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.

At Aspire Golden State College Preparatory Academy (GSP), we have cultivated a schoolwide culture rooted in collaboration, transparency, and equity, with a clear focus on data-driven instructional practices that improve student outcomes. A hallmark of our approach is our commitment to engaging all stakeholders, students, families, teachers, and staff, in shared accountability for academic progress and school improvement.

Each year begins with robust family engagement events where we collectively review key school data, including academic performance, budget allocations, and results from culture and climate surveys. These events help establish a shared understanding of our goals and priorities. This culture of collaboration is sustained throughout the year via weekly teacher team meetings and quarterly staff data stepbacks, where decisions are grounded in ongoing analysis of student performance. We maintain transparency by sharing progress with all stakeholders, ensuring alignment with our school wide strategic plan.

A unique and impactful instructional focus at GSP is our emphasis on academic vocabulary development as a schoolwide priority. Recognizing that mastery of content-specific language is essential for academic success, we have implemented strategies to explicitly teach and reinforce academic vocabulary across all subjects and grade levels. Teachers incorporate vocabulary instruction into daily lessons, ensure key terms are visibly posted and referenced, and embed opportunities for students to use and apply academic language through speaking, writing, and collaborative learning structures.

Another cornerstone of our instructional approach is the implementation of Universal Design for Learning (UDL) strategies to ensure equitable access to rigorous, grade-level content. These strategies are embedded in daily lessons, summative assessments, and unit plans to meet the needs of all learners. For example, in a 12th-grade ELA lesson—Writer's Workshop Day #5: Conclusion Paragraph—students engage with sentence stems, vocabulary lists, bolded keywords, chunked directions, graphic organizers, student exemplars, and clear success criteria. These scaffolds, intentionally implemented across subjects, provide students with multiple means of representation and expression, ensuring deeper understanding and active engagement.

To further support our Multilingual Learners (MLLs), GSP has partnered with Ensemble through the Silicon Schools Elevate Grant for the 2024–25 school year. This initiative is expanding our capacity to implement high-leverage strategies for language development and meaningful academic engagement.

Our Instructional Leadership Team (ILT)—comprising the principal and lead teachers from math, humanities, science, and special education—ensures coherence in instructional planning and professional development. This team, alongside grade-level and content-specific teacher collaboration, drives continuous improvement and fosters a culture of adult learning centered on student achievement.

GSP also maintains robust Professional Learning Communities (PLCs) across all departments. Teachers collaborate regularly to analyze student data, share effective instructional strategies, and co-plan high-impact learning experiences

such as Student Exhibitions and Student-Led Conferences. These structures enable us to meet students' diverse needs while advancing our shared academic vision.

Through these integrated practices—including our focus on academic vocabulary, data-driven collaboration, equitable instruction, and adult learning, GSP has created an instructional environment that is rigorous, inclusive, and responsive, resulting in measurable gains in student engagement and academic outcomes.

2: AREAS OF SUCCESS

Describe any unique areas of success beyond traditional academic measures.

Aspire Golden State College Preparatory Academy ensures 100% of our core classes (ELA, science, math, social science) meet A-G requirements and all core content classes are aligned to CCSS and NGSS frameworks. Aspire GSP's Linked Learning Pathway of Business-Entrepreneurship provides students with the skills, experiences, and mindset needed to thrive in college, career, and civic life, emphasizing real-world problem solving, innovation, and leadership through integrated projects and industry partnerships.

Aspire Golden State College Preparatory Academy has been awarded the California Community Schools Partnership Program (CCSPP) grant—a significant achievement that will enhance our academic support and deepen community partnerships as we work toward becoming a true community-based school. Additionally, we have secured the Golden State Pathways Program grant and the K12 Strong Workforce Program grant. Together with ongoing support from Oakland City Measure N/H funds, these resources will sustain and expand our work-based learning opportunities for high school students, including job shadowing, internships, and career exploration—demonstrating our unwavering commitment to preparing scholars for success in college, career, and beyond.

