2026-27 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 2026-27 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 sunset on June 30, 2025 for low tier schools and January 1, 2026 for all charters.***

2026-27 Charter Renewal Performance Report

Open Response Questions

1: INSTRUCTION

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

Aspire Monarch Academy implements a comprehensive instructional model grounded in culturally responsive pedagogy, student academic ownership, and data-driven decision making. Through the Aspire Student Learning Framework (ASLF), teachers design rigorous, standards-aligned learning experiences that engage students in meaningful inquiry, collaborative problem-solving, and opportunities to demonstrate learning in multiple ways.

A key component of Monarch Academy's instructional program is the use of targeted assessment and intervention systems. Teachers regularly analyze student performance data from i-Ready, DIBELS, Lexia, SIPPS, and classroom-based assessments to identify student strengths and learning needs. This data is used to create targeted small groups, adjust instruction, and provide timely intervention and enrichment opportunities.

Monarch Academy's literacy program emphasizes foundational reading skills through structured literacy practices aligned to the Science of Reading. Students receive differentiated support through programs such as SIPPS and Lexia, while early literacy progress is monitored through DIBELS assessments administered three times annually. Families are informed of student progress and intervention plans, strengthening the partnership between home and school.

Instruction is further strengthened through culturally responsive teaching practices that affirm student identities and connect learning to students' lived experiences. Lessons incorporate community and cultural inquiry, enabling students to engage with complex real-world issues while developing critical thinking, communication, and collaboration skills. Through this combination of rigorous instruction, targeted intervention, and culturally responsive practice, Monarch Academy has supported strong student outcomes across multiple measures, including mathematics achievement, English Learner progress, science achievement, student attendance, and school climate.

2: AREAS OF SUCCESS

Describe any unique areas of success beyond traditional academic measures.

Aspire Monarch Academy's success extends beyond traditional academic measures and is rooted in its commitment to creating a joyful, inclusive, and affirming learning environment where all students feel known, valued, and supported. As a small community school serving primarily Latino students and families, Monarch has intentionally developed systems and practices that foster belonging, strong relationships, and meaningful family engagement.

One of Monarch Academy's greatest strengths is its school culture. Through restorative practices, social-emotional learning, and relationship-centered approaches, our school has cultivated a safe and supportive environment where students are encouraged to take risks, learn from mistakes, and develop a strong sense of identity and agency. Students participate in community-building activities, collaborative learning experiences, and opportunities to celebrate their cultures and lived experiences. This focus on belonging and connection contributes to a positive school climate and exceptionally low suspension rates.

Monarch Academy also prioritizes the social-emotional well-being of students through comprehensive mental health supports. School-based counseling services are available to students through Aspire's Mental Health Department, allowing students and

families to access support that addresses barriers to learning and promotes overall wellness. These services help ensure that students are supported academically, socially, and emotionally.

Family partnership is another significant area of success. Monarch actively works to make school accessible and welcoming for families by providing bilingual communication, employing a large number of bilingual staff members, and creating multiple opportunities for families to engage in school life. During the 2025-26 school year, nearly half of Monarch's staff members were fluent in both English and Spanish, strengthening communication and trust with families. Our school also seeks family voice through meetings, events, and ongoing dialogue that informs school improvement efforts.

Additionally, Monarch has demonstrated a strong commitment to equity and inclusion. Our school intentionally celebrates diverse cultures and identities throughout the year and works to ensure that students see themselves reflected in the curriculum, school community, and learning experiences. Through outreach efforts, community partnerships, and targeted engagement with historically underserved groups, Monarch continues to strengthen its ability to serve and support all students and families.

These successes reflect Monarch Academy's belief that academic achievement is most powerful when students experience belonging, affirmation, wellness, and meaningful relationships within their school community.

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*)?

Aspire Monarch Academy serves a diverse student population that reflects the linguistic, cultural, and socioeconomic diversity of the communities it serves. Our school currently serves approximately 375 students in grades TK-5. Monarch intentionally recruits and supports students from historically underserved communities and maintains open enrollment practices that provide equitable access to all students.

