bay Area Region. This percentage is also above the Oakland average and on par with the East Oakland's average. Over the past two school years ACA has partnered with black own organizations such as Zion Learning Inc., The Village Method, Inc., and Independently You, Collective Us, Inc. to provide academic, social-emotional and family engagement support that appeals to our African American community. These measures were taken to ensure our African American students and families feel included in our support programs. Furthermore, ACA employs a Pro Black Coordinator to manage programming on campus that promotes African American student success and family engagement.

ACA also has student groups that provide our students the opportunity to be seen & heard and to connect & learn culturally. Two of those student groups are our La Raza Latinas Unidas and Black Student Union.

- **Black Student Union:** ACA's BSU provides leadership opportunities for scholars 3rd-5th to participate in developing awareness and understanding of Black Culture and the Black student, family and staff experience at ACA. The Black Student Union (BSU) has a mission to highlight positive representations of the Black/African American community on and off-campus by means of promoting student leadership, outreach, and the empowerment of Black culture.
- **La Raza Latinas Unidas:** ACA's RLU provides leadership opportunities for 4th and 5th grade scholars who are interested in learning more about different Latina/o/x cultures and educating the rest of the community of the beauty and brilliance of Latino history. La Raza Latinas Unidas's mission is to unify all through a love of Latin art which includes fine arts, performing arts, culinary arts, visual arts, music, etc.

ACA has a Family Support Manager/Community Schools Director who's primary role is to identify families in need of support and connect those families to resources on campus or within the community. Our Family Support Manager/Community Schools Director works closely with our McKinney-Vento Families, Foster Youth and Newcomer Students to ensure their needs are prioritized on campus. These scholars are ensured enrollment in all special programs ACA has to offer. ACA's Family Support Manager contacts families on a weekly basis to encourage,



OFFICE OF CHARTER SCHOOLS

disseminate information and offer support services. ACA collaborates with community partners such as St. Benedict's Church, the Alameda Food Bank, and Alameda County's Eat. Learn. Play. Program to provide food services for economically disadvantaged families - including Foster and McKinney Vento Families. In addition, ACA partners with county and private entities to provide vision, hearing and dental screenings for scholars, as well as, helping families find low to no-cost eye wear medical services and even shelter.

Aspire College Academy is an inclusion school. ACA accepts all students who desire to receive an education from our school. ACA serves scholars with many types of disabilities that get in their way of learning. As of June 2025, 22% of ACA's student population have an Individual Education Plan. ACA serves students with disabilities spanning from mood disorders, autism, attention deficit-hyperactivity disorder, dyslexia, speech-language disorders, amongst other disabilities.

To support our students with disabilities Aspire College Academy employs a Dean of Special Populations who oversees all Special Education Programs on Campus. ACA has two Education Specialists, who case manage, provide direct instruction, and coordinate services for our scholars with IEPs. Aspire College Academy also provides instructional aides who provide push-in support for scholars who are struggling in the classroom. In addition, ACA has two full-time Mental Health Therapists - one of which specifically serves students with IEPs. Furthermore, ACA employs a Speech-Language Pathologist who provides services to students on campus.

Where have you seen success and how do you plan to modify these practices for student groups who are underrepresented at your school? *(While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site which may impact the school's enrollment of student groups (i.e. family affinity groups, staffing, etc.)*

All of the students who attend Aspire College Academy fit the description of a subgroup that is considered traditionally underserved. All of our students fit under the description of being either socio-economically disadvantaged, Latina/o/x, an English Learner, African American, a student with a learning disability, homeless youth or foster youth. Therefore, ACA has focused its efforts on developing a multi-tiered system of support for all students. Our hope is to not only provide the best possible support we can to the students enrolled at our school, but to also recruit more students/families to our school through word of mouth - emanating from families who can testify to ACA efforts toward supporting the whole child.

ACA is confident that it is putting forward a concerted, whole-hearted effort to support all students enrolled at its school. We do believe in a continuous improvement model to constantly reflect on our practices and make adjustments to our procedures and/or practices to better our services for the community. As we reflect on our recruitment, retention and ability to provide wraparound services, we do feel we do a lot to support our community. We recognize that as a community school, there are more elements to ensuring an accessible education than providing quality instruction to students. Aspire College Academy strives to support students and families in as many ways possible in an attempt to eliminate obstacles that could prevent our students from reaching their full potential.