Aspire GSP's College and Career Team has been deeply committed to increasing both our graduation rate and A-G course completion. Their dedication has contributed to a 98.5% graduation rate and 71.2% of our students being classified as College & Career Ready, a strong reflection of our mission to ensure every scholar is prepared for post-secondary success. This year, many of our seniors have been awarded competitive scholarships, a testament to both their hard work and the personalized support they receive. Our College and Career Team works tirelessly to match each student with opportunities that align with their goals, whether it be a two- or four-year college, a career training program, or entry into the workforce. Their commitment to equity and access helps open doors for every scholar to thrive beyond high school.

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*)?

GSP strives to ensure that our student population reflects the rich diversity of the community we serve within the territorial jurisdiction of our school. We annually monitor the racial, ethnic, linguistic, and ability diversity among our students and implement a variety of strategies to support and refine our student outreach plan, with the goal of

achieving and maintaining a balanced, inclusive student body.
 These strategies include:

- Our enrollment process is designed to be inclusive, allowing for a broad recruitment and application process. We actively encourage engagement from multiple stakeholders. This approach ensures that all voices are heard and considered, contributing to the diversity of our student population.
- Hosting multilingual family information nights and school tours to ensure accessibility for English learners and families requiring accommodations
- Distributing outreach materials in multiple languages and formats, including those accessible for individuals with disabilities
- Conducting targeted outreach to families of English language learners and students with IEPs to ensure equitable access to enrollment information
- Regularly reviewing enrollment data and adjusting our outreach strategies to ensure we are reaching and serving students from all backgrounds, including those with disabilities and emerging bilinguals.
- We engage in outreach efforts and make presentations via community organizations, neighborhood groups, youth organizations, churches, and other local organizations.
- We advertise openings through digital marketing ads, on our school website, brochures, posting flyers in neighborhoods, distributing flyers at local organizations and small businesses, billboards, and radio announcements targeted toward diverse population, and in various languages, as needed, to ensure that every diverse population feels seen and heard in our recruitment efforts.
- We host open house events to provide opportunities for prospective applicants to learn more about the school's academic and enrichment programs.
- We have developed and engaged in family affinity groups to learn more about their experiences and opportunities to enhance our programming.
- All outreach and recruitment materials are available in English and Spanish.

At GSP, we are dedicated to creating a welcoming and inclusive school community based on our community population and needs. It is our commitment to every student and family in sustaining a sense of belonging by providing comprehensive support, including academic and emotional support, to ensure that all students thrive in our diverse environment.

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.)*

We have seen success in building a student body that reflects the racial and ethnic diversity of our surrounding community through intentional outreach efforts. These include multilingual enrollment campaigns, family information nights, partnerships with community organizations, and the distribution of accessible materials across a variety of platforms. Additionally, our annual monitoring of demographic data has helped us remain responsive and adjust our student outreach plan to ensure continued inclusivity.

Beyond recruitment, we are committed to cultivating a school environment that affirms the identities and needs of all students. This includes exploring affinity spaces for families of underrepresented student groups, hiring staff with relevant language skills or cultural competencies, and expanding professional development to ensure our team is

equipped to support diverse learners. By strengthening both our external recruitment practices and internal school culture, we aim to create a more inclusive, welcoming environment for every student and family.

4: STUDENT ENGAGEMENT

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

Our Student Leadership Committee, elected by the student body, works in close partnership with school administration to inform policy, provide input on programming, and support school-wide events such as Homecoming and Pi Day. These student representatives design and lead initiatives that foster trust and build a sense of community among peers and between students and staff. Through the Associated Student Body (ASB), students have successfully planned events like Pi Day—where students "pie" their favorite teachers—cultivating joy, connection, and a positive school culture. Last year, ASB launched our annual Homecoming Rally, where each high school grade created themed floats and competed in a spirited celebration of school pride. In addition to organizing events, student leaders advocate for their peers by voicing concerns, collaborating with administrators and ASB officers, and helping implement meaningful changes. They also play a key role in ensuring strong communication by keeping students informed and encouraging participation. This leadership structure empowers students to actively shape their school experience and reinforces their essential role in our school community.

In addition, At Aspire Golden State College Preparatory Academy we prioritize student voice and well-being by administering a Social-Emotional Learning (SEL) survey twice a year. This survey provides valuable insights into students' sense of belonging, engagement, and overall school experience. The results help guide our school wide efforts to foster a positive learning environment and identify areas for targeted support. By consistently analyzing SEL data, we are able to make informed decisions that enhance student engagement and ensure all students feel seen, heard, and supported.