Monarch Academy's student population is predominantly Latino/a/x and includes significant numbers of English Learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing housing instability. Our school is committed to ensuring all students have access to rigorous educational opportunities and comprehensive supports.

To promote diversity and inclusion, Monarch Academy employs bilingual staff, provides translated communications, and actively engages families through culturally responsive outreach practices. During the 2025-26 school year, 27 of 55 staff members were fluent in both English and Spanish. Our school also participates in community outreach efforts and hosts family engagement opportunities designed to strengthen relationships and increase access for historically underrepresented groups, including African American families.

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 our school's enrollment of student groups (i.e. family affinity groups, staffing, etc.)*

Monarch Academy has seen success in enrolling and serving students from historically underserved communities, particularly Latino/a/x students, English Learners, students with disabilities, and socioeconomically disadvantaged students. Our bilingual outreach efforts, translated communications, culturally responsive family engagement practices, and diverse staff have helped create a welcoming environment where families feel connected and supported. In addition, our strong student support systems, including English Learner services, special education supports, mental health services, and restorative practices, contribute to positive family experiences and student retention.

We have also seen success in creating a school community where students and families feel represented and valued. Through culturally responsive instruction, school-wide celebrations of diverse cultures, and intentional relationship-building with families, Monarch has established a strong sense of belonging that supports both enrollment and retention.

While we are proud of these successes, we recognize that African American students and families remain underrepresented within our student population. We are committed to increasing enrollment and engagement within our Black community and have begun taking intentional steps to better understand and address barriers to enrollment. These efforts include participating in community outreach events such as Oakland's Black Joy Parade, building relationships with community organizations that serve Black families, and creating opportunities for dialogue and feedback through meetings with current Black families.

Over the next charter term, Monarch Academy will place increased focus on recruiting and retaining African American students and families. We plan to expand outreach efforts in neighborhoods and community spaces that serve Black families, strengthen partnerships with local organizations, increase representation in recruitment materials, and continue examining our school practices to ensure that all families experience a strong sense of belonging. We will also explore opportunities to establish affinity spaces and engagement opportunities that elevate the voices and experiences of Black students and families. Through these efforts, Monarch seeks to build a student population that more closely reflects the diversity of the broader Oakland community while ensuring all students and families feel welcomed, represented, and supported.

4: STUDENT ENGAGEMENT

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

Aspire Monarch Academy believes that students should have meaningful opportunities to shape their learning environment and contribute to school-wide decision-making. Student voice is embedded throughout our school experience, beginning in the classroom and extending to leadership opportunities across the campus.

Within classrooms, students regularly contribute to decisions about their learning experiences. Teachers incorporate student interests, identities, and experiences into instruction through inquiry-based learning and culturally responsive practices. At the beginning of each year, students collaborate with their teachers and peers to develop classroom charters that establish shared expectations, values, and commitments for the learning community. This process helps students develop ownership, responsibility, and leadership while ensuring that classroom culture reflects the voices of those who learn within it.

Beyond the classroom, Monarch Academy provides formal opportunities for student leadership through its Student Leadership Team. Student leaders serve as representatives for their peers by gathering feedback, raising concerns, sharing ideas, and partnering with school leadership to improve the student experience. These students meet regularly with school leaders and provide valuable input on school culture, student activities, and school-wide initiatives.

Student voice also informs school-wide programs and decision-making. School leaders actively seek student feedback regarding school climate, incentives, activities, and community-building opportunities. Through these structures, students learn that their perspectives are valued and that they have the ability to positively influence their school community.

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

One recent example of a change made based on student feedback involved Monarch Academy's school-wide PBIS incentive store. Members of the Student Leadership Team shared that older students were less interested in traditional prize-based rewards and wanted more meaningful options for earning and spending their school currency. In response, school leaders expanded the PBIS menu to include experience-based incentives and privileges that better reflected upper elementary students' interests and motivations. This change resulted directly from student feedback and demonstrates Monarch Academy's commitment to listening to student voice and partnering with students to improve our school experience.

5: FAMILY ENGAGEMENT

How do families voice concerns?

