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## STAFF REPORT

# Aspire Golden State College Preparatory Academy Renewal Appeal Petition February 10, 2026

## Background and Introduction

Aspire Golden State College Preparatory Academy (hereafter referred to as Aspire GSP) is a sixth through twelfth Grade (6-12) school located within the Lockwood-Tevis neighborhood in Oakland (1009 66th Avenue), serving approximately 405 students. Aspire GSP is one of thirty-six schools throughout California managed by Aspire Public Schools, a charter management organization that serves over 15,000 students across the Bay Area, Central Valley and Los Angeles regions.

The Aspire GSP charter renewal petition was denied by the Oakland Unified School District (OUSD) Board of Education on October 21, 2025. Aspire GSP has submitted a renewal appeal petition to the Alameda County Board of Education (ACBOE). ACBOE's review of a renewal petition on appeal is *de novo*,<sup>1</sup> and California Code of Regulations, Title 5, Section 11966.5(c)(1) provides that the ACBOE "shall consider the past performance of the school's academics, finances, and operations in evaluating the likelihood of future success, along with future plans for improvement, if any." Therefore, while ACBOE will consider the matter anew without deference to the findings in any prior proceeding, ACBOE may evaluate all available evidence, including the facts and analysis from ACOE staff's investigation, facts presented by Aspire GSP, and the facts and evidence identified by the Aspire GSP authorizer, the Oakland Unified School District (OUSD), in making its own independent determination as to whether to grant or deny the renewal.

Pursuant to Education Code Section 47607(c), the ACBOE must consider a charter school's placement within the state performance categories, which are based on results from the California School Dashboard (Dashboard). Pursuant to Assembly Bill 1505, the California Department of Education (CDE) annually publishes charter school performance categories based on California School Dashboard data. According to the [CDE's 2024 data file](#), Aspire GSP was classified within the *middle performance category*.<sup>2</sup>

<sup>1</sup> Independently evaluating evidence and legal arguments to reach a decision.

<sup>2</sup> On March 14, 2025, CDE designated Aspire GSP as a Middle Performing school based on 2023-24 data. Although CDE released updated performance categories in January 2026, this data was not included in either the OUSD decision or Aspire GSP's renewal appeal petition; therefore, consistent with the ACOE Charter Schools Policies & Procedures Manual.

Charter schools in this category may be renewed for a five-year term unless written findings are made supporting denial.

## Executive Summary

In the accompanying staff report, ACOE staff has included data and analyses in the consideration of schoolwide performance and student group performance on both state and local indicators included in the State Dashboard, **while placing greater weight on academic indicator performance.**

### Is Aspire GSP meeting, or making sufficient progress toward meeting standards that provide a benefit to pupils of the school (Ed. Code 47607.2(b)(3))?

#### English Language Arts

Overall, academic achievement for students in English Language Arts (ELA) is inconsistent and has fluctuated from year-to-year, both before and after the pandemic, with post-pandemic performance still substantially lower than pre-pandemic performance. ELA scores fluctuated between 14 and 36.8 points below standard before the pandemic, followed by fluctuation between 58.8 and 69.8 points below standard after the pandemic. Across all years, ELA scores were what CDE categorizes as “Low.” (Section C.1.a Academic Performance and Outcomes Over Time)

**Table 1: Aspire GSP ELA Performance (2017-2024)**

Student Group	California School Dashboard Year							
	2017	2018	2019	2020	2021	2022	2023	2024
<b>All Students</b>	34.4 points below standard	14 points below standard	36.8 points below standard	California School Dashboard suspended due to COVID-19 pandemic		68 points below standard	58.8 points below standard	69.8 points below standard

Source: AGS California School Dashboard – [2017](#), [2018](#), [2019](#), [2022](#), [2023](#) and [2024](#).

#### Mathematics

Overall academic achievement for students in Mathematics has been steadily declining since 2019 (92 points below standard) to 2024 (144 points below standard). Math scores prior to the pandemic fall within the range of “Low,” as categorized by CDE. Math scores since the pandemic fall within the range of “Very Low.” (Section C.1.a Academic Performance and Outcomes Over Time)

Table 2: Aspire GSP Math Performance (2017-2024)								
Student Group	California School Dashboard Year							
	2017	2018	2019	2020	2021	2022	2023	2024
<b>All Students</b>	79.7 points below standard	62.5 points below standard	92.6 points below standard	California School Dashboard suspended due to COVID-19 pandemic		134 points below standard	137.7 points below standard	144.6 points below standard

Source: AGS California School Dashboard – [2017](#), [2018](#), [2019](#), [2022](#), [2023](#) and [2024](#)

For additional context on the academic performance indicators, the California Department of Education released a data set of Growth scores on the 2024 California School Dashboard that is relevant to academic performance. The Growth Score provides information on the same students over time and asks - did this student make more, less or about the same progress as similar students statewide? These scores are provided solely for additional context, and must not be relied upon as a basis for any finding. This growth data indicates that Aspire GSP students are experiencing below typical in English Language Arts and below typical in Mathematics as compared with similar peers locally and statewide. While most neighboring schools had below typical growth scores, Aspire GSP had among the lowest in both ELA and Math. (Appendix J Growth Data)

### English Learners

Aspire GSP’s English Learners demonstrated a low level of progress toward fluency from 2017 through 2023, but made significant improvement on the English Language Progress Indicator on the 2024 Dashboard. In 2019, 41% of English Learners made progress toward proficiency (considered “Low” by the CDE), while in 2024, 59% of English Learners made progress (a “High” status according to the CDE). Aspire GSP’s English Learner population comprises 26 percent of the overall student population, which is lower than the closest 6-12 school that serves 42.7% English Learners. (Section C.1.a Academic Performance and Outcomes Over Time)

Table 3: Aspire GSP ELPI Performance (2017-2024)								
Student Group	California School Dashboard Year							
	2017	2018	2019	2020	2021	2022	2023	2024
<b>English Learners</b>	No Data ^	No Data ^	41% making progress	Dashboard suspended due to COVID-19 pandemic		45% making progress	37% making progress	59% making progress

Source: AGS California School Dashboard – [2019](#), [2022](#), [2023](#) and [2024](#)

**Graduation Rate**

Since 2018, Aspire GSP’s Graduation rates have remained relatively consistent and considered High to Very High on the CA School Dashboard. In 2024, the overall Graduation Rate for Aspire GSP was 99%, with some variation between 94% and 99% for student groups. (Section C.1.a Academic Performance and Outcomes Over Time)

**Table 24: Aspire GSP Graduation Rate (2018-2024)**

Student Group	California School Dashboard Year						
	2018	2019	2020	2021	2022	2023	2024
English Learners	93% graduated	95% graduated	Dashboard suspended due to COVID-19 pandemic		82% graduated	91% graduated	99% graduated

**College and Career Indicator**

According to the 2024 Dashboard, 71% of Aspire GSP students graduated “prepared” for College or Career. This rate is considered Very High by the CDE. The majority of students were designated through meeting the UC/CSU admission (“A-G”) criterion in addition to one other requirement. (C.1.a Academic Performance and Outcomes Over Time)

**Has Aspire GSP shown strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code 47607.2(b)(3))?**

For this analysis, similar peers consisted of comparison to students at the two nearest schools with the same grade 6-12 span (Coliseum College Preparatory Academy and LIFE Academy), with Oakland Unified and low income students nationwide included for reference (C.1.a Academic Performance and Outcomes Over Time)

**College Enrollment** - In 2024, 48% of Aspire GSP’s high school graduates enrolled in a two or four year institution the fall after graduation. When compared with similar peers, this enrollment rate is lower than the 2024 college enrollment rates for OUSD (57%), LIFE (67%) and CCPA (73%). Aspire GSP’s college enrollment has trended downward since 2021. Comparatively, OUSD as a whole, LIFE Academy and CCPA have increased college enrollment since 2021.

**College Progress Through Second Year** - ACOE staff measured the percentage of Aspire GSP’s graduating class that enrolled in a two or four year institution the following Fall

and remained enrolled at the end of their second year of college (re-enrollment rate). Aspire GSP's re-enrollment rate has steadily decreased since the class of 2018, beginning at 62% and ending most recently at 38% with the class of 2023 (see table 10: Aspire GSP College re-enrollment rates).

**College Completion** - Among Aspire GSP High School's 2019 high school graduates<sup>3</sup> who enrolled in college, 28 percent completed a degree within six years. Comparatively, completion rates of OUSD, Coliseum College Preparatory, and LIFE Academy's 2019 high school graduating cohorts were 31 percent, 28 percent, and 31 percent, respectively.

### **Is closure of the school in the best interest of the pupils (Ed. Code 47607.2(b)(3))?**

Aspire GSP showed better outcomes than schools in nearby OUSD attendance areas in English Learner Progress, graduation, and College/Career readiness. However in ELA and Math (for both performance and growth) and in suspensions, Aspire GSP showed worse outcomes. Chronic absenteeism rates were comparable. In every neighborhood where Aspire GSP students reside, there are higher-performing alternative academic school options available. (Appendix F)

In ELA, Aspire GSP students generally lagged behind most comparison schools in the middle school grades and had outcomes in the middle of the range of 11th grades scores. in ELA and math across middle and high school grades. In Math, Aspire GSP students generally lagged behind most comparison schools in middle school and 11th grade scores. English Learner Progress outcomes were strong, higher than all but one comparison school. Aspire GSP reported the highest graduation rate among comparison schools, with a 99% graduation rate. Aspire GSP also had a strong College and Career preparedness rate, 71%, which was higher than a large majority of comparison schools and significantly higher than the OUSD average of 43%. In Chronic Absenteeism, Aspire GSP's 31% falls roughly in line with OUSD and comparison school rates. Aspire GSP had among the highest suspension rates of comparison schools. (Appendix F).