During the 24-25 SY, our after-school program expanded its services to include high school students, complementing its existing support for middle school students. This enhancement aims to address the diverse needs of our student body by providing essential life skills and academic support tailored to older students. The inclusion of programs like driver's education and targeted English and math tutoring fosters holistic development. Driver's education empowers students with practical, real-world skills that enhance independence and future opportunities. Meanwhile, academic tutoring reinforces foundational skills, boosting confidence and academic performance. Beyond academics, this expansion builds stronger school-community connections by offering a safe, supportive environment where high school students can thrive. These services promote independence, improve engagement, and equip students with skills critical for success in both school and life.

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

Based on student feedback, we created a Student Recruitment Team to support our recruitment efforts. Our Student Recruitment Team exemplifies how we empower students to take an active role in school governance and decision-making. Composed of students from diverse backgrounds, the team collaborates with staff to design and deliver presentations that authentically represent our school to prospective families and future scholars. Through their participation, students help shape the public perception of our school, inform recruitment strategies, and strengthen community relationships. This initiative not only amplifies student voice but also provides meaningful opportunities

for leadership development, encouraging students to share their unique perspectives and contribute to decisions that shape the future of our school.

5: FAMILY ENGAGEMENT

How do families voice concerns?

At Aspire Golden State College Preparatory Academy, we are committed to fostering strong, transparent partnerships with our families by providing multiple accessible avenues to share concerns, offer feedback, and engage meaningfully in school life. Families can easily reach out to teachers by phone or email with academic or behavioral questions. Our Behavior Wellness Team (BWT) is available to support families by addressing concerns and facilitating restorative conversations between students when needed. Additionally, families can call the main office to file a concern, which is promptly routed to the appropriate department or staff member. If the issue cannot be resolved at the school site, families can escalate it to the regional office through a formal concern form, ensuring every concern is taken seriously and handled with care.

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

At GSP, we prioritize structured family engagement through the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). The SSC—made up of parents, student leaders, and staff—is elected annually and helps shape school goals, strategies, and Title I spending through our Local Control and Accountability Plan (LCAP). ELAC offers families of English Learners a forum to advise on programs that support language development and academic success.

We also host a Black Family Advocacy Group to provide a dedicated space for Black families to share experiences, partner with school leadership, and advocate for the academic and cultural needs of Black students—helping inform policy and school climate.

In addition, families are invited to monthly *Coffee with the Principal* and *Dinner with the Principal* events, as well as twice-yearly surveys that gather input on school culture, communication, safety, and academics. These insights directly shape our continuous improvement efforts.

Through these layered opportunities, GSP is committed to creating a school community where all families feel heard, valued, and empowered to support their child's success.

Additional Opportunities for Family Involvement:

- Exhibition Panels
  Serve as a panelist for student exhibitions of learning, providing feedback and encouragement as students present their academic and career-based projects.

- Student-Led Conferences
  Participate in student-led conferences where scholars reflect on their academic growth, set goals, and take ownership of their learning with family input.

- Staff & School Surveys
  Contribute feedback through structured surveys and listening sessions that help inform schoolwide

decision-making and staff professional development priorities.

- Classroom & Event Volunteering
  Assist with classroom activities, school events, and field trips. Opportunities range from one-time support to ongoing involvement.

- Fundraising & Resource Drives
  Help organize or participate in school fundraising campaigns, donation drives, and community partnerships that support student programs and school needs.

- Family Advocacy & Organizing
  Join advocacy efforts that amplify family voice in areas such as equity, school climate, and district-level decision-making. Opportunities include participating in parent coalitions or speaking at board meetings.

These opportunities empower families to play a vital role in shaping the GSP experience and ensure that our school reflects the strengths, values, and aspirations of the community we serve.

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

In family surveys and during *Coffee with the Principal* meetings, many parents—especially those of English Learners—shared concerns about limited access to information about college readiness programs and support for students navigating post-secondary planning. In response, GSP launched a Bilingual College & Career Readiness Workshop Series, co-hosted by the counseling team and ELAC representatives. Sessions were held in both English and Spanish and included topics such as financial aid, A-G requirements, career pathway options, and how families can support their student's planning at home.