These services include addressing students' basic needs through a nutrition program that provides breakfast, lunch and afternoon snack and beginning in the 2025-26 school-year will begin to provide supper for the campus community. ACA also partners with St. Benedict's Church and the Alameda Food Bank to provide groceries to families in need monthly. ACA also provides annual vision and hearing screening and occasional dental screening (when available). Aspire College Academy has also connected families with low to no cost eye wear and medical support.

Additionally, ACA offers Mental Health and Social Emotional Learning services for students and families. Every homeroom class is committed to teaching three social-emotional lessons per week from our RULER and Toolbox Curriculum. ACA has two Mental Health Therapists, who provide individual, family and group counseling. ACA also has



OFFICE OF CHARTER SCHOOLS

support staff who lead social skills groups for scholars. In addition, each staff member has an assigned group of students who they check-in with daily or weekly to ensure each student feels they have a trusted adult they can speak to if necessary.

Furthermore, during and after-school academic interventions are provided to all of our traditionally underserved subgroups. Over the past three school-years we have provided reading and math intervention during school and after-school to students struggling in both areas including McKinney-Vento, Foster Youth, English Learners, Students with Disabilities and Newcomer Scholars. All subgroups have demonstrated growth in ELA and Math, due to the wraparound supports addressed above.

Aspire Public Schools as a Bay Area Region ensure all teammates have the opportunity to attend and engage in regional affinity groups. These affinity groups provide opportunities for staff to discuss and celebrate differences in race and culture. These groups provide spaces for staff members to discuss the effects of race on our schools and students, and how it impacts teammates at Aspire. These affinity groups also serve to facilitate professional development regarding microaggressions and implicit bias and their effect on the workplace environment and instruction.

Despite the recruitment and retention efforts outlined above ACA's overall enrollment has continued to fluctuate between 205-216 students over the past three-school years. Many of our families cannot afford to live in the immediate area and have chosen to move to areas that are deemed more affordable. Additionally, ACA needs to do more to uplift and celebrate our Pacific Islander, Asian, American Indian, Eastern Indian and Middle Eastern populations. We need to make a more concerted effort to promote our school in areas in which these ethnicities live and frequent.

4: STUDENT ENGAGEMENT

Are there opportunities for all students to be involved in decision-making and the governance of the school?

Aspire College Academy provides students multiple avenues to engage in the decision-making process. ACA values student voice and ensures student opinions influence the vision, goals and initiatives at ACA. Aspire College Academy engages our students in the development of our Local Control Accountability Plan, Strategic Plan and California Community Schools Partnership Program Plan by surveying our 3rd-5th grade students in September and January each year. The data gained from these surveys helps to inform school administration, the School Site Council, the English Language Acquisition Committee, etc. of the thoughts, feelings, wishes, and visions of the students pertaining to ACA.

Aspire College Academy also has multiple student groups who meet weekly. These students' groups are Student Council, Safety Patrol, Black Student Union and La Raza Latinas Unidas. These groups are a great representation of the school community and a reliable source in gathering the pulse of the overall student community. These student groups provide feedback to school administration regarding students' feelings, thoughts, and suggestions about school trends, culture and climate. These students plan and facilitate spirit-building activities around the school and assist in uplifting Positive Behavior Intervention Systems on campus.

What is an example of a change you have made to the school based on student feedback?

Based upon a Panorama Survey taken by 101 ACA 3rd-5th grade students in January of 2023 only 54% of Aspire College Academy students felt a sense of belonging on campus. Based upon this feedback ACA administration partnered with its Student Council to brainstorm ideas to improve students' sense of connectedness at ACA.



OFFICE OF CHARTER SCHOOLS

In partnership with our Student Council, Black Student Union and Safety Patrol we planned culturally-based celebrations that affirmed and validated the members of our campus community for the following year. During the 2023-24 school-year we held events such as our MLK Day Oratorical, Black History Month Celebration, and Ruby Bridges March. We also celebrated our community with our Cinco de Mayo Festival, Latina/o/x Heritage Month Activities and honoring those we have loved and lost with our Dia Los Muertos altar and ballet performance. We acknowledged Women's History Month, Asian American Pacific Islander Heritage Month, PRIDE Month, and Native American Heritage Month with instructional activities in our classrooms. Additionally, ACA uplifted the world's winter holidays by educating our students about celebrations including Diwali, Los Posadas, Kwanzaa, Hanukkah and Christmas.