Aspire Monarch Academy values family partnership and strives to create multiple accessible avenues for families to share concerns, ask questions, and provide feedback. Our school maintains an open-door policy, encouraging families to communicate directly with teachers, office staff, and school leadership whenever concerns arise. Families are welcome to visit the front office, call our school, email staff members, or schedule meetings to discuss concerns related to their child's experience. If the Principal is unavailable when a family reaches out, school staff work with the family to schedule a meeting or follow-up conversation as soon as possible.

Monarch Academy also communicates regularly with families through phone calls, email, PowerSchool Messenger, parent-teacher conferences, and school events, creating ongoing opportunities for dialogue. Our school prioritizes bilingual communication to ensure that families can engage comfortably in their preferred language and receive timely responses to questions or concerns.

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

Monarch Academy creates multiple opportunities for family voice and participation in school decision-making. Families are encouraged to participate in School Site Council (SSC) and the English Learner Advisory Committee (ELAC), where they provide input on school programs, student achievement, family engagement efforts, and school improvement priorities. These committees provide families with a formal structure to review data, offer feedback, and contribute to decisions that impact our school community.

In addition to SSC and ELAC, families are invited to participate in family meetings, school and classroom events, surveys, and other feedback opportunities throughout the year. Monarch Academy is also working toward establishing a more consistent schedule of "Coffee with the Principal" meetings to provide an additional forum for families to ask questions, share concerns, learn about school initiatives, and engage directly with school leadership. Through these structures, our school seeks to ensure that all families have meaningful opportunities to contribute to the ongoing growth and improvement of our school.

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

One example of a significant change made in response to family feedback involved Monarch Academy's student drop-off and pick-up procedures. Families shared concerns regarding student safety during arrival and dismissal, including challenges related to families walking onto campus, double parking, traffic congestion, and the impact of these issues on neighboring residents.

In response, school leadership worked closely with families to better understand their concerns and identify potential solutions. Based on this feedback, Monarch Academy implemented a structured car-line system designed to improve safety, reduce traffic congestion, and create a more efficient arrival and dismissal process. The new procedures helped minimize double parking, improve traffic flow around our school, address concerns from neighboring residents, and ensure that students could enter and exit campus safely. This change reflects Monarch Academy's commitment to listening to family feedback and partnering with families to create a safe, welcoming, and responsive school environment.

6: TEACHER ENGAGEMENT

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

Aspire Monarch Academy values teacher voice and believes that educators play a critical role in shaping school decisions, instructional practices, and school-wide priorities. Teachers have multiple opportunities throughout the year to provide feedback, raise concerns, and contribute to decision-making processes.

Teachers collaborate regularly with grade-level leads and school leadership through team planning meetings, where instructional priorities, student needs, school initiatives, and operational decisions are discussed. Members of the leadership team participate in these meetings, creating ongoing opportunities for two-way communication and collaborative problem-solving. Teachers also engage in regular one-on-one coaching sessions and check-ins with school leaders, providing an additional avenue for sharing feedback and discussing opportunities for school improvement.

Weekly professional development meetings provide structured opportunities for staff to reflect on instructional practices, analyze student data, collaborate on solutions, and contribute ideas that influence school-wide systems and priorities. Teachers are also represented through participation in committees and leadership structures, including School Site Council (SSC), where staff members contribute to discussions regarding school goals, programs, and resource allocation.

Monarch Academy strives to foster a culture of continuous improvement where teacher expertise is valued and where staff members are empowered to help shape decisions that impact students, families, and the broader school community.

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

One example of a change implemented in response to teacher feedback involved strengthening collaboration between general education and special education staff. Teachers expressed a desire for increased opportunities to partner with Education Specialists and Special Education Instructional Assistants to better support students with diverse learning needs and ensure greater alignment of instructional practices across classrooms.

In response, Monarch Academy revised its team planning structures to include Education Specialists and Special Education Instructional Assistants in grade-level planning meetings. This shift created dedicated opportunities for collaborative lesson planning, problem-solving, and coordination of supports for students receiving special education services. By bringing general education and special education staff together on a consistent basis, teachers were able to better align instructional strategies, share expertise, and develop more cohesive approaches to meeting the needs of all learners.