In addition, based on parental input from our SSC & ELAC meetings regarding our Oakland Measure G1 funds expenditures, families advocated for the expansion of our music programming for middle school scholars. As a result, we included a music elective for our middle school students to receive exposure before entering high school. This demonstrates how family and student input can shape and improve our school's programs and services.

6: TEACHER ENGAGEMENT

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

At Aspire Golden State Prep, we believe that those closest to the work—our teachers—must play a central role in shaping the direction of our school. We foster a culture of shared vision and distributed leadership, where teacher voice is not only welcomed but actively sought in key areas of school planning, strategy, and continuous improvement.

Opportunities for Teacher Leadership and Input:

- School Site Council (SSC)
  Teachers serve as elected representatives on the SSC, helping to guide schoolwide goals, Title I expenditures, and accountability planning through the Local Control and Accountability Plan (LCAP).

- English Learner Advisory Committee (ELAC)
  Teachers collaborate with families and leadership to review and improve programs and services that support English Learners and promote language development.
- Instructional Leadership Team (ILT)
  ILT members lead professional learning, co-design curriculum and assessment strategies, and help drive instructional priorities schoolwide.
- Grade-Level & Department Team Meetings
  Teachers collaborate regularly with their peers to align on instruction, plan interdisciplinary units, analyze data, and meet students' academic and social-emotional needs.
- Professional Learning Communities (PLCs)
  Through PLCs, teachers engage in reflective dialogue, examine student work, and co-create strategies to improve learning outcomes across content areas and pathways.
- Weekly Staff Newsletter Feedback Loop
  Teachers are invited to share ideas, raise concerns, and celebrate wins through a dedicated feedback section in the weekly staff newsletter, helping leadership stay responsive to emerging needs.
- Shared Vision & Distributed Leadership
  Strategic initiatives are shaped in collaboration with staff through working groups, town halls, and collaborative planning sessions—ensuring teacher expertise informs decision-making at every level.

At GSP, teacher leadership is woven into the fabric of our school community. We believe that when educators are empowered as co-leaders, our students, families, and school thrive.

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

Through our distributive leadership model and survey feedback, teachers expressed the need for more structured time to collaborate with grade level and content areas, in addition to more individual planning time to internalize standards/curriculum/lessons. Based on such feedback, the school leadership team adjusted the professional development calendar to include monthly individual planning sessions, and increased Grade Level & PLC time. One Friday a month, teachers get self-directed time to plan, grade, and explore professional development experiences beyond our school site.

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)

At Aspire Golden State College Preparatory Academy, we are committed to ensuring that English Learners, including newcomers and Long-Term English Learners (LTELs), receive targeted support to thrive academically, develop strong language skills, and feel a sense of belonging in our school community.

According to the California School Dashboard, GSP saw a 21.8% increase in English Learner progress, a testament to our targeted interventions, consistent instructional strategies, and schoolwide commitment to language development. All EL students receive Designated ELD instruction based on their language proficiency, focusing on both academic and social language. Integrated ELD strategies are embedded across content areas, helping ELs access rigorous curriculum

through scaffolds, structured talk, and visual supports. LTEL students receive strategic academic support, including placement in specialized courses and goal tracking for reclassification. The English Learner Advisory Committee (ELAC) meets regularly to elevate family voices and improve programs.Bilingual communication, translated materials, and interpretation services help ensure families stay informed and involved.

While progress has been made, further differentiated instructional approaches are needed for LTELs, particularly in writing and academic vocabulary development. Expanded PD opportunities focused on LTEL best practices would benefit both ELD and content teachers. While reclassification data is tracked, there is a need for more consistent, real-time classroom-level progress monitoring, particularly in core academic subjects. Schoolwide access to individual EL profiles and language growth targets would help all teachers personalize instruction more effectively. Opportunities remain to enhance newcomer-specific support, such as peer mentorship, cultural orientation sessions, and clubs or advisory groups tailored to their needs. More structured collaboration between ELD and content teachers would support consistent instructional alignment.

GSP is proud of its 21.8% increase in English Learner progress, reflecting the strength of our instructional practices and schoolwide focus on language equity. Continued growth will come from deepening our differentiation for LTELs, enhancing data use, and expanding holistic support for newcomers. Through shared responsibility, we aim to ensure every English Learner is on a path toward academic success and full language proficiency.