In addition to the efforts outlined above, ACA's Student Council in partnership with our Family Support Management and English Language Advisory Committee established our La Raza Latinas Unidas Student Group. ACA's RLU provides leadership opportunities for 4th and 5th grade scholars who are interested in learning more about different Latina/o/x cultures and educating the rest of the community of the beauty and brilliance of Latino history. La Raza Latinas Unidas's mission is to unify all through a love of Latin art which includes fine arts, performing arts, culinary arts, visual arts, music, etc.

Listening to ACA student voices and putting students' suggestions into actions helped to increase students' sense of belonging to 15 percentage points in just one calendar year (from 54% to 69%). Relatedly, the percentage of students who felt they had a good connection with their teachers also increased by 15 percentage points (55% to 70%)

Another example in which Aspire College Academy made fundamental adjustments to the school based upon student feedback was in the area of attendance. ACA's overall attendance percentage for the 2022-2023 school was 88.7% and its chronic absenteeism rate was 48.9%. Desperate for a solution to this crucial issue, school administration again went to the Student Council for suggestions. In looking at the data, the Student Council identified that our student attendance was much worse on Fridays compared to other days of the week. They suggested planning fun activities such as class competitions and spirit days on Fridays, as well as, opening our students store on Fridays, so that students can redeem their ACA Bucks (school token system) for prizes.

We soon implemented Student Council's suggestions and almost immediately we saw a major change in student attendance on Fridays. The practices Student Council implemented has helped Aspire College Academy increase its attendance rate by 2% and decrease its chronic absenteeism percentage by 16%.

5: FAMILY ENGAGEMENT

How do families voice concerns?

Aspire College Academy strives to develop great relationships with our parents and caregivers. At ACA, we feel that the basis of a great relationship starts with frequent, honest and compassionate communication. We aim to listen to understand our parents/caregivers to ensure our families feel heard. We feel that through consistent two-way communication we can mitigate and quickly address parent concerns, before they develop into larger problems.

ACA staff are charged with initiating communication to parents through weekly newsletter and announcements. ACA teachers communicate with Parents through platforms such as Class Dojo, Google Classroom, Parent Square and PowerSchool Messenger. All parents and caregivers are provided access to these platforms. Parents use these



OFFICE OF CHARTER SCHOOLS

applications to send direct messages to teachers and office staff. Parents are also provided staff email addresses to contact staff members as well.

Parents are encouraged to call or stop by the school office at any time during business hours if they have any questions or concerns. School administration tries their best to always make themselves available for parents who stop by the school office with concerns. If for some reason a school administrator is not available at the time in which a parent stops by, front office staff will schedule an in-person, phone or Zoom meeting between the concerned caregiver and school administration within 24 hours. Additionally, all ACA staff are required to respond to all parent/guardian communications within 24 hours of receipt or upon the next business day if received on a weekend or holiday.

If a concern is raised to the level of a complaint, a Formal Complaint Form is completed by the parent/caregiver and submitted to the school office. The school principal follows up with the parent to determine further actions. The principal may need to investigate the situation further, set a conflict mediation meeting between two or more parties, or report the formal complaint to the Regional Director of Student Services and/or Human Resources.

In the rare occasion in which the parent or caregiver is unsatisfied with the results of Aspire Public Schools Formal Complaint process, parents are informed of their right to contact the Oakland Unified School District Office of Charter Schools.

What opportunities exist for all families to be involved in decision-making and the governance of the school?

ACA values our Parent Community. Their time, effort and commitment to the school are invaluable. Parents are vital to the academic success of students. This is why ACA connects with parents in many ways to ensure we are gathering parent feedback and suggestions regarding school goals, policies and procedures, including the goals and action steps listed in ACA's Local Control Accountability Plan, Strategic Plan and California Community School Partnership Program Plan.

ACA has engaged its families in the process by providing Fall, Winter and Spring surveys through Panorama Education. The response rate for these surveys lands approximately between 60%-65%. ACA also engages its families by sending out updates regarding its progress towards school goals, school highlights, school updates, and school planning processes via ACA's school newsletter (Jaguar Journal). In addition, families are engaged in the process of formulating the LCAP at events such as ACA's annual School-Year Kickoff Event, Back to School Night and Open House, in which the principal shares the current progress towards reaching our benchmarks and solicits advice, suggestions, etc. from parents in attendance. Parents who attend these events are also invited to attend focus groups, School Site Council and the English Language Advisory Committee. The school's LCAP, Strategic and CCSPP are drafted and ratified during these meetings.