### **Is Aspire GSP demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors (Ed. Code 47607(e))?**

Based on the evidence provided, including governance structures, operational oversight, audit history with documented corrective actions, and sufficient fiscal reserves, there is no substantiated indication that Aspire GSP faces substantial fiscal or governance factors that would prevent successful implementation of the program outlined in the petition ([D.](#)

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<sup>3</sup> Class of 2019 data provided as 6 years is provided for students to complete college.

[Criterion 2 Analysis](#)). However, the enrollment projections that Aspire GSP has submitted for the next five years are not reasonable, not aligned with prior grade progressions or state/local enrollment trends and are unlikely to be successfully met. ([E. Criterion 3 Analysis](#)).

**Is Aspire GSP serving all students that wish to attend (Ed. Code 47607(e))?**

Pursuant to Education Code section 47607(e), evaluation of Criterion 3 is limited to state-provided enrollment data and substantiated complaints related to suspension or expulsion. State enrollment data show a decline in enrollment from 2018–19 through 2022–23, followed by stabilization. While grade-to-grade progression varied, there is no evidence that Aspire GSP has unlawfully restricted enrollment or failed to serve pupils who wish to attend. Recent data also reflect the admission of new students. No substantiated complaints regarding suspension or expulsion were received during the current charter term ([E. Criterion 3 Analysis](#)).

# SUMMARY OF FINDINGS REPORT

Aspire GSP Renewal Appeal Petition  
February 10, 2026

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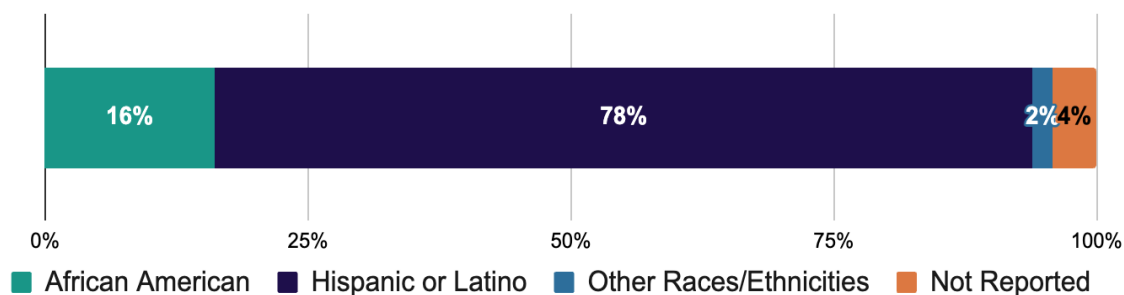
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## A. Aspire GSP Overview

For the 2024-25 school year, Aspire GSP had a total enrollment of 405 students. As illustrated in *Chart 1: Aspire GSP 2024-25 Demographics (Race/Ethnicity)*, the student population was predominantly Hispanic or Latino, comprising 78% of the total. The remaining included 16% African American, 4% not reported, and 2% other races/ethnicities.

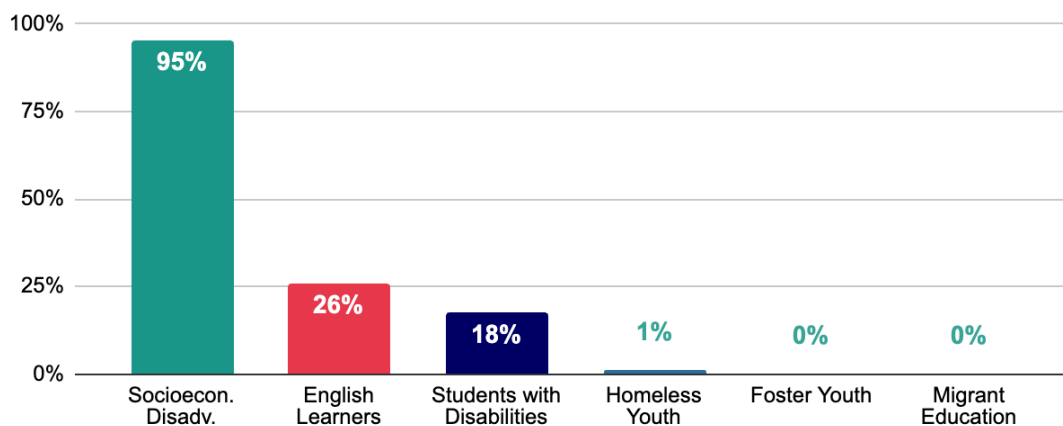
**Chart 1: Aspire GSP 2024-25 Demographics (Race/Ethnicity)**



Source: [DataQuest 2024-25 Enrollment Report \(By Race/Ethnicity\)](#)

In the 2024-25 school year, approximately 95% of students at Aspire GSP were classified as Socioeconomically Disadvantaged, 26% were English Learners, 18% were Students with Disabilities, and 1% were identified as Homeless Youth. *Chart 2: Aspire GSP 2024-25 Demographics (Student Group)* reflects these enrollment figures.

**Chart 2: Aspire GSP 2024-25 Demographics (Student Group)**



Source: [DataQuest 2024-25 Enrollment Report \(By Subgroup\)](#)

Aspire GSP's student demographics are comparable to neighborhood schools for socioeconomically disadvantaged students, Hispanic/Latino, African American students and Students with Disabilities.

## B. Criteria for Determination

Consistent with Education Code Section 47605(k)(1)(A)(1) and the [ACOE Charter Schools Policies & Procedures Manual](#) (pp. 39-40), ACOE staff conducted an initial review of the appeal petition to verify it matched the petition submitted to the district and, upon finding no material differences, ACOE staff proceeded with their review.

Pursuant to Education Code Section 47607(c), the ACBOE must consider a charter school's placement within the state performance categories, which are based on results from the California School Dashboard. Pursuant to Assembly Bill 1505, the California Department of Education (CDE) annually publishes charter school performance categories based on California School Dashboard data. According to the [CDE's 2024 data file](#), **Aspire GSP was classified within the middle performance category.**<sup>4</sup> ([Appendix C](#)) Charter schools in this category must be renewed for a five-year term unless specified written findings are made supporting denial.

As specified in the [ACOE Charter Schools Policies & Procedures Manual](#) (pp. 51-52), a charter school in the middle performance category may only be denied renewal if written findings are made that:

- The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;
- The closure is in the best interest of the students; and
- The decision provided greater weight to the performance on measurements of academic performance (if applicable).

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<sup>4</sup> On March 14, 2025, CDE designated Aspire GSP as a Middle Performing school based on 2023–24 data. Although CDE released updated performance categories in January 2026, this data was not included in either the OUSD decision or Aspire GSP's renewal appeal petition; therefore, consistent with the ACOE Charter Schools Policies & Procedures Manual.

## C. Criterion 1 Analysis

**Criterion 1** focuses on the charter school's academic performance and outcomes, including its placement within the state performance categories pursuant to Education Code Sections 47607(c), 47607.2(a), and 47607.2(b), evidence of measurable increases in academic achievement both schoolwide and among numerically significant student groups, and, where applicable, the strength of the school's postsecondary outcomes.

### C1. Academic Performance and Outcomes

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#### C.1.a Academic Performance and Outcomes Over Time

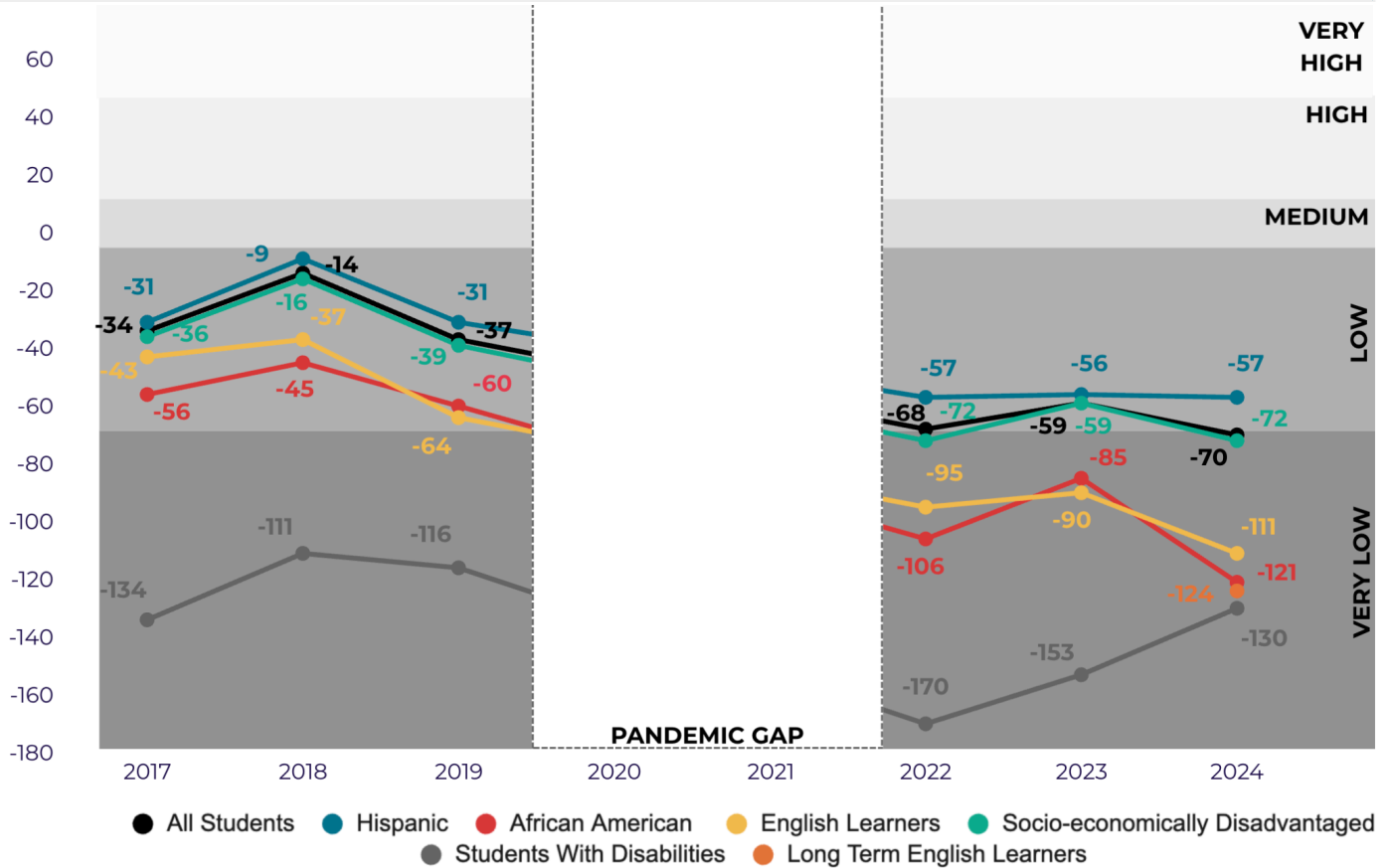
ACOE staff reviewed both schoolwide and student group performance on state and local indicators on the California School Dashboard (Dashboard), giving more emphasis to academic performance indicators. On the Dashboard, the academic performance indicators focus on student performance in English Language Arts (ELA), Mathematics (Math), and English Learner Progress Indicator (ELPI)<sup>5</sup>.