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

At Aspire Golden State College Preparatory Academy, we are committed to providing a high-quality, inclusive education for all students, especially those with disabilities, including students with moderate to severe needs, as well as Long-Term English Learners (LTELs) and newcomers with IEPs. We strive to ensure access, equity, and academic success through individualized support, family collaboration, and data-informed practices.

According to the California School Dashboard, students with disabilities at GSP showed a 22.3-point increase in SBAC ELA performance, reflecting the effectiveness of our instructional support and inclusive practices. GSP uses push-in and co-teaching models to ensure students with disabilities receive instruction in general education settings whenever appropriate. General and special education teachers collaborate to provide scaffolds, modifications, and accommodations tailored to student needs. Through MTSS, students receive academic and behavioral interventions aligned to their individual needs, monitored through data cycles and adjusted based on response to intervention. This tiered model supports both diagnosed and undiagnosed learners, helping identify needs early and provide timely support. Students with moderate to severe disabilities access functional academic programming, life skills development, and communication support, provided by credentialed special education staff. Inclusion opportunities, when appropriate, promote peer interaction and social-emotional development. EL students with IEPs, including LTELs and newcomers, receive coordinated services that integrate language development goals with their IEPs. ELD and special education teams collaborate to support both academic language acquisition and access to rigorous content. Families are deeply involved in IEP development and receive regular updates in their home language. Translators and multilingual resources are used during meetings, conferences, and school events to ensure equitable access to information.

While foundational supports are in place, more adaptive curriculum resources and staff training are needed to differentiate core content for students with complex needs. Increased use of assistive technology and communication tools would enhance access and independence. For ELs with disabilities, better integration between ELD instruction and IEP goals is needed to avoid fragmented services. A centralized tracking system for both language progress and IEP

goal achievement would strengthen coordination and instructional planning. While co-planning happens, more protected time and joint PD opportunities are needed to align instructional strategies, supports, and expectations across classrooms.

Aspire GSP is proud of the 22.3-point increase in SBAC ELA scores among students with disabilities, highlighting the impact of our inclusive practices and targeted support. Continued growth will come from deepening differentiation, integrating language and disability services, and strengthening collaborative planning between general and special education teams. We remain committed to ensuring every student—regardless of ability or language background—can thrive academically, socially, and emotionally.

Students in need of remediation

Aspire Golden State College Preparatory Academy is committed to ensuring that all students, especially those performing below grade level, receive the support they need to catch up, gain confidence, and meet rigorous academic expectations. Remediation is addressed through a multi-layered system that includes data-informed instruction, targeted interventions, and personalized support. GSP uses a Multi-Tiered System of Supports (MTSS) to identify students in need of academic remediation early. Tier 2 and Tier 3 supports include small-group instruction, pull-out tutoring, and intervention blocks embedded in the schedule for ELA and will include math during the 25-26 SY. Teachers regularly analyze interim assessment data, benchmark tests, and classroom performance to identify learning gaps. Data cycles are built into PLCs to plan targeted reteaching, differentiation, and progress monitoring. GSP offers after-school tutoring through Sylvan, and credit recovery opportunities to help students close academic gaps and stay on track for graduation. Many students in need of remediation also benefit from social-emotional supports, including wellness check-ins, counseling services, and restorative practices that reduce academic anxiety and increase classroom engagement. Students can access personalized learning platforms like IXL & i-Ready to accelerate their learning at their zone of proximal development at school and at home.

Current intervention supports are effective, but limited staffing and time constrain the number of students who can be served at any given time. Hiring dedicated intervention specialists or tutors for literacy and numeracy would allow for greater impact and consistency. While support is available at the secondary level, some students arrive in school already significantly behind.

Aspire GSP is making solid progress in supporting students who require academic remediation through structured intervention blocks, after-school tutoring, and data-informed instruction. To deepen our impact, we must expand staffing for interventions, enhance differentiation in core classes, and provide more proactive support, especially in the critical transition years. Our goal is to ensure that every student, regardless of where they start, has a pathway to academic success and postsecondary readiness.