This change reflects Monarch Academy's commitment to listening to teacher feedback and leveraging staff expertise to strengthen inclusive practices and improve outcomes for students.

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)

Aspire Monarch Academy serves a significant population of English Learners and has designed its instructional program to ensure that multilingual students have access to rigorous grade-level content while also receiving targeted language development support. Monarch implements both integrated and designated English Language Development in alignment with Aspire's English Learner Master Plan. Integrated ELD occurs throughout the instructional day as teachers use sentence frames, vocabulary development, structured student talk, visuals, modeling, and opportunities for academic discourse to support student access to core content. Designated ELD provides protected instructional time focused specifically on English language development, including listening, speaking, reading, and writing skills.

Monarch also uses assessment data to monitor English Learner progress and adjust supports. Students are assessed through ELPAC, classroom assessments, i-Ready, DIBELS/mCLASS, and other formative measures. Teachers and leaders use this data to identify students who need additional support, monitor progress toward reclassification, and determine appropriate instructional groupings. English Learners who need additional intervention may receive small-group instruction, literacy support through programs such as SIPPS and Lexia, and additional support from classroom teachers, intervention staff, and instructional aides.

Newcomer students are supported through culturally responsive classroom practices, relationship-building, visuals, peer collaboration, home-language affirmation, and family communication in the family's preferred language whenever possible. In addition to integrated classroom supports, newcomer students receive targeted language intervention in small groups designed to accelerate English language acquisition and build foundational academic language skills. These small-group supports provide students with additional opportunities to develop vocabulary, oral language, listening comprehension, reading, and writing skills while building confidence as they transition into an English-language learning environment. Monarch's bilingual staff also help ensure that students and families can access school information, participate in school life, and feel welcomed in the community.

These systems are contributing to positive outcomes. Monarch Academy's English Learner Progress Indicator rate is 44.0%, which exceeds the Oakland Unified School District average of 40.3%. This suggests that our school's combination of designated ELD, integrated language supports, targeted intervention, and family partnership is helping English Learners make progress toward English proficiency.

What is working well is Monarch's strong multilingual family partnership, bilingual staffing, and consistent use of language supports throughout instruction. Students benefit from a school community that values their language, culture, and identity while providing structured opportunities to build academic English. Teachers are increasingly using data to identify student needs and provide targeted small-group support.

The area most in need of continued improvement is accelerating progress for Long-Term English Learners and students who are approaching, but have not yet met, reclassification criteria. During the next charter term, Monarch will continue strengthening designated ELD instruction, increasing targeted small-group support for students who need additional language development, and using ELPAC and classroom data more consistently to monitor progress toward reclassification. Monarch will also continue building teacher capacity in academic discourse, evidence-based writing, vocabulary development, and scaffolding strategies so that English Learners can demonstrate mastery of grade-level content while continuing to develop English proficiency.

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

Aspire Monarch Academy is committed to ensuring that students with disabilities have equitable access to rigorous instruction, meaningful inclusion opportunities, and individualized supports that enable them to make academic, social, and emotional progress. Students with disabilities are served through a continuum of supports and services that are tailored to their individual needs and aligned with their Individualized Education Programs (IEPs).

At Monarch Academy, Education Specialists work closely with general education teachers, Special Education Instructional Assistants, service providers, and families to ensure students receive appropriate accommodations, modifications, and specialized instruction. Our school prioritizes inclusive practices whenever possible, providing students access to grade-level curriculum alongside their peers while receiving the supports necessary to be successful. Teachers use differentiated instruction, small-group supports, visual scaffolds, and targeted interventions to meet diverse learning needs within the classroom.

A key component of Monarch's support model is collaboration. Education Specialists and Special Education Instructional Assistants regularly partner with classroom teachers to review student progress, plan instruction, and problem-solve around student needs. Through collaborative planning structures, special education staff participate in grade-level planning meetings to ensure that supports and accommodations are intentionally integrated into instructional plans and that all educators share responsibility for student success.