**In English Language Arts, the academic performance indicator for All Students has been inconsistent and has fluctuated year to year.** Though the ELA performance indicator improved from 2017 (34 points below standard) to 2018 (14 points below standard), ELA performance declined again in 2019 (36 points below standard). Post-pandemic, academic achievement improved from 2022 (68 points below standard) to 2023 (58 points below) but declined again in 2024 (69 points below). Student group performance for Socioeconomically Disadvantaged, Hispanic, African American students and English Learners mirror the pattern for All Students. Rather than rebounding, 2022-2024 recorded the lowest ELA and Math scores within the charter term, demonstrating continued academic setbacks across most student groups.

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<sup>5</sup> ELA and Math are assessed using the Smarter Balanced Summative Assessment (SBAC), which measures student proficiency over time. ELPI is assessed using the English Language Proficiency Assessments for California (ELPAC).

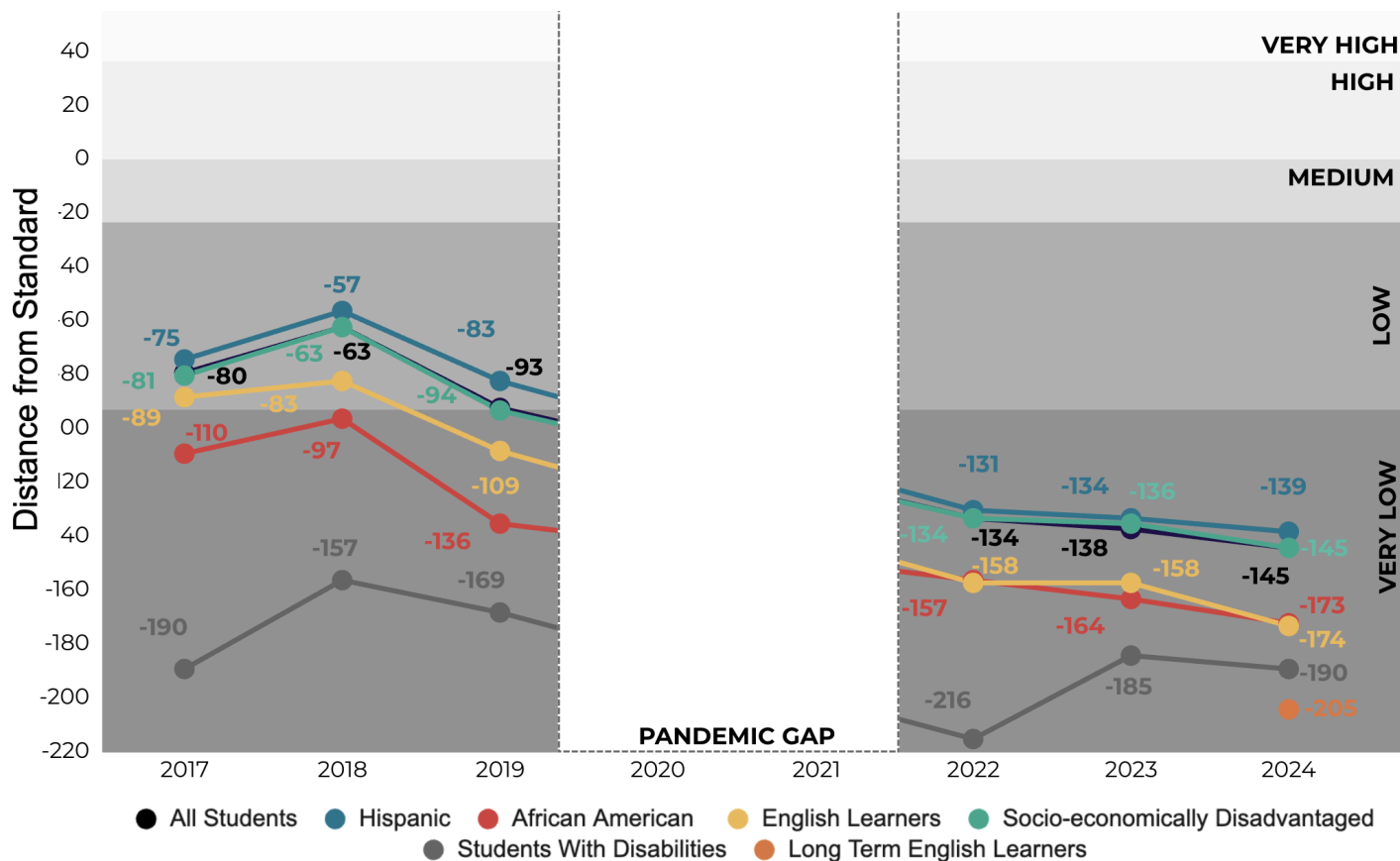
**Graph 1: Aspire GSP ELA Performance (2017-2024)**



Students with Disabilities follow a similar trend to other student groups pre-pandemic, experiencing some improvement in ELA and Math scores in 2018 followed by a drop in 2019. However post-pandemic, their trajectory diverges in both ELA and Math performance. Students with Disabilities have shown some gains in the ELA performance indicator since 2022, but remain at Very Low Performance levels. ([Appendix D: Academic Performance Analysis](#))

In Mathematics, the academic performance indicator students in Mathematics improved from 2017 (79 points below standard) to 2018 (62 points below standard). **Since 2019, Aspire GSP's Math achievement performance indicator has consistently declined.** In 2024, All Students were 145 points below standard. Student group performance for Socioeconomically Disadvantaged, Hispanic, African American students and English Learners again mirror the pattern for All Students. Students with Disabilities have shown some gains in the Mathematics performance indicator since 2022, but remain at a Very Low Performance level. ([Appendix D: Academic Performance Analysis](#))

**Graph 2: Aspire GSP Math Performance (2017-2024)**



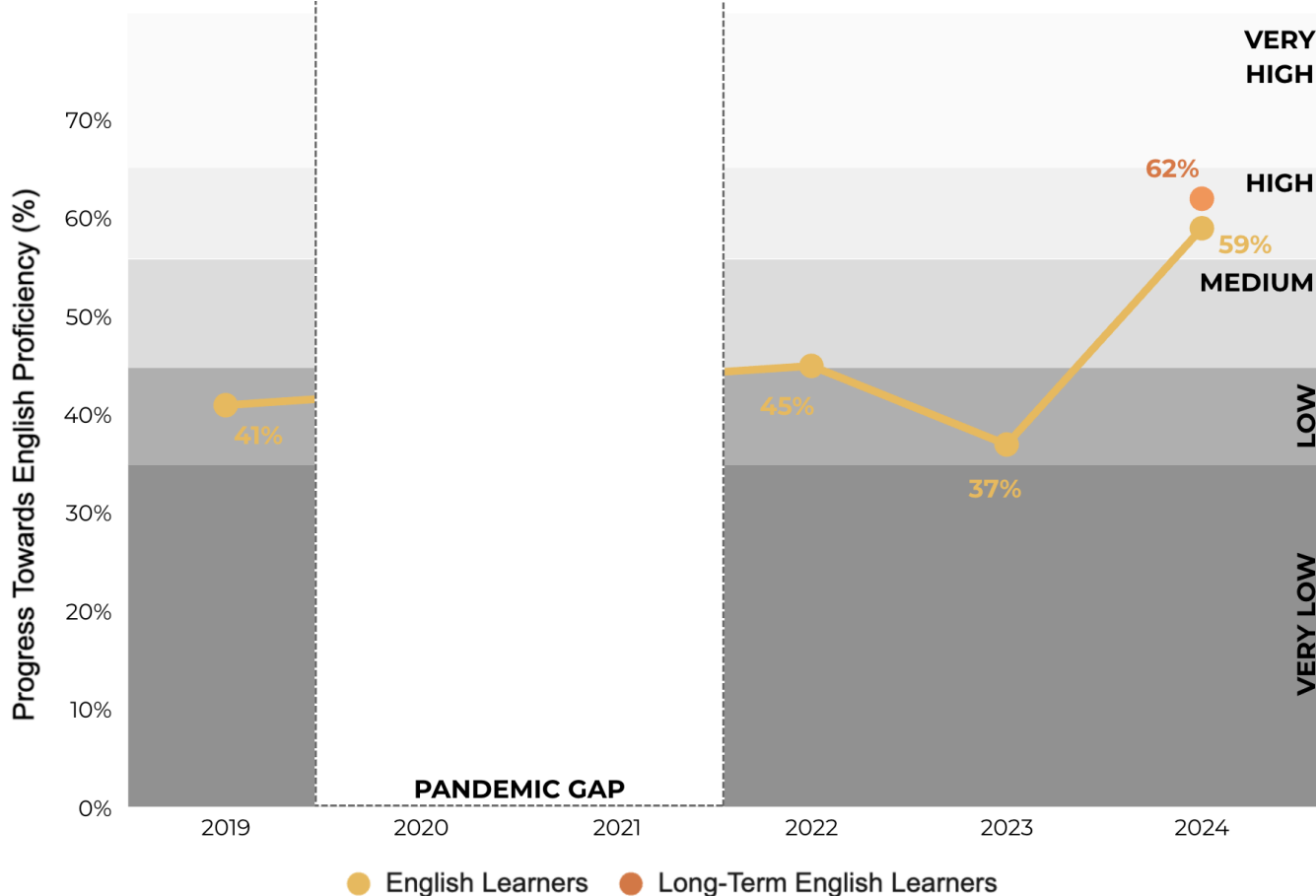
Source: *Aspire GSP California School Dashboard* – [2017](#), [2018](#), [2019](#), [2022](#), [2023](#) and [2024](#)

Notes:

1. Data on LTELs not available before 2024 because CDE began reporting LTEL students as a student group beginning in 2024.