Advanced students performing above grade level

Aspire GSP is committed to ensuring that all students, including those who are performing above grade level, are challenged, engaged, and supported in reaching their highest potential. The school's academic program aims to stretch high-performing students through accelerated coursework, enrichment opportunities, and leadership development. GSP offers AP classes, and college dual-enrollment opportunities to students who demonstrate readiness for more rigorous academic work. Students are encouraged to challenge themselves through these opportunities, and academic counseling helps guide course selection aligned to student strengths and college goals. Many teachers use differentiated instruction, including extension assignments, independent projects, and leveled readings, to meet the

needs of advanced learners during core instruction. Project-based learning & interdisciplinary units also allows students to go deeper in areas of interest and apply higher-order thinking skills. GSP's use of exhibitions, portfolios, and presentations allows advanced students to showcase deeper understanding, engage in self-directed learning, and receive feedback on real-world skills. Students can access personalized learning platforms like IXL & i-Ready to accelerate their learning at their zone of proximal development at school and at home to cater to the unique needs of our more advanced students.

Academic advising is strong, but there is room to provide more individualized academic planning for high-achieving students, including earlier identification and long-term planning for advanced pathways. Additional guidance around college-level work, internships, and early college prep would benefit students aiming for competitive postsecondary options.

Aspire GSP is actively supporting advanced students through rigorous coursework, leadership opportunities, and differentiated instruction. To maximize outcomes for high performers, the school can focus on expanding early acceleration, personalizing academic pathways, and ensuring consistent challenge across all classrooms. These efforts will help advanced students remain engaged, inspired, and prepared for future academic success.

Any other student groups you are paying particular attention to

In addition to supporting English Learners, students with disabilities, and students in need of remediation or advanced instruction, Aspire GSP is committed to meeting the unique needs of other student populations that require intentional, equity-centered focus. These groups include Black students, foster youth, students experiencing homelessness, and LGBTQ+ students. GSP's goal is to ensure that all students are seen, heard, and supported, academically, socially, and emotionally.

GSP has established a Black Family Advocacy Group, which helps inform school climate, policies, and cultural practices to ensure equity for Black students. Staff are engaged in ongoing professional development, examining biases and implementing culturally responsive teaching strategies. Restorative practices and affinity spaces have been introduced to foster belonging and reduce disproportionate discipline outcomes. GSP promotes a safe, inclusive school climate for LGBTQ+ students, clear anti-discrimination policies, and staff training on gender identity and inclusivity.

Through Student Leadership, students from underrepresented groups are given platforms to voice concerns, shape initiatives, and contribute to school governance. Student-led conferences and exhibitions encourage all students to take ownership of their learning and identity.

8: GOVERNANCE

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

Aspire Golden State Preparatory Academy is governed by the Aspire Board of Directors ("Board" or "Board of Directors"), in accordance with applicable law and its adopted bylaws. All Board meetings comply with the Brown Act, and the Board abides by an adopted conflict code which complies with the Political Reform Act.

The Aspire Board of Directors currently consists of 4 Board members. 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
- Seeing 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 GSP's vision, mission, and Schoolwide Learner Goals. The community continues to support and share organization's and school's vision for academic excellence and educating the whole child.

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

The Aspire Public Schools governing board visits Aspire school sites 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?

GSP is committed to delivering a rigorous, student-centered education that prepares every scholar for college, career, and life. As a charter school, GSP leverages its autonomy to implement innovative, equity-focused practices that foster deep engagement, real-world learning, and teacher leadership. This type of integrated, industry-aligned pathway requires flexible scheduling, cross-disciplinary collaboration, and robust external partnerships.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

GSP intentionally structures its master schedule to support the implementation of the Linked Learning Pathway, project-based learning, and embedded supports. This includes:

- Strategic intervention and advisory time embedded during the school day to support academic remediation, college/career planning, and social-emotional learning.
- Grade-level and pathway-aligned teacher planning time that allows for shared curriculum development and deeper collaboration.

GSP's ability to redesign its schedule annually around student learning priorities is a powerful lever for innovation.

At GSP, learning is assessed not just through traditional exams but through performance-based assessments, including student-led conferences, public exhibitions, and portfolio defenses. Students apply what they've learned in real-world contexts, building agency, communication skills, and content mastery. In our Business & Entrepreneurship pathway, for example, students present business pitches to community judges, conduct market research, and develop professional portfolios.