In addition to academic supports, students with disabilities may access related services, mental health supports, and intervention programs designed to address both academic and social-emotional needs. Families are valued partners in the IEP process and are regularly informed about student progress, goals, and available supports.

The area most in need of continued improvement is strengthening inclusive instructional practices and accelerating academic growth for students with disabilities. During the next charter term, Monarch Academy will continue building staff capacity around differentiated instruction, Universal Design for Learning (UDL), co-planning, and the implementation of accommodations and modifications within grade-level instruction. Our school will also continue to refine data-monitoring systems and intervention supports to ensure that students with disabilities make strong progress toward their IEP goals while accessing rigorous academic content alongside their peers.

Students in need of remediation

Aspire Monarch Academy is committed to identifying and addressing unfinished learning through a multi-tiered system of support that provides students with timely intervention, targeted instruction, and ongoing progress monitoring. Students who are performing below grade-level expectations are identified through multiple measures, including i-Ready diagnostic assessments, DIBELS/mCLASS assessments, classroom-based assessments, teacher observations, and state assessment data. These data points allow teachers and school leaders to identify areas of need and develop targeted support plans for individual students.

Students in need of remediation receive differentiated instruction within the core classroom setting as well as additional intervention support through small-group instruction. Monarch utilizes evidence-based intervention programs such as SIPPS to strengthen foundational literacy skills, Lexia to support reading development, and Reflex to build math fact fluency and number sense. Teachers regularly use i-Ready data to create flexible instructional groups, provide targeted support, and monitor student growth throughout the year. Diagnostic assessments are administered multiple times annually, allowing staff to evaluate the effectiveness of interventions and make adjustments as needed.

For students demonstrating significant skill gaps, intervention supports are intensified through more frequent small-group instruction and individualized learning plans. Families are also informed when students are identified for intervention and are provided with information about their child's progress and the supports being implemented to accelerate learning.

One area that is working well is Monarch Academy's strong use of assessment data to identify student needs and provide targeted intervention. our school's systematic approach to progress monitoring allows teachers to respond quickly when students require additional support. Students benefit from multiple layers of intervention, dedicated small-group instruction, and evidence-based programs that target foundational reading and mathematics skills. our school's emphasis on early literacy screening and intervention has been particularly valuable in identifying students who need support before learning gaps become more significant.

The area most in need of continued improvement is accelerating learning for students with the greatest academic needs and ensuring that intervention efforts consistently translate into grade-level proficiency. During the next charter term, Monarch Academy will continue strengthening its intervention systems by refining data analysis practices, expanding opportunities for targeted small-group instruction, and increasing teacher capacity to deliver effective intervention within the classroom setting. Our school will also continue to focus on early identification and intervention to ensure students receive support as quickly as possible and are able to successfully access rigorous grade-level content.

Advanced students performing above grade level

Aspire Monarch Academy is committed to ensuring that advanced learners are challenged, engaged, and provided with opportunities to deepen their learning. Through the Aspire Student Learning Framework and our school's inquiry-based instructional approach, students are encouraged to think critically, solve complex problems, collaborate with peers, and apply

their learning in meaningful ways. Teachers differentiate instruction to provide appropriate levels of rigor and challenge, ensuring that advanced students continue to grow academically while remaining engaged in the learning process.

Within the classroom, advanced students are provided opportunities to extend their learning through higher-order questioning, project-based learning experiences, independent inquiry, leadership roles, and enrichment activities. Instruction regularly incorporates opportunities for students to analyze, evaluate, create, and communicate their thinking through discussions, presentations, performance tasks, and evidence-based writing. Teachers use assessment data, classroom performance, and student work to identify students who are ready for additional challenge and adjust instruction accordingly.

Monarch's focus on student agency and academic ownership also supports advanced learners. Students are encouraged to pursue topics of interest, engage in critical inquiry, and make meaningful connections between academic content and real-world issues. In upper grades, students have opportunities to develop leadership skills through school-based leadership roles and service to the broader school community.