**Aspire GSP’s English Learners demonstrated a low level of progress toward fluency from 2017 through 2023, but made significant improvement on the English Language Progress Indicator on the 2024 Dashboard.** In 2019, 41% of English Learners made progress toward proficiency, while in 2024, 59% of English Learners made progress.

**Graph 3: Aspire GSP ELPI Performance (2019-2024)**



Source: Aspire GSP California School Dashboard – [2019](#), [2022](#), [2023](#) and [2024](#)

NOTE: In 2018, California transitioned to a new English proficiency assessment (the English Language Proficiency Assessments for California [ELPAC]), so no performance level (color) was reported prior to 201

**English Language Progress Indicator (ELPI)**

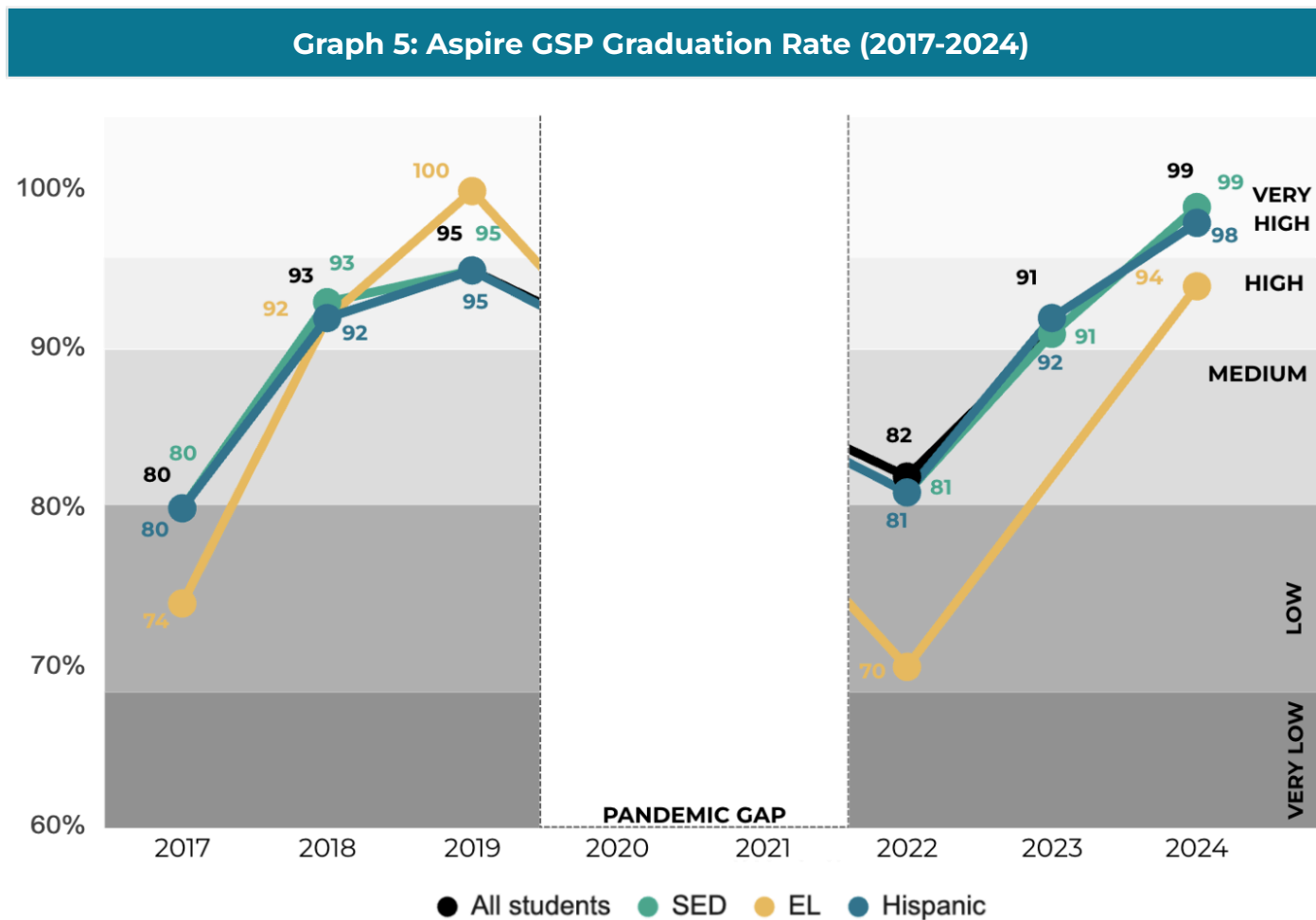
**Aspire GSP’s English Learners demonstrated a low level of progress toward fluency from 2017 through 2023, but made significant improvement on the English Language Progress Indicator on the 2024 Dashboard.** In 2019, 41% of English Learners made progress toward proficiency, while in 2024, 59% of English Learners made progress.

**Graduation Rate**

The Graduation Rate serves as a fundamental measure of student retention and completion, reflecting the percentage of students successfully earning a high school

diploma within the standard timeframe. In the two years prior to the pandemic, Aspire GSP made major improvements in the graduation rates of their student groups. Despite a dip in graduation rates in 2022 post-pandemic, graduation rates improved for all student groups. In 2024, 99 percent of Aspire GSP’s high school students graduated, which is considered in the “Very High” category.

Graduation rate data is shown below in *Graph 5: Aspire GSP Graduation Rate (2017-2018 to 2022-2024)*.



Source: *Aspire GSP California School Dashboard* – [2017](#), [2018](#), [2019](#), [2022](#), [2023](#)

Notes:

1. English Learners did not have data on the 2023 Dashboard due to small n-size.

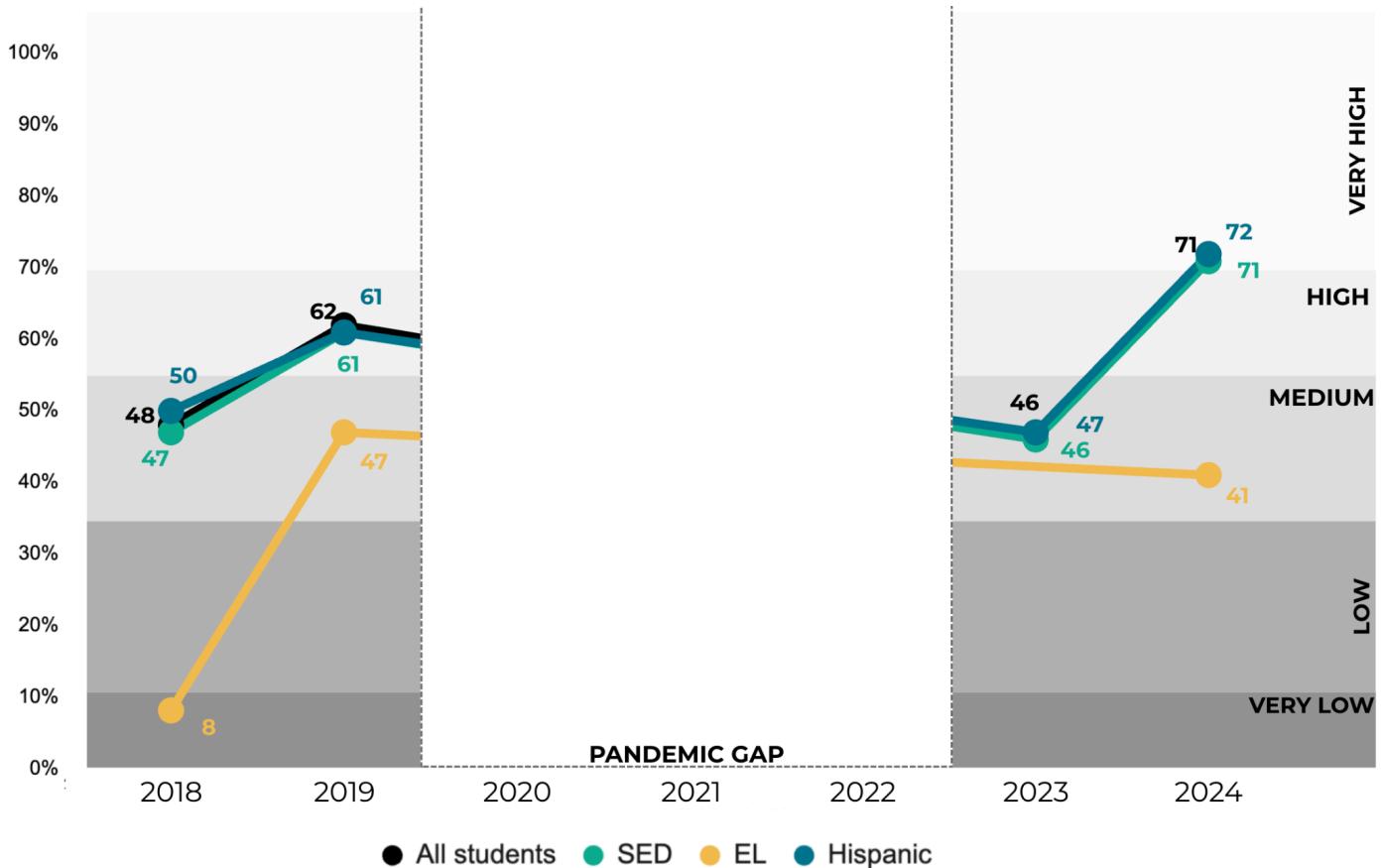
### College/Career Indicator

The College/Career Indicator (CCI) is one measure of how well schools are preparing high school students for success after graduation, whether in postsecondary education or in a career. For this reason, it consists of both college- and career-readiness measures, including completion of A-G coursework, participation in Advanced Placement (AP) or

International Baccalaureate (IB) programs, Career Technical Education (CTE) pathway completion, and performance on standardized assessments such as the SBAC and SAT.