GSP has developed a distributed leadership model that places educators at the center of schoolwide decision-making. Teachers actively participate in governance through the Instructional Leadership Team (ILT), School Site Council (SSC), ELAC, and content-area PLCs. Regular feedback loops, such as weekly newsletters and staff surveys, ensure that teacher insight informs professional development, culture-building, and strategic planning.

Our innovative practices, including our Business & Entrepreneurship Linked Learning Pathway, performance-based assessments, master schedule flexibility, and distributed leadership model, are core to our mission of preparing students for college, career, and life.

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.

Aspire Public Schools owns Aspire Golden State College Preparatory Academy's facility.

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

No

11: PROPOSED MATERIAL REVISIONS / SUBSTANTIAL CHANGES

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

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 Golden State College Preparatory 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	411	-
Asian	1	0.24%
Black or African American	70	17.03%
Filipino	0	0.00%
Hispanic or Latino	319	77.62%
Native American or Alaskan	0	0.00%
Native Hawaiian or Pacific	1	0.24%
White	4	0.97%
Two or More Races	1	0.24%
Race Not Reported	15	3.65%
Male	205	49.88%
Female	205	49.88%
Homeless Students	4	0.97%
Foster Youth	0	0.00%
FRPM-Eligible/Economically	379	92.21%
English Learners	105	25.55%
Special Education/Students with	71	17.27%

Graduation Information (High Schools only) - For Spring 2025 of current charter term

If official data is not yet available for Spring 2025, please provide preliminary/unofficial numbers.

5 Year Cohort Graduation Rate	91.60%
Cohort Dropout Rate	3.33%

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

	Graduating Class						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
% attending 4-year college	51.60%	41.60%	32.40%	26.60%	21.00%	33.00%	46.00%
% attending 2-year college	16.10%	18.50%	12.70%	26.60%	29.00%	15.00%	17.00%
% attending vocational/ technical training	3.00%	0.00%	0.00%	0.00%	0.00%	14.00%	6.00%
% joined military	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
% working exclusively	0.00%	3.00%	0.00%	0.00%	0.00%	11.00%	13.00%

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 *(If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)*	28	30	34	30	28	27	25	20
# 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)*	0	0	2	4	5	1	3	2
# of new classroom teacher hires after Census Day	1	3	2	2	3	1	3	
# of classroom teachers retained from prior year	21	27	34	30	23	23	22	17
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	1	3	3	2	4	1	1	

Teacher Ethnicity (for Fall 2025 of current charter term)	
Ethnicity	**Number of Teachers**
Asian	1
Black or African	2
Hispanic or Latino	2
White	15
Other Ethnicity or	0
Total Classroom Teachers	20

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	*3/7/2018*	6	119	97	17
		9	19	93	7
2019-20	*3/6/2019*	6	115	94	28
		9	16	92	5
2020-21	*3/4/2020*	6	106	84	22
		9	8	95	4
2021-22	*3/3/2021*	6	95	74	16
		9	4	67	1
2022-23	*3/3/2022*	6	73	46	21
		9	19	66	3
2023-24	*3/6/2023*	6	110	65	22
		9	85	62	10
2024-25	*3/6/2024*	6	106	65	14
		9	47	55	7
2025-26	*3/6/2025*	6	111	65	5
		9	38	56	2

Special Education

	2023-24	2024-25
# of students with IEPs receiving <	46	53
# of students with IEPs receiving >	25	18
# of students with IEPs in NPS	0	0
Total SWD enrolled	71	71

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	76	76	76	75	72	81	71
Intellectual Disability (ID) 210	4	6	8	8	9	8	4
Hard of Hearing (HH) 220	1	1	1	0	1	1	0
Deafness (DEAF)/Hearing	0	0	0	0	0	0	0
Speech or language impairment	4	1	2	2	2	3	3
Visual impairment (VI) 250	0	0	0	0	0	0	0
Emotional Disturbance (ED) 260	2	5	4	6	3	6	3
Orthopedic impairment (OI) 270	0	0	0	0	0	0	0
Other health impairment (OHI)	15	14	10	13	12	16	9
Established medical disability	0	0	0	0	0	0	0
Specific learning disability (SLD)	47	45	47	41	37	42	45
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	3	4	3	4	7	6	6
Traumatic brain injury (TBI) 330	0	0	1	1	1	1	1