One area that is working well is our school's emphasis on student-centered learning and critical thinking. Advanced learners benefit from opportunities to engage deeply with content, collaborate with peers, demonstrate learning through multiple modalities, and take ownership of their academic growth. our school's culturally responsive and inquiry-based approach encourages students to think beyond surface-level understanding and apply their knowledge in meaningful ways.

The area most in need of continued improvement is creating even more systematic opportunities for enrichment and extension for students who consistently perform above grade level. During the next charter term, Monarch Academy will continue exploring ways to expand enrichment opportunities, increase access to advanced learning experiences, and strengthen instructional differentiation so that advanced learners are consistently challenged and supported in reaching their full potential.

Any other student groups you are paying particular attention to

We believe we have thoughtfully organized our resources and prioritized the areas of greatest need, positioning our school to effectively support student success throughout the school year.

8: GOVERNANCE

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

Aspire Public Schools is governed by a four-member Governing Board that provides strategic leadership and oversight for the organization. The Board is responsible for establishing the organization's vision, goals, and policies, approving the annual budget, and ensuring Aspire remains responsive to the needs of the communities it serves.

Board members regularly engage with Aspire school communities through annual visits to each campus, including Aspire Monarch Academy. During these visits, they meet separately with school leaders, students, and parents to hear directly about their experiences and perspectives. Board members also visit classrooms to observe teaching and learning and gain a deeper understanding of each school's programs and culture.

In addition to campus visits, Governing Board members participate in regional events that celebrate the Aspire community, including the Black Excellence Awards, high school graduation ceremonies, and the annual Teacher and Teammate of the Year 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 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?

Aspire Monarch Academy has implemented several innovative practices that distinguish our educational program and would be challenging to implement consistently within a traditional district setting.

1. Liberatory Education and Culturally Responsive Instruction

Monarch Academy's instructional model is grounded in liberatory education principles and culturally responsive pedagogy. Rather than viewing culture and identity as supplemental to academic instruction, teachers intentionally integrate students' lived experiences, cultural backgrounds, and community knowledge into daily learning. Students engage in community and cultural inquiry, explore issues of identity, equity, and justice, and participate in learning experiences that build both academic skills and critical consciousness. This approach is embedded throughout our instructional framework and supported through ongoing professional development, coaching, and curriculum planning.

2. Aspire Student Learning Framework and Student Academic Ownership

Monarch Academy utilizes the Aspire Student Learning Framework (ASLF), which places student thinking, discourse, and ownership at the center of instruction. Students are expected to actively engage in discussions, collaborative problem-solving, inquiry-based learning, and performance tasks that require them to demonstrate their understanding in multiple ways. Student voice is intentionally incorporated into classroom culture through practices such as co-creating classroom charters, contributing ideas for learning experiences, and participating in leadership opportunities that influence school-wide decisions. This emphasis on student agency extends beyond academics and helps students develop the critical thinking, communication, collaboration, and self-determination skills outlined in Aspire Bay Area's Portrait of a Graduate.

3. Comprehensive Multi-Tiered Support System Integrating Academic, Social-Emotional, and Mental Health Supports

Monarch Academy provides an integrated system of support that combines academic intervention, social-emotional learning, restorative practices, and school-based mental health services. Students who need additional academic support receive targeted interventions through programs such as SIPPS, Lexia, Reflex, and small-group instruction informed by ongoing assessment data. At the same time, students have access to school-based counseling and mental health services provided by licensed and registered

therapists. This coordinated approach allows our school to address both academic and non-academic barriers to success, ensuring students receive comprehensive support tailored to their individual needs.

Together, these practices create a learning environment where students are academically challenged, culturally affirmed, socially supported, and empowered to take ownership of their learning and contribute meaningfully to their school community.

10: FACILITIES

Does our 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 Monarch Academy at 1445 101st Avenue in Oakland extends through the current charter term. Plans are in place to extend the agreement once Aspire Monarch Academy's next 5-year charter term is approved by the Oakland Unified School District.