On the Dashboard in 2024, **71.2% of Aspire GSP students were “prepared” for College or Career.** This rate is considered Very High by the Dashboard (70% or greater).

**Graph 6: Aspire GSP CCI Performance (2018-2024)**



Source: *Aspire GSP California School Dashboard* – [2018](#), [2019](#), [2023](#) and [2024](#)

Notes:

1. CCI 2022 data was not reported on the Dashboard due to missing 2021 grade 11 assessment data.
2. CCI data was not reported for English Learners 2023 due to small n-size.

**The majority of Aspire GSP students that were “prepared” for College or Career in 2024 were meeting that requirement through completion of the A-G courses plus one**

**additional criteria necessary<sup>6</sup> (87.2% of 66 students, or 41).** The second highest portion of students completed two semesters or equivalent to qualify in the College Credit Course category (55.3%, or 26 students).

Table 9 includes the ten possible preparedness components and disaggregated data for the Aspire GSP cohort.

Table 9: Measures   College/Career Indicator   How Aspire GSP Prepared Students					
Measure:	All Students	Hispanic	English Learners	Long Term English Learners	Socio economically Disadvantaged
<b>Smarter Balanced Assessment</b>	6.4% (3)	7.0% (3)			6.4% (3)
<b>College Credit Course</b>	55.3% (26)	58.1% (25)	42.9% (3)	42.9% (3)	2.1% (1)
	2.1% (1)	2.3% (1)			
<b>Met UC/CSU Requirements</b>		88.4% (38)	100.0% (7)	100.0% (7)	87.2% (41)
<b>State Seal of Biliteracy</b>	4.3% (2)	4.7% (2)			4.3% (2)

Source: CA School Dashboard Additional Reports and Data [College/Career Levels and Measures Report & Data - 2024](#)

### Summary of Comparison Schools (Appendix F)

<sup>6</sup>Smarter Balanced Summative Assessments: receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area  
 Complete one semester, two quarters, or two trimesters of College Credit Courses within high school with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course  
 Complete one AP course with a grade of C- or better or receive a score of 3 or higher on one AP exam  
 Receive a score of 4 or higher on one IB exam  
 Complete a CTE Pathway

ACOE staff considered the public school options available to Aspire GSP students by selecting comparison schools in Oakland USD that are located near Aspire GSP or are in the attendance areas in which Aspire students reside and serve similar grade spans and student populations. Twenty-two OUSD middle and high schools were selected as comparison schools (See Appendix F: Comparative School Analysis).

Aspire GSP's ELA achievement was on average worse than the ELA achievement rates of comparable schools, particularly in regards to middle school ELA performance. Of the thirteen comparison schools that serve middle school students, eleven schools had higher percentages of eighth graders that met or exceeded ELA standards for the 2024 year compared to Aspire GSP (44%).

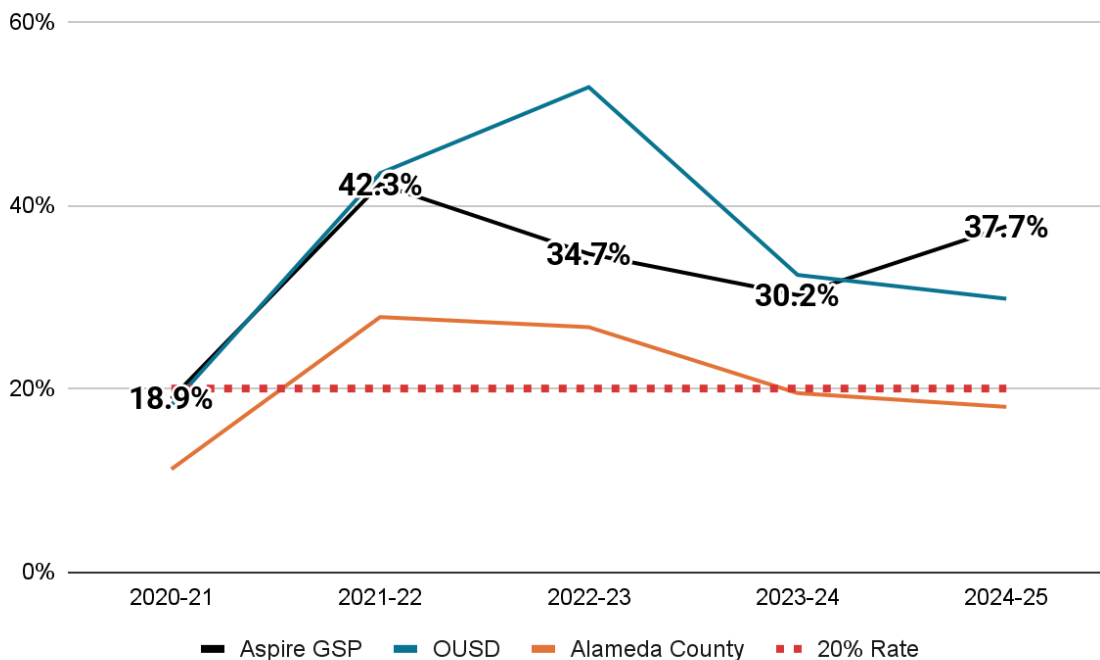
Aspire GSP's middle school math scores are particularly low compared to comparison schools, with only 7% of Aspire's eighth graders meeting or exceeding standards for math performance in 2024. The three comparison schools in the CCPA/GREENLEAF/LIFE 6-8 attendance area, the neighborhood that most Aspire GSP middle school students reside in, all achieved higher math scores compared to Aspire GSP.

### **Chronic Absenteeism**

Chronic Absenteeism is a factor that negatively impacts learning for both the students who are absent and for the students who are regularly attending school. On the Dashboard, a Chronic Absenteeism rate of 20% or more is considered to be Very High. The Chronic Absenteeism rate for Aspire GSP was below 20%, although still High at 18.9% upon returning post-pandemic in 2020-21. In 2021-22 the rate jumped to 42.3%. In 2022-24 the rate lowered to 30.2%, but rose to 37.7% in 2024-25. During the same time period, the rates for OUSD and for Alameda County went down.

*Graph 4* compares the 2020-21 - 2024-25 Chronic Absenteeism rates of Aspire GSP students to OUSD, and Alameda County.

**Graph 4: Aspire GSP Chronic Absenteeism (2021-2025)**



Source: [DataQuest Chronic Absenteeism Rate](#)

Note: In 2022-23 OUSD had a teachers' strike that year which caused a spike in student chronic absenteeism rates.

**C3. Verified Data: Post Secondary Enrollment and Completion**

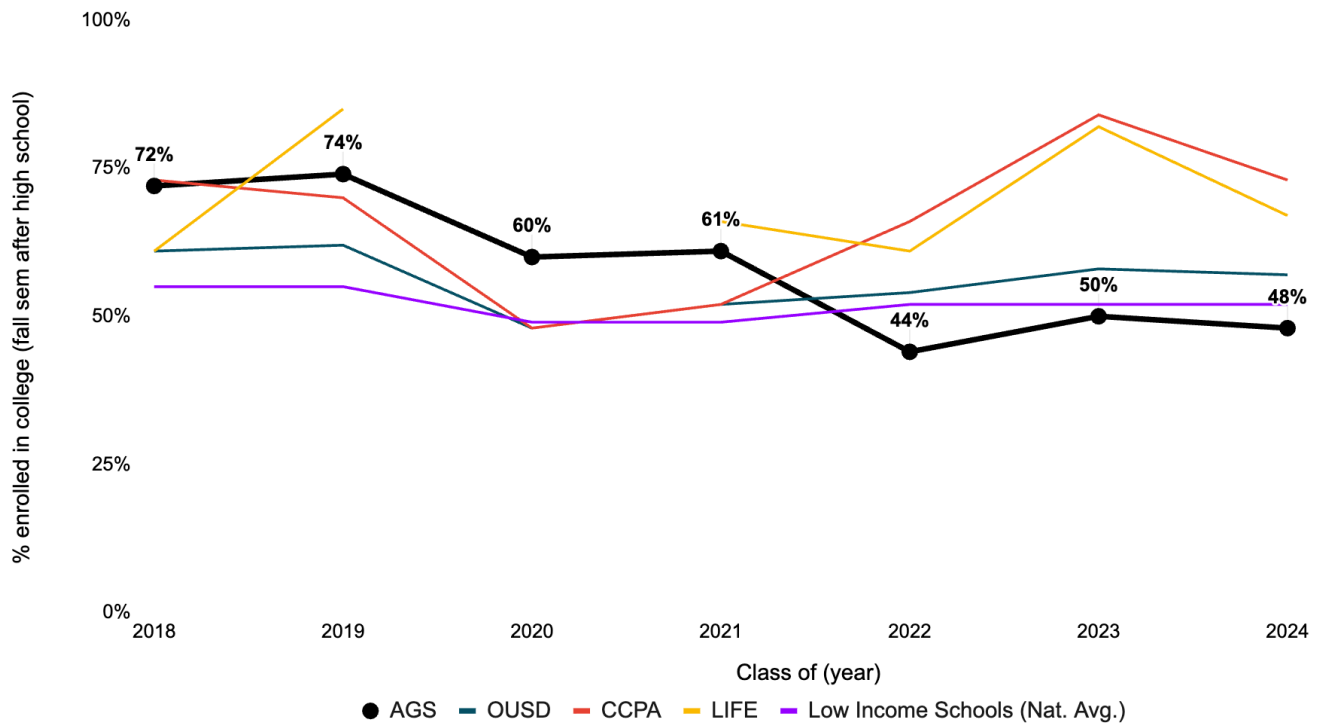
The National Student Clearinghouse is a verified data source from the California Department of Education that tracks whether high school graduates go on to attend two- or four-year colleges (post secondary enrollment), whether they stay enrolled (persistence), and whether they complete a degree (completion). National Student Clearinghouse data is not publicly available and was acquired upon request from Aspire GPS and OUSD.