ACA's School School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings are open to the public. All ACA parents, teachers, students and other stakeholders are invited to these meetings. ACA holds, at minimum, five SSC and ELAC meetings per school year. The agendas and minutes for these meetings are made available to the public. The voting members of School Site Council are comprised of six staff members and six parents/guardians. The voting members of ELAC consist of four staff members and six parents/guardians.



OFFICE OF CHARTER SCHOOLS

Finally, ACA holds a mid-year Town Hall Meeting, typically at the end of January or early February, in which mid-year local formative data is shared, progress towards goals outlined in the yearly strategic plan are reviewed and feedback is garnered from the parent community regarding next steps, budgeting, purchasing and students & family needs. SSC and ELAC use the information gathered from the Town Hall to draft the yearly updates to the LCAP & CCSPP and develop the annual Strategic Plan for the following school-year.

What is an example of a change you have made to the school based on family feedback?

Based upon feedback from several parent groups and the results of parent surveys, ACA's parent population asked for more opportunities for students to receive small-group, leveled and targeted reading instruction for their scholars. In response to this feedback, ACA trained all staff, including non-credentialed staff, in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS Instructional Best Practices). All Homeroom Teachers, Integrals Teachers, Instructional Assistants, After-School Educators, Student Support Managers, and Family Support Managers were provided professional development and continuous coaching in SIPPS Instruction throughout the school year. All the pertinent materials were purchased for each trained staff member. All staff members were assigned a leveled/targeted small group to lead in a 30-minute reading lesson four days per week. These actions have resulted in increased benchmark and formative test scores measured by mClass, iReady and SBAC-IAB data results.

In addition to SIPPS training, multiple staff members including our Reading Interventionists and Education Specialists were trained in the techniques of Orton Gillingham. The Orton-Gillingham approach is a multisensory, structured, and systematic method of teaching literacy, often used to help individuals struggling with reading, writing, and spelling, particularly those with dyslexia. It breaks down language skills into smaller components and teaches them in a sequential and explicit manner. The teachers trained in the Orton Gillingham approach were assigned ACA's newcomer students, long-term English learners and students in 2nd grade or higher who were still performing at a primer for pre-primer levels to provide intensive intervention 45-minutes per day, four days per week.

6: TEACHER ENGAGEMENT

What opportunities exist for teachers to be involved in decision-making and the governance of the school?

As part of establishing collective priorities for the LCAP, Aspire College Academy engaged the entire community in identifying their top priorities, vision, as well as feedback on the progress of ACA's current goals. We used a myriad of methods to gather feedback from staff including surveys, visioning exercises, and backwards mapping. We communicate our progress towards our incremental goals/benchmarks through our Weekly Staff Communications, which is a newsletter drafted by administration that is sent to all staff members every Sunday night. Teachers are also invited to monthly School Site Council Meetings & English Language Acquisition Meetings, where the school budget, goals and, ultimately, how ACA uses resources to meet its goals are addressed. During School Site Council meetings, ACA stakeholders discuss the LCAP and make suggestions regarding future budgetary needs and school-wide goals for our strategic plan. ACA also holds Town Hall Meetings, in which all stakeholders are invited. High ranking staff members from our Regional Office lead these meetings once each semester. In these meetings, we discuss how the region can support ACA towards meeting its LCAP goals. In addition, ACA has an Instruction Leadership Team made-up of teacher leaders, who advise and plan with school administration strategies on how the school can reach and surpass its goals. These meetings occur twice monthly. Finally, the administrative team meets with all staff members, once monthly, for one-on-one check-ins. In that meeting, we always discuss how each staff member can help the school reach its LCAP goals based upon the scope of their work. In that meeting, we also provide staff the opportunity to share goals specific to their role and also goals/initiatives that they feel can improve school outcomes.

What is an example of a change you have made to the school based on teacher feedback?



OFFICE OF CHARTER SCHOOLS

Entering into the 2024-25 school-year, one of ACA staff's concerns was a perceived imbalance between the level of budgeting and programming for enrichment activities for students versus intervention. ACA staff felt that we dedicated so much time and resources towards reading and math intervention, that we were missing opportunities to expose our students to other forms of learning through arts, sciences, technology, engineering and athletics.