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

No, Aspire Monarch 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

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 Monarch Academy's verified data demonstrates positive outcomes across academic achievement, English Learner progress, literacy development, school climate, and student engagement. Our school utilizes multiple measures to monitor student progress and evaluate the effectiveness of its educational program, including state assessment results, i-Ready diagnostic assessments, mCLASS/DIBELS literacy assessments, attendance data, and school climate indicators.

On state accountability measures, Monarch Academy outperformed Oakland Unified School District in several key areas. In mathematics, Monarch achieved a Distance from Standard (DFS) score of -64.4 compared to OUSD's -78.7. Monarch students also demonstrated stronger English Learner progress, achieving an English Learner Progress Indicator (ELPI) rate of 44.0% compared to the district's 40.3%. In science, Monarch earned a CAST score of 48.3 compared to OUSD's 43.1. Additionally, Monarch maintained a suspension rate of 0.5%, substantially lower than the district average of 4.1%, and a chronic absenteeism rate of 25.2%, below the district average of 27.9%.

Monarch Academy also regularly monitors student growth through i-Ready and mCLASS assessments. In both Math and ELA, our school has demonstrated growth since the 2022/2023 school year. While we faced a slight dip in math in 25/26, our progress exceeded i-Ready publisher thresholds to demonstrate Monarch meeting California growth expectations.

	Math		Reading	
Year	Median Progress Towards Typical Growth	Percent of Students Meeting Typical Annual Growth	Median Progress Towards Typical Growth	Percent of Students Meeting Typical Annual Growth
2022-2023	81%	37%	68%	39%
2023-2024	80%	38%	100%	51%
2024-2025	100%	50%	118%	55%
2025-2026	94%	46%	124%	60%

Monarch leverages the mClass assessments from amplify to progress monitor early literacy. While our school has seen growth from 22/23 to now, we did see a drop in performance from 24/25 to 25/26 in the percentage of students making average growth. Most of this drop can be attributed to one grade level taught by two new teachers. We are addressing this by reorganizing our TK-2 master schedule to allow for a common reading intervention block and will utilize a "Walk to Read" model to strategically optimize the amount of intervention spots available for our youngest readers. In addition, implementation of our Tier 1 phonics curriculum, Open Court, is a focus this year. We are launching the year with professional development related to phonics instruction and will be conducting literacy focused walkthroughs.

	mClass
Year	Percent of Students Meeting Average Growth

2022-2023	41.9%
2023-2024	52.5%
2024-2025	70.3%
2025-2026	43.1%

Monarch uses these data sources to identify students in need of intervention, monitor progress throughout the year, and provide targeted literacy supports through structured literacy instruction, SIPPS, Lexia, and small-group intervention.

Monarch Academy's verified data also reflects success in creating a positive and supportive learning environment. Chronic absenteeism has declined from 35.3% in 2022-23 to 25.2% in 2024-25. Significant improvements were observed among several student groups, including English Learners (38.8% to 21.4%), socioeconomically disadvantaged students (38.1% to 25.7%), Hispanic students (33.2% to 23.7%), and students with disabilities (50.8% to 25.0%). These improvements demonstrate the effectiveness of our school's attendance interventions, family outreach efforts, and student support systems.

Taken together, these verified data sources demonstrate that Monarch Academy's instructional model, English Learner supports, intervention systems, restorative practices, and family partnerships are contributing to positive student outcomes. Our school remains committed to continuous improvement and will continue using multiple measures of student performance to identify strengths, address areas for growth, and ensure equitable outcomes for all students.

Enrollment (for Fall 2026) *(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 Enrollment
Total Enrollment	373	-
Asian	1	0.27%
Black or African American	10	2.68%
Filipino	0	0.00%
Hispanic or Latino	356	95.44%
Native American or Alaskan Native	0	0.00%
Native Hawaiian or Pacific Islander	2	0.54%
White	1	0.27%
Two or More Races	3	0.80%
Race Not Reported	0	0.00%
Male	193	51.74%
Female	180	48.26%
Homeless Students	12	3.22%
Foster Youth	0	0.00%
FRPM-Eligible/Economically Disadvantaged	325	87.13%
English Learners	206	55.23%
Special Education/Students with IEPs	79	21.18%