**College Enrollment Trends**

**In 2024, 48% of Aspire GSP's high school graduates enrolled.** This is lower than the 2024 college enrollment rates for OUSD (57%), LIFE (67%) and CCPA (73%). Aspire GSP's college enrollment has trended downward since 2021. Comparatively, OUSD as a whole, LIFE Academy and CCPA have increased college enrollment since 2021. When accounting for change in college enrollment since 2018, CCPA's college enrollment is the

same and LIFE Academy has grown 6 percentage points, while Aspire GSP's college enrollment has dropped 24 percentage points (from 72% in 2018 to 48% in 2024).

**Graph 7: AGS College Enrollment Rates (2018-2023)**



Sources: [National Student Clearinghouse - High School Benchmarks Report](#), [Aspire GSP 2025 StudentTracker for High Schools Aggregate Report](#), [National Student Clearinghouse](#).

**College Progress Through Second Year**

For analysis purposes, ACOE staff provides data on college progress through sophomore which is different from the definition of persistence but gets to the intent of how many students continue. Progress through sophomore year is important because students who make it through sophomore year are dramatically more likely to graduate than those who leave earlier.

In 2022, Aspire GSP's had 71 high school graduates. 44% of students (31) continued to be enrolled in their sophomore year. The percentage of students progressing beyond their

freshman year has declined since 2018. Data is not available for comparison schools in time for the publication of this staff report.

**Table 10: Aspire GSP College Re-Enrollment Rates (2018-2023)**

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Average 2018 - 2023
<b>Total in Class</b>	68	61	65	38	71	66	369
<b>Enrolled Anywhere (1st Yr)</b>	52	46	41	23	37	35	234
<b>Enrolled (2nd Year)</b>	42	33	26	18	31	25	175
<b>% of HS Graduates Enrolled 2nd Year</b>	<b>62%</b>	<b>54%</b>	<b>40%</b>	<b>47%</b>	<b>44%</b>	<b>38%</b>	<b>47%</b>

**College Completion**

This data set provides information on how many/percentage of students **completed a two or four year college within six years of graduation.**

**Aspire GSP’s Class of 2019 had 61 high school graduates; 28 percent of students completed college within six years.** Comparatively, this is a lower completion rate for the OUSD’s Class of 2019 as a whole (31%), CCPA (30%) and LIFE Academy (31%).

## D. Criterion 2 Analysis

**Criterion 2** examines the soundness and completeness of the charter petition and the school's likelihood of successful implementation, including whether the petition presents a sound educational program, provides a reasonably comprehensive description of the required petition elements, and demonstrates the capacity to implement the program, taking into account the school's past academic, financial, and operational performance and its future plans for improvement (5 Cal. Code Regs. § 11966.4(c)(1)).

While the [Aspire GSP petition met the 19 elements](#) considered for charter petition renewals, the following sections provide additional analyses on the overview of the educational program, governance structure, employee qualifications, and fiscal elements.

### D.1. Educational Program (Charter Evaluation Matrix Element 1)

The petition provides an overview of Aspire GSP's educational program, including the school's framework for instructional design, instructional approaches, and instructional interventions. It details compliance with California Education Code and demonstrates the school's ability to provide a sound education program for its students.

Aspire GSP utilizes a Liberatory Education Framework to drive instructional and school practices. This framework emphasizes culturally responsive pedagogy as well as college and career readiness to serve its diverse student population, in particular Latina/o/x students who make up the majority of the Aspire GSP student body. According to the petition, Aspire GSP "uses a combination of standards-aligned adopted curricula alongside teacher-created interdisciplinary, Culturally Responsive Materials to equitable access to build foundational academic skills, higher-order thinking skills, and life skills" (Aspire GSP Charter Petition, page 72). The petition also describes an array of interventions the charter school uses to identify and respond to the needs of pupils who are not achieving at or above expected levels.

During the Renewal Site Visits on January 14 and 16, 2026, leadership highlighted their focus on equity and inclusion through representative staffing, restorative practices, and an expanded learning program. Instruction incorporates an inclusion model, Universal Design for Learning strategies, and data-driven differentiation and intervention using iReady assessments, while benchmark assessments inform placements, Multi-Tiered System of Supports interventions, and targeted academic support, with particular

attention to middle school mathematics. Aspire leadership indicated that math outcomes are a priority and supported through coaching, professional development, math discourse, and intervention classes. The school also integrates joy and student voice through electives, leadership opportunities, and schoolwide incentives. Aspire GSP is continuing to build its math frameworks through structured math talks, reinforcing key learnings, and supporting student-led classroom discussions. Targeted interventions, especially in middle school, are in place, and the math coach works closely with teachers on implementation, progress, and instructional alignment.

Classroom observations during the January 14 and 16 visits highlighted a safe, engaging learning environment with limited learning disruptions and visible scaffolds and collaborative practices. ACOE staff noted the continued need for Aspire GSP to maintain and refine systems to track chronic absenteeism and ensure that strategies are in place to support regular student attendance, so that all students benefit from a collaborative learning environment.

Based on the school visit, evidence suggests Aspire GSP is laying the foundation and/or working towards implementation within the Teaching and Learning component of the [Local Education Agency Self-Assessment](#). Classroom observations indicated that some instructional structures were in place, including clearly stated learning objectives and opportunities for academic discourse supported by sentence frames. There was evidence that students had limited conceptual understanding of key mathematics content while completing problems designed to increase procedural fluency. While students were able to engage in structured discourse, their responses did not reflect a deeper understanding of the underlying mathematical concepts. This indicates that implementation of mathematics framework-aligned instruction, particularly around conceptual understanding, is still developing. Performance tasks, sociomathematical norms, and instructional language routines linking English Language Arts strategies into math are needed to implement the vision outlined in the charter petition for higher order skills.

## **D.2. Governance Structure (Charter Evaluation Matrix Element 5)**

The petition outlines the governance structure of Aspire GSP, operated by Aspire Public Schools, a nonprofit public benefit corporation and charter management organization. It details compliance with California Education Code and governance regulations and emphasizes that the Aspire Public Schools Board of Directors oversees major policy and financial decisions. The petition also notes adherence to the Brown Act, Public Records Act, and conflict-of-interest policies, demonstrating a framework for transparent and accountable governance.

The petition further highlights Aspire Public Schools' commitment to educational partner involvement, including parental and student engagement through the Parent Advisory Committee, which advises on budgetary and educational matters, and the Student Government Association. It also describes complaint resolution procedures and affirms the school's operational autonomy from the county, except for required oversight.

During the Renewal Site Visit on January 14, 2026, a focus group with Board members, including Board Chair Beth Hunkapiller and regional representative Veleta Savannah, illustrated how these governance structures operate in practice. Board members described a structured approach to monitoring academic and financial performance, including scheduled reviews of Aspire dashboards, board meeting data updates, and regional oversight of individual schools. Accountability for school leadership is reinforced through these processes, supplemented by family and teacher surveys and targeted support for schools requiring additional attention.

The board's long-term priorities, aligned with the school's mission, include strengthening math instruction, restructuring governance to better serve community needs, and ensuring financial sustainability through annual goal-setting and enrollment management.

### **D.3. Employee Qualifications (Charter Evaluation Matrix Element 6)**

#### **D.3.a. Teacher Credentialing**

The charter petition submitted by Aspire GSP states that the school "shall ensure that all teachers meet applicable state requirements for certificated employment." Additionally, *Element 5: Employee Qualifications* mandates that all teachers hold the necessary certification, permit, or other required documentation from the Commission on Teacher Credentialing (CTC) for their assigned positions. *Table 11: 2025-26 Aspire GSP Educator Credentials and Assignments* shows ACOE staff's analysis.

<b>Table 11: 2025-26 Aspire GSP Educator Credentials and Assignments</b>	
<b>Category</b>	<b>ACOE Analysis</b>
<b>Credentialed and Properly Assigned Teachers</b>	<b>18 out of 23 (78.3%)</b>
<b>Teacher Misassignments</b>	<b>5 out of 23 (21.7%)</b>
<b>Vacancies</b>	<b>0</b>

Source: [Aspire GSP Response to Clarifying Questions - Aspire GSP 2025-26 Teachers by Credential, Assignment, and Salary](#)

Based on the [Master Schedule](#) provided by Aspire GSP for the 2025-26 school year, ACOE staff conducted an internal review of their submission and it was determined that 18 out of 23 teachers (78.3%) were credentialed and properly assigned. However, five teachers (21.7%) were misassigned to subjects outside their credential authorizations. Of the five misassigned teachers, issues included missing or expired subject-specific or English Learner credentials, and some were working without valid certification while awaiting credential processing. There were no teacher vacancies this year.