Based upon this feedback, ACA provided several enrichment programs through its Extended Learning Program. ELP enhanced our students' educational experience at ACA by providing LIFT Culinary Arts classes, Mocha Fine Arts classes, Ukulele Music classes, UC Berkeley Student-led Engineering classes, and S.T.E.M. Science classes. ELP offered approximately seven additional weeks of enrichment instruction to the ACA community through our Intersession Program during Fall, Spring and Summer breaks.

ACA built community and provided enrichment activities for students and families, by re-establishing our Co-Ed Basketball Team and Cheer Squad. Both groups brought so much pride and joy to the school. ACA continued with fun activities that built school spirit and provided students with motivation to do well in class with events like our Extended Learning Program's Spring Carnival, ACA's Field Day, and Community Picnic. In addition, ACA students enjoyed several educational field trips to the San Jose Discovery Museum, San Francisco Aquarium, San Francisco Exploratorium, Blackhawk Museum and the Oakland & San Francisco Zoos.

7: PERFORMANCE OF KEY STUDENT GROUPS

How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement?

English Learners (Including Long-Term English Learners and Newcomers)

ACA has a three tiered approach to addressing the academic needs of our EL students. This approach is made of the following tiers:

- **Tier 1: Integrated ELD** - Visual/Video Aids, Realia/Manipulatives, Intentional Groupings for Pair-Sharing/Cooperative Learning, Sentence Stems Frames
- **Tier 2: Designated ELD** - EL Achieve Systematic ELD
- **Tier 3: Small Group Pull-Outs** - Reading Intervention/Early Literacy Program (SEEDS, SIPPS, Orton Gillingham, Fountas & Pinnell, After-School ELPAC Preparation Classes

This approach strengthened ACA's ability to reach our ELs academically, in the process, increasing EL students' performance at ACA. The three-tiered approach led to a 22.5 percentage point increase in ACA scholars demonstrating growth on the English Learner Progress Indicator in 2024. Based upon the publication GO Public Schools, ACA's EL scholars demonstrated the highest amount of ELPI growth in the city of Oakland from 2023 to 2024. Furthermore, due to ACA's more intentional approach to supporting EL students ACA ELs average standard score in English language arts grew by 29.5 points, while their average standard score in Math increased by 27.5 points based upon CAASPP. Furthermore, 52% of ACA EL's demonstrated significant growth on ELPAC based upon the California Dashboard.

Students with disabilities (Including students with moderate-severe disabilities)

Aspire College Academy is an inclusion school. ACA accepts all students who desire to receive an education from our school. ACA serves scholars with many types of disabilities that get in their way of learning. As of June 2025, 22% of ACA's student population have an Individual Education Plan. ACA serves students with disabilities spanning from mood disorders, autism, attention deficit-hyperactivity disorder, dyslexia, speech-language disorders, amongst other disabilities.

To support our students with disabilities Aspire College Academy employs a Dean of Special Populations who oversees



OFFICE OF CHARTER SCHOOLS

all Special Education Programs on Campus. ACA has two Education Specialists, who case-manage, provide direct instruction, and coordinate services for our scholars with IEPs. Aspire College Academy also provides instructional aides who provide push-in support for scholars who are struggling in the classroom. In addition, ACA has two full-time Mental Health Therapists - one of which specifically serves students with IEPs. Furthermore, ACA employs a Speech-Language Pathologist who provides services to students on campus.

Aspire College Academy's students with disabilities population demonstrated the least amount of growth based upon 2024 CAASPP results. But based on unofficial 2025 CAASPP results, ACA is poised to show vast improvement amongst its students with disabilities data in 2025. One of the practices ACA increased in the 2024-25 school-year to support students with disabilities is our team-teaching and collaborative planning model between our Homeroom Teachers and Education Specialists. Every Homeroom Teacher utilized at minimum one of their 45-minute prep periods per week to meet with their grade level's assigned Education Specialist to plan Tier 1 interventions, ensure accommodations were in place for students with disabilities, and to modify assignments in compliance with student IEPs. Together, Homeroom Teachers and Education Specialists made weekly decisions on how best to team teach the grade level curriculum. The Education Specialist identified the areas in which they felt students with disabilities needed additional pull-out support and created mini lessons to reinforce aspects of the grade level curriculum. In collaboration with the class' Instructional Aide, the Homeroom Teacher and Education Specialist mapped out how best to utilize the Instructional Aide to provide intention, targeted support for struggling students.