Data as of Census Day 2025

Post-Graduation Plans (High Schools only, if available)							
Data should be from 3-6 months after graduation for each year.							
	Graduating Class						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
% attending 4-year college							
% attending 2-year college							
% attending vocational/ technical training							
% joined military							
% working exclusively							

Not Applicable

Teacher Recruitment/Retention (for each year of current charter term)								
	2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
Total # of classroom teachers on Census Day *(If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)*	13	17	17	17	16	13	15	15
# of vacant classroom teaching positions on Census Day *(If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)*	4	0	0	0	1	3	0	0
# of new classroom teacher hires after Census Day	1	0	0	0	0	0	0	0
# of classroom teachers retained from prior year	10	13	14	14	16	9	10	13
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	0	0	0	1	0	0	1	0

Teacher Ethnicity (for Fall 2026 of current charter term)	
Ethnicity	**Number of Teachers**
Asian	1
Black or African	1
Hispanic or Latino	6
White	4
Other Ethnicity or Missing	3
Total Classroom Teachers	15

Demand/Waitlist Information (only for incoming grade levels: TK, K, 6, 9)					
Year of Current Charter Term	**Date of lottery**	**Grade Level**	**# of Applicants**	**# of Available Spaces**	**# of Students on Waitlist (as of first day of school)**
Example	*4/1/2019*	*TK*	*75*	*40*	*25*
		K	*180*	*100*	*30*
		6	*115*	*100*	*5*
		9	*90*	*100*	*0*
2019-20		TK	26	22	6
		K	128	66	0
		6			
		9			
2020-21		TK	64	21	19
		K	138	66	0
		6			
		9			
2021-22		TK	43	20	8
		K	99	66	0
		6			
		9			
2022-23		TK	43	22	5
		K	91	66	0
		6			
		9			
2023-24		TK	24	22	0
		K	76	62	0
		6			
		9			
		TK	35	23	2

2024-25		K	54	42	0
		6			
		9			
2025-26		TK	57	20	15
		K	59	50	3
		6			
		9			
2026-27		TK	78	40	4
		K	48	40	7
		6			
		9			

Special Education

Instructions: Please fill in the following table based on service minutes as of the last day of school.

	2024-25	2025-26
# of students with IEPs receiving < 450 service minutes weekly	53	59
# of students with IEPs receiving > 450 service minutes weekly	13	20
# of students with IEPs in NPS placement	0	0
Total SWD enrolled	66	79

Special Education Enrollment Count by Primary Disability

Instructions: For the table below, please align data with the EOY SELPA 16.12 Report - Students with Disabilities - Education Plan by Primary Disability (EOY 4). If you are submitting prior to the EOY CALPADS Certification deadline for this year, you can include data from the 16.12 Revised Uncertified report as of the last day of school. If you need assistance, please contact the Office of Charter Schools. Please note, OCS may request additional information regarding this data.

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Total Unduplicated Count	47	41	45	49	57	66	79
Intellectual Disability (ID) 210	1	1	2	2	2	1	2
Hard of Hearing (HH) 220	1	1	1	0	0	0	0
Deafness (DEAF)/Hearing impairment (HI) 230	0	0	0	0	0	0	0
Speech or language impairment (SLI) 240	21	21	24	25	26	27	23
Visual impairment (VI) 250	0	0	0	0	0	0	0
Emotional Disturbance (ED) 260	0	0	0		0	1	2
Orthopedic impairment (OI) 270	0	0	0	0	0	0	0
Other health impairment (OHI) 280	9	9	5	5	7	7	15
Established medical disability (EMD) 281	0	0	0	2	2	0	0
Specific learning disability (SLD) 290	9	6	8	10	11	17	20
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	6	3	5	5	9	13	17
Traumatic brain injury (TBI) 330	0	0	0	0	0	0	0

Reclassification (for each year of current charter term)							
	2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Total # of English Language Learners actively enrolled from the first Wednesday of October (Census Day) and the last day of school	170	161	222	237	263	226	206
Total # of students that reclassified	0	2	16	32	26	16	31