### **D.3.b. Teacher Salary**

*Table 12: Aspire GSP Salary Schedule* includes the current salary schedule for all Aspire Public School teachers in the Bay Area region.

**Table 12: Aspire GSP Teacher Salary Schedule**



**\*Salary Schedules: Teacher  
Bay Area**

YOE	25-26	24-25 (As of 1/1/25)
1	\$70,013	\$68,640
2	\$72,113	\$69,326
3	\$73,195	\$70,020
4	\$74,293	\$70,720
5	\$80,013	\$74,698
6	\$81,214	\$75,990
7	\$82,432	\$77,305
8	\$87,378	\$85,051
9	\$88,950	\$86,522
10	\$90,285	\$88,019
11	\$94,016	\$93,300
12	\$95,144	\$94,420
13	\$96,285	\$95,553
14	\$97,441	\$96,700
15	\$98,610	\$97,860
16	\$99,794	\$99,034
17	\$100,791	\$100,025
18	\$101,799	\$101,025
19	\$102,817	\$102,035
20	\$103,846	\$103,056
21	\$104,884	\$104,086
22	\$106,772	\$105,960
23	\$108,694	\$107,867
24	\$110,650	\$109,808
25	\$112,642	\$111,785
26	\$114,670	\$113,797
27	\$116,734	\$115,846
28	\$118,835	\$117,931
29	\$120,974	\$120,054
30	\$123,151	\$122,214
31	\$125,368	\$124,414

Source: [Aspire GSP Response to Clarifying Questions - Aspire GSP Teacher Salaries](#)

For comparison, the salary schedule for TK-12 teachers in Oakland Unified School District (Oakland USD), in which Aspire GSP operates, is provided in *Table 13: Oakland USD Teacher Salary Schedule*. The information shows that Aspire GSP teachers are compensated at a rate higher than teachers at the Oakland USD, not including benefits.

**Table 13: Oakland USD Teacher Salary Schedule**

**TK-12 Teacher**  
**[186 Day Contracted Year] Salary Schedule**  
 Effective July 1, 2023



		COLUMN						
		[Bachelor's degree and semester units]*						
		BA	BA + 30	BA + 45	BA + 60	BA + 75	BA + 90	
		STEP	[creditable years of experience]**	1	\$62,695.65	\$63,157.47	\$63,603.88	\$64,542.91
2	\$63,603.88		\$64,081.09	\$64,542.91	\$66,744.20	\$68,930.14	\$75,487.90	
3	\$64,542.91		\$65,651.24	\$66,744.20	\$68,930.14	\$71,116.04	\$77,658.42	
4	\$65,244.20		\$66,352.56	\$67,430.14	\$69,616.04	\$71,801.96	\$78,359.75	
5	\$67,430.14		\$68,523.10	\$69,616.04	\$71,801.96	\$73,987.90	\$80,530.27	
6	\$69,616.04		\$70,709.02	\$71,801.96	\$73,987.90	\$76,158.42	\$82,716.19	
7	\$71,801.96		\$72,894.92	\$73,987.90	\$76,158.42	\$78,359.75	\$84,886.72	
8	\$74,049.47		\$75,080.87	\$76,158.42	\$78,359.75	\$80,530.27	\$87,088.03	
9	\$76,158.42		\$77,251.39	\$78,359.75	\$80,530.27	\$82,716.19	\$89,258.56	
10	\$78,359.75		\$79,437.31	\$80,530.27	\$82,716.19	\$84,886.72	\$91,444.47	
11	\$80,530.27		\$81,623.23	\$82,716.19	\$84,886.72	\$87,088.03	\$93,645.79	
12	\$81,716.19		\$82,793.76	\$83,886.72	\$86,088.03	\$88,258.56	\$94,816.32	
13	\$82,216.19		\$83,293.76	\$84,386.72	\$88,758.56	\$90,944.47	\$97,502.24	
14	\$82,716.19		\$83,793.76	\$84,886.72	\$89,258.56	\$93,645.79	\$100,188.16	
15	\$83,216.19		\$84,293.76	\$85,386.72	\$89,758.56	\$94,145.79	\$102,874.08	
16	\$84,216.19		\$85,293.76	\$86,386.72	\$90,758.56	\$95,145.79	\$103,874.08	
17	\$84,716.19		\$85,793.76	\$86,886.72	\$91,258.56	\$95,645.79	\$104,374.08	
18	\$85,516.19		\$86,593.76	\$87,686.72	\$92,058.56	\$96,445.79	\$105,174.08	
19	\$86,216.19		\$87,293.76	\$88,386.72	\$92,758.56	\$97,145.79	\$105,874.08	
20	\$86,616.19		\$87,693.76	\$88,786.72	\$93,158.56	\$97,545.79	\$106,274.08	
21	\$86,886.72		\$87,995.08	\$89,088.03	\$93,444.47	\$97,816.32	\$106,544.60	
22	\$87,286.72		\$88,395.08	\$89,488.03	\$93,844.47	\$98,216.32	\$106,944.60	
23	\$87,686.72		\$88,795.08	\$89,888.03	\$94,244.47	\$98,616.32	\$107,344.60	
24	\$89,237.42		\$90,368.87	\$91,516.48	\$96,123.08	\$100,697.35	\$109,878.22	

Source: [Oakland USD](#)

#### **D.4. Financial Audits (Charter Evaluation Matrix Element 10)**

The petition outlines the independent financial audit procedures for Aspire GSP in compliance with California Education Code. Per statutory requirements, the charter school will participate in an annual audit conducted by a certified independent auditor with experience in educational institutions and will be listed on the State Controller's published approved auditor list. The petition states that the audit will follow generally accepted accounting principles and the State Controller's K-12 Audit Guide, and it specifies that the results will be submitted to relevant state and county authorities by December 15 each year. The board will submit a report to the county identifying any exceptions or deficiencies describing the corrective actions and the associated timeline. The petition also states that audit reports will be public records and made available upon request.

During the current charter term (2018/19 through 2025/26), Aspire Public Schools, the Charter Management Organization (CMO) for Aspire GSP, has received audit findings every year since 2021-22 per the Oakland USD staff report findings. Aspire GSP also received one Notice of Concern from Oakland USD, their current authorizer. The notice, issued for the 2024–25 school year, was related to a 2023–24 audit finding. The CMO acknowledged the finding of a “material weakness in internal controls,” explained the nature of the weakness, and outlined corrective actions to prevent recurrence.

#### **Review of the Charter's 2024-25 Audit Report**

The Charter's 2024-25 Audit Report discloses a restatement to revenues in its Consolidating Statement of Activities - Bay Area Region for Year Ended June 30, 2025. This requires a \$680,491 reduction to the Aspire GSP's prior year ending balance.

#### **D.5. Financial/Operational Plan (Charter Evaluation Matrix Element 19)**

The Petition states the CFO will be “responsible for general accounting and financial planning and analysis, as well as major real estate planning.” The Charter Organization currently maintains several LLCs and manages \$232,192,996 in non-current debt due to several facility loans and bonds financed by the CA School Finance Authority.

The Executive Director also oversees key fiscal functions to ensure the Charter's long-term fiscal health.

The Charter's submitted financials, like many LEAs across the state, outlines that the charter has experienced a decline in enrollment since 2024-25. The Charter is projecting enrollment increases in 2026-27 and 2027-28 that are unreasonable and not likely to materialize based on prior grade progressions and local/state trends. The Charter maintains sufficient reserves within its submitted financials.

## E. Criterion 3 Analysis

**Criterion 3** focuses on the charter school's ability to successfully implement the program set forth in the renewal petition, including whether the school serves all pupils who wish to attend and whether substantial fiscal or governance factors exist that may impede implementation, pursuant to Education Code Section 47607(e).

By State law, evaluation of this criteria is limited to consideration of two sources of information:

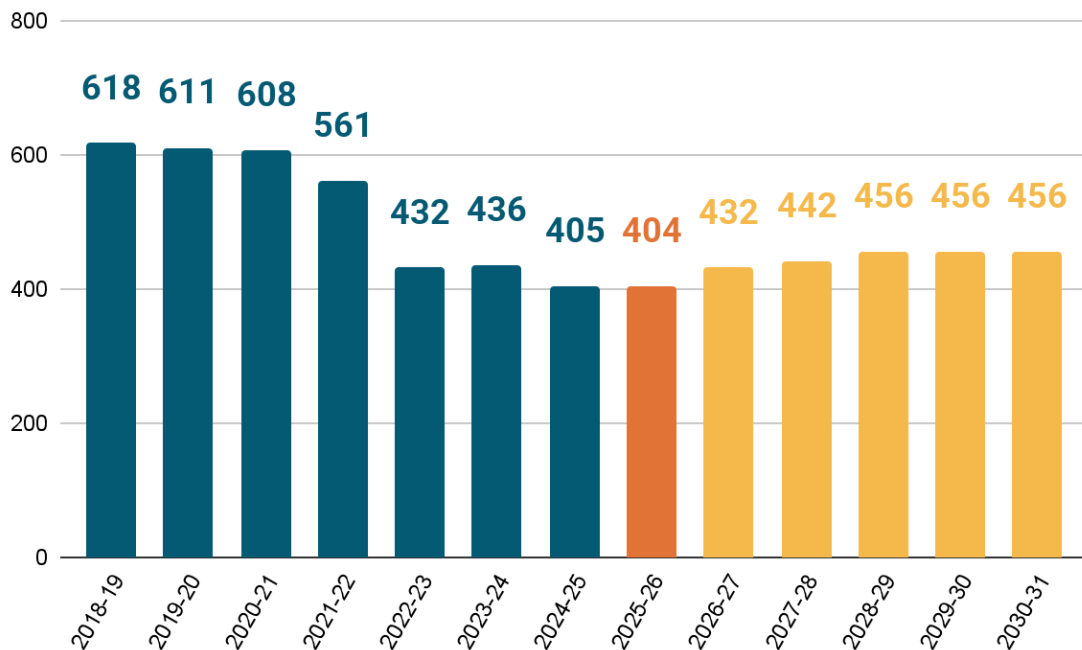
- (1) State-provided enrollment data, and
- (2) Any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures.