Students in need of remediation

Additional support for students in need of remediation begins in the initial lesson planning process. In ACA's school-wide adopted lesson plan template teachers are asked to be intentional about identifying what Tier 1 instructional best practices they use in class. ACA's teachers plan their lessons from the lens of our students who need the most support.

ACA Teachers ensure their lessons begin with an anticipatory set, which supports the activation of prior knowledge within our scholars. At ACA we understand that new learning is most effective when it's linked to a learner's existing knowledge and experiences. This connection helps build a stronger foundation for understanding and retaining new information. As ACA Teachers move into the input stage of their lessons they support the acquisition of new information with visuals, realia, manipulatives and other kinesthetic learning opportunities. As teachers move through the input phase of their lessons, they are constantly checking for understanding - asking probing questions and implementing different pair-sharing techniques to ensure students are engaged in academic discourse. While students are engaging in academic discourse, the teacher is monitoring students' conversations. At the end of each pair-share the teacher addresses any misconceptions they may have overheard while monitoring conversations and reinforces key concepts.

ACA Teachers then move into the "We Do" phase of their lesson, in which, teachers place students in intentional groups based upon ability levels, language acquisition, etc. The teacher now has the students grapple with the new concept in small groups, so that students can learn from their peers in a cooperative learning environment. The teacher takes this time to walk around the room to support small groups and check for understanding. Small groups are given the opportunity to share-out to the larger group their findings, solution(s), thoughts, etc.

ACA Teachers, then move into the "You Do" phase of their lesson, in which students work independently on the new concept. At this point the teacher has gathered enough information through observing the pair-shares and groups work to identify the students who are still struggling with the concept. At this point the teacher will pull those students into a small group for reteaching and also assign the instructional aide to support specific students.



OFFICE OF CHARTER SCHOOLS

If a student continues to struggle despite the implementation of Tier 1 interventions in the class, that student will be referred to the Coordination of Services Team (COST). COST will review the student's cumulative file and other past assessment and academic records to identify any possible concerns and develop a plan to support the child. A Student Success Team meeting will be called - inviting the scholar's parent/guardian. We will review the student's present levels with the parent/guardian, gather additional information from the parent/guardian about their child's likes, dislikes, strengths, weaknesses, etc., and collaboratively develop a plan to support the students which includes benchmarks and set dates in which the SST will reconvene to discuss students progress.

As part of the plan developed by the SST, during or after-school reading or math intervention may be assigned. These on site interventions have ranged from assigning students to:

- Leveled SIPPS Groups (SIPPS, which stands for Systematic Instruction in Phonological Awareness, Phonics, and Sight Words, is a research-based reading intervention program),
- Reading Intervention Teachers Caseload for Orton Gillingham Strategic Intervention or Small Reading Groups Support with Fountas & Pinnell Leveled Readers
- Sylvan Learning, Inc. Reading Comprehension Support Groups
- Sylvan Learning, Inc. Basic Math & Fluency Support Groups
- Zion Learning, Inc. Math Tutorial Services
- Teacher-led Afterschool Homework Help/Study Hall

Advanced students performing above grade level

ACA provides several enrichment programs after-school through its Extended Learning Program. ELP enhances our students' educational experience at ACA by providing LIFT Culinary Arts classes, Mocha Fine Arts classes, Ukulele Music classes, UC Berkeley Student-led Engineering classes (B.E.A.M.), and S.T.E.M. Science classes. Additionally we have provided scholars the opportunity to participate in on-site coding and robotics classes. These arts, science, technology, and engineering are available to all students, whether or not they are registered for our Extended Learning Program.

ACA recognizes that providing sustained, intentional and quality programs for our high performing students is an area of growth for our school site. ACA stakeholders and in the planning stages of creating more robust programming options for our students performing above grade level.

Any other student groups you are paying particular attention to

We genuinely believe we have organized our resources and emphasis on the right subset of need at the school for the school year.

8: GOVERNANCE

Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?

Aspire Public Schools has a Governing Board which currently consists of 4 Board Members. These Board Members are responsible for setting the direction, goals, and policies for the organization, as well as overseeing/approving the budget and ensuring the district is responsive to the community. Aspire's Governing Board members have interacted with our students, parents and teachers on the Aspire College Academy campus when they make annual visits to our school site. When Board Members visit ACA, time is scheduled for the Board Members to meet with school



OFFICE OF CHARTER SCHOOLS

administration, a student panel and a parent panel, separately. Once on campus, Board Members visit classrooms to observe student learning and other aspects of the campus to develop a keen sense of school culture. School Board members also attend organization-wide and region-wide events such as our high school graduation ceremonies and awards events (including our Black Excellence Awards and Teacher & Teammates of the Year Awards celebrations).

Does the governing board evaluate the school leader? If so, how?

The Aspire Public Schools governing board visits Aspire schools annually. Board Members review a myriad of school data points prior to visits and are well-informed about the present levels of performance for each school site. Based upon the data and school observations, Board Members question and probe school administrators regarding school-wide practices, initiatives, targeted next steps and ultimate vision. School members provide feedback regarding school site and school leadership to each region's Executive Director and Superintendent, who use the board's insights to provide guidance, direction and professional development for school sites. While Board Members provide valuable input, the Principal is not formally evaluated by the Board.

Provide an example of a recent issue or policy that the board is working on.

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect all Aspire schools. Those duties include:

- Defining or refining the organization's mission, values and vision;
- Setting strategic direction;
- Adopting policies to ensure that Aspire is run effectively, legally, and ethically;
- Hiring, firing, overseeing, evaluating, and supporting the CEO;
- Monitoring the operational budget and finances for long-term viability; and
- Ensuring that adequate funds are secured for the operating and capital needs of Aspire.

The Board also approves policies and other documents as required by state or federal law, especially pertaining to categorical funds. Members of the Board may also participate in raising funds for Aspire and increasing public awareness of Aspire's work.

The school board policies are supportive of ACA's vision, mission, and goals.

The Aspire Board of Directors recently updated its graduation requirement for the Aspire Bay Area. In alignment with its mission to prepare all students for success in college, career, and life, Aspire Public Schools Bay Area is updating its graduation requirements to reflect current trends in higher education, increase access, and better support postsecondary readiness. While maintaining the rigor of the University of California (UC) and California State University (CSU) "a-g" course expectations, Aspire is refining several graduation policies effective July 1, 2025, to better reflect evolving practices and student needs. In response to shifts in college admissions practices, the requirement for students to take a college entrance exam (e.g., SAT, ACT) has been removed, as most institutions have adopted test-optional policies.

9: INNOVATION

What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?

One of the practices that sets Aspire schools apart from "unified school district" schools is our ability to provide inclusive services for our students with individual education plans - specifically students with moderate to severe needs. As a charter school we emphasize inclusion as our model for serving moderate to severely handicapped scholars. This approach provides more access to the core grade level curriculum for students with IEPs. Through an inclusion model, ACA can focus the majority of its service minutes from its education specialists, instructional aides, speech pathologists, etc. on push-in services in which students can get the support they need in "real time," in which



OFFICE OF CHARTER SCHOOLS

the students can be supported while receiving the core grade level instruction. This approach allows students to make better connections with the curriculum and leads to improved team teaching opportunities between Ed Specialist and General Education Teachers. This structure helps to create a more cohesive educational experience for students with IEPs.

As a charter school, Aspire College Academy is considered its own LEA, therefore it is easier to make pivots and/or amendments to our Local Control Accountability Plan and Strategic Plan. Being our own LEA also allows for the school to make quicker financial adjustments when grants are terminated or federal or state funding is cut. ACA is able to repurpose grants and federal funding based upon data trends, rather than feeling stuck in programs, curriculum, professional development, contracts, etc. that may not support the demographic we serve any longer. The flexibility of being our own LEA allows our school to focus on professional development that is more specific to the needs of the students we are actually serving on our campus. It also gives us the freedom to allocate more funds towards more enrichment/extracurricular activities for scholars. Additionally, as an LEA, we have the option to fund extra hours for staff members to engage with our students after normal school hours for intervention services and/or engage with their professional learning communities in Cycle of Inquiry work.

10: FACILITIES

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.

Yes, the current lease agreement for Aspire College Academy at 8030 Atherton Street in Oakland extends through the current charter term. Plans are in place to extend the agreement once Aspire College Academy's next 5-year charter term is approved by the Oakland Unified School District past June 30, 2026 to June 30, 2031.