### E.1. Student Enrollment

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*Chart 7a: Aspire GSP Historical and Projected Enrollment by Year (2018-19 to 2030-31)* shows Aspire GSP Oakland's actualized enrollment (2018-19 through 2024-25), the current year enrollment projection (2025-26), and the proposed enrollment projections (2026-27 through 2030-31). Overall enrollment at the school declined steadily from 618 students in 2018-19 to a low of 432 students in 2022-23, with the most significant decreases occurring between the 2020-21 and 2022-23 school years. Since 2022-23, enrollment has stabilized, with the current enrollment at 404 students, based on Census Day enrollment for the 2025-26 school year.

**Chart 7a: Aspire GSP Historical and Projected Enrollment By Year (2018-19 to 2030-31)**



Sources:

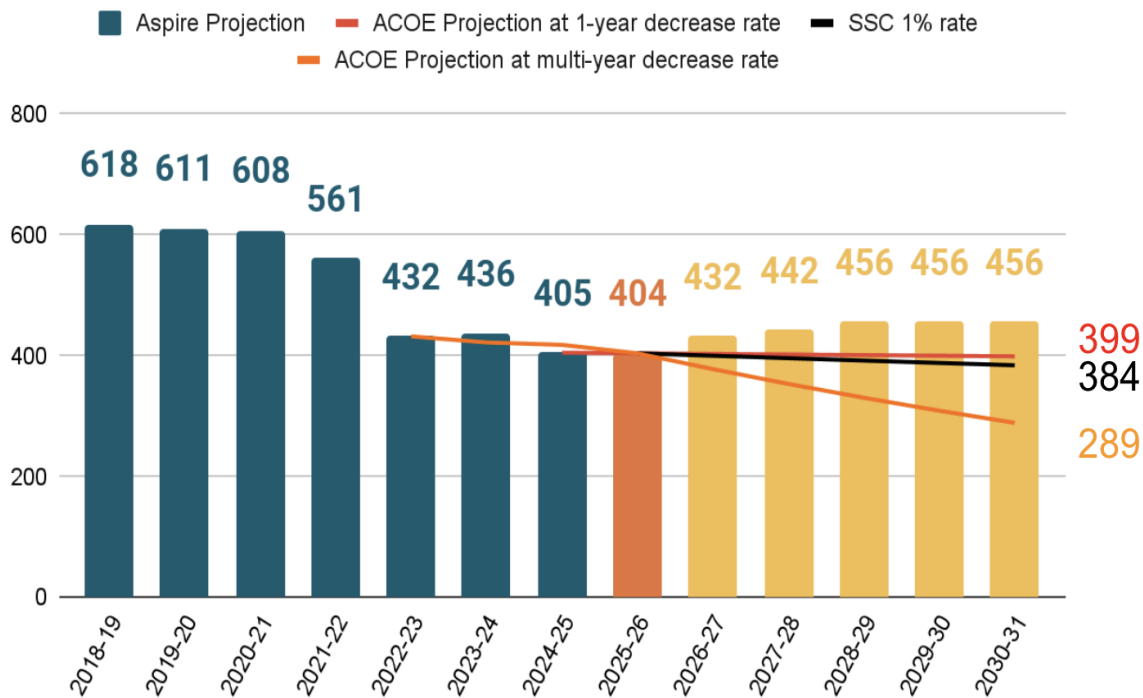
- *Aspire GSP Enrollment Figures for 2018-19 through 2024-25: DataQuest Enrollment by Grade Reports - [2018-19](#), [2019-20](#), [2020-21](#), [2021-22](#), [2022-23](#), [2023-24](#), [2024-25](#)*
- *Census Day Enrollment 2025-26: [1.5.2026 Aspire GSP Response to Clarifying Questions](#)*
- *Projected Enrollment: [Aspire GSP Charter Petition pg. 40](#)*

With the closure of Aurum Preparatory Academy last year, seven former Aurum students transferred to Golden State Prep—five in 8th grade and two in 9th grade—contributing to higher middle and early high school grade enrollment. While Aspire GSP projects overall enrollment growth, it is unclear where these 52 additional students will come from, as most schools locally and statewide are experiencing enrollment declines. **ACOE staff have developed three enrollment projection scenarios. The first, based on a single prior-year grade progression, projects stable enrollment over the next five years. The second, using School Services of California projections,<sup>7</sup> estimates a decline to 384 students over the next five years. The third, based on a multi-year grade progression, estimates a decline in enrollment to 289 students over the next five years.<sup>8</sup>**

<sup>7</sup> [Slide 82 from School Services of California, Inc., January 2026 presentation](#)

<sup>8</sup> *Projected enrollment decline trajectory at the rate that enrollment declined at Aspire GSP over one year (2024-25 - 2025-26) and at the rate that enrollment at Aspire GSP declined over multiple years (2022-23 - 2025-26). The one-year rate of decline is -0.25%. The three-year rate of decline is -6.48%.*

**Chart 7b: Aspire GSP Historical Enrollment and Projected Enrollment Decline**



**E.2. Complaints with Suspension/Expulsion requirements**

During the current charter term, the Oakland Unified School District, who functions as Aspire GSP’s current authorizer, **did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements.**

## F. Basis for Determination

At the Determination meeting on February 10, 2026, ACOE staff will present the Summary of Findings to the Alameda County Board of Education (ACBOE). After reviewing the information presented, the ACBOE will determine approval or denial of Aspire GSP's charter renewal appeal petition. Charter schools categorized by the California Department of Education in the Middle Performance Category may be renewed for a five year term (Education Code Section 47607.2).

Should the Alameda County Board of Trustees **approve the charter renewal appeal petition**, it shall be on the following bases:

In making its decision, the Board has provided greater weight to Aspire GSP's performance on measures of academic performance and considered schoolwide performance and student group performance as well as performance on local indicators. The Board adopts a determination that it did not find the school was demonstrably unlikely to successfully implement its program or is not serving all pupils who wish to attend, and it did not make both of the required findings to deny a charter renewal in Education Code section 47607.2(b)(3).

Specifically, it did not find (1) that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to students of the school and (2) that closure of the charter school is in the best interest of the pupils.

The Board incorporates the specific facts and analyses from the staff report to the extent consistent with its decision, including that:

- Aspire GSP demonstrated measurable progress for English Learners as measured by the English Learner Progress Indicator (ELPI) from 2023 to 2024.
- The charter school demonstrated measurable progress for All Students in English Language Arts between years 2017-2018 and 2022-2023
- The charter school demonstrated measurable progress for All Students in Mathematics between years 2017-2018.
- The charter school's post secondary college completion outcomes are equal to similar peers.

Should the Alameda County Board of Trustees **deny the charter renewal appeal petition**, it shall be on the following bases:

In making its decision, the Board placed greater weight to Aspire GSP's performance on academic performance measurements and considered schoolwide performance and

subgroup performance as well as performance on local indicators. In doing so, the Board would adopt the following two findings:

1. Aspire Golden State has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the students of the school, as demonstrated by specific facts and analyses in the staff report, which are incorporated into this finding to the extent consistent with the Board's finding, including that:
  - Student outcomes in Mathematics have declined significantly since 2019 and are "Very Low".
  - Student outcomes in English Language Arts are inconsistent and the school has failed to make sufficient progress towards meeting standards.
  
2. That closure of Aspire Golden State is in the best interests of students, as demonstrated by specific facts and analyses in the staff report, which are incorporated into this finding to the extent consistent with the Board's finding, including that
  - Students are not making sufficient progress and there are other neighborhood options with similar demographics that have comparable and higher achievement in English Language Arts and higher achievement for Mathematics.
  - The charter school has not demonstrated strong post secondary outcomes for students and college enrollment outcomes have consistently declined since 2017. College enrollment outcomes are now lower than similar peers.



# APPENDIX

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## A. Charter Renewal Appeal Petition Submission and Review

On November 3, 2025, per the process outlined in the [Alameda County Office of Education \(ACOE\) Charter Policies & Procedures Manual](#), Aspire GSP submitted a [petition](#) to ACOE for a Charter renewal appeal.

On December 9, 2025, the ACBOE held a public hearing for the Aspire GSP renewal appeal petition. In addition to Aspire GSP staff, several community members, including teachers, parents, and students, represented the school. At the public hearing, a total of 14 public comments were submitted (in person and on Zoom), all of which were in favor of the Aspire GSP renewal appeal petition.

After reviewing the submitted petition and the public hearing, ACOE sent [clarifying questions](#) on December 11, 2025, and on January 5, 2026 Aspire GSP responded with the following documents:

- [Aspire GSP Response to Clarifying Questions](#)

On January 14, 2026, ACOE conducted a charter renewal appeal site visit. The following Aspire GSP staff participated in the site visit:

- Javier Cabra Walteros - Aspire Public Schools Bay Area Executive Director
- Jenna Ogier-Marangella - Aspire Public School Bay Area Superintendent of Schools
- Alicia Bowman - Aspire Public Schools Bay Area Managing Director of Schools
- Mariela Garcia - Aspire Public Schools Bay Area Senior Director of Operations
- Michael Wimbish - Aspire Public Schools Chief Financial Officer
- Kevin Nazario - Aspire Public Schools Bay Area Director of Special Education
- Amber Childress - Aspire Public Schools Bay Area Director of Development & External Affairs
- Shantá Krick-Gathright - Aspire Public Schools Bay Area Senior Manager of Special Education
- Valerie Zometa - Aspire Public Schools Bay Area Senior Manager of Post-Secondary Pathways
- Stacey Thomas - Principal of Aspire GSP
- Rebecca Delgado - Dean of