Do you anticipate applying for District facilities through Prop 39 during the upcoming charter term?

No, Aspire College Academy does not anticipate applying for District facilities through Prop 39.

11: 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 OCS 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:

If applicable: 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
- 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

The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.

n/a.



OFFICE OF CHARTER SCHOOLS

12: VERIFIED DATA

For data that the school considers to be meeting the Ed Code definition of “verified data”, please include a summary of the results from your school’s verified data.

Aspire College Academy will not be submitting verified data due to not meeting the 95% participation threshold across all grades and student subgroups. There was intentional emphasis on SBAC testing and less focus on verified data assessments.

Enrollment (for Fall 2025 of current charter term)

(if submitting prior to Fall, please include either enrollment as of first day of school or the latest certified enrollment data)

Student Group	Number Enrolled	Percent of Total
Total Enrollment	193	-
Asian	1	0.52%
Black or African American	43	22.28%
Filipino	0	0.00%
Hispanic or Latino	131	67.88%
Native American or Alaskan	0	0.00%
Native Hawaiian or Pacific	1	0.52%
White	0	0.00%
Two or More Races	9	4.66%
Race Not Reported	8	4.15%
Male	90	46.63%
Female	103	53.37%
Homeless Students	7	3.63%
Foster Youth	0	0.00%
FRPM-Eligible/Economically	184	95.34%
English Learners	97	50.26%
Special Education/Students with	33	17.10%

Teacher Recruitment/Retention (for each year of current charter term)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Total # of classroom teachers on Census Day <i>(If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)</i>	18	19	16	16	13	13	12	12
# of vacant classroom teaching positions on Census Day <i>(If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)</i>	0	1	1	0	0	0	0	0
# of new classroom teacher hires after Census Day	0	1	1	0	1	0	0	0
# of classroom teachers retained from prior year	18	18	16	14	13	13	12	10
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	0	2	0	2	1	0	1	0

Teacher Ethnicity (for Fall 2025 of current charter term)

Ethnicity	Number of Teachers
Asian	1
Black or African	4
Hispanic or Latino	4
White	3
Other Ethnicity or	0
Total Classroom Teachers	12

Demand/Waitlist Information (only for incoming grade levels: TK,K, 6, 9)					
Year of Current	Date of lottery	Grade Level	# of	# of	# of
2018-19	3/8/2018	TK	46	8	34
		K	193	40	144
2019-20	3/8/2019	TK	43	6	36
		K	180	34	119
2020-21	3/12/2020	TK	48	8	38
		K	151	33	118
2021-22	3/11/2021	TK	27	8	19
		K	114	36	88
2022-23	3/10/2022	TK	43	8	32
		K	112	33	74
2023-24	3/9/2023	TK	51	22	24
		K	100	15	64
2024-25	3/6/2024	TK	52	12	31
		K	66	17	45
2025-26	3/5/2025	TK	39	12	13
		K	36	31	5

Special Education		
	2023-24	2024-25
# of students with IEPs receiving <	19	23
# of students with IEPs receiving >	8	7
# of students with IEPs in NPS	0	0
Total SWD enrolled	27	30

Instructions: For the table below, please align data with the EOY SELPA 16.6 Report - Students with Disabilities - Student Services - Student List. If you need assistance, please contact the Office of Charter Schools. Please note, OCS may request additional information regarding this data.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total Unduplicated Count	37	37	38	41	42	41	48
Intellectual Disability (ID) 210	0	1	2	3	3	3	1
Hard of Hearing (HH) 220	0	0	0	0	0	0	0
Deafness (DEAF)/Hearing	0	0	0	0	0	0	0
Speech or language impairment	7	9	9	11	8	9	15
Visual impairment (VI) 250	0	0	0	0	0	0	0
Emotional Disturbance (ED) 260	2	2	3	5	0	1	0
Orthopedic impairment (OI) 270	0	0	0	0	0	0	0
Other health impairment (OHI)	12	8	9	5	8	8	9
Established medical disability	0	0	0	0	0	0	0
Specific learning disability (SLD)	12	14	12	13	14	12	15
Deaf-Blindness (DB) 300	0	0	0	0	0	0	0
Multiple disabilities (MD) 310	0	0	0	0	0	0	0
Autism (AUT) 320	4	3	3	4	9	10	10
Traumatic brain injury (TBI) 330	0	0	0	0	0	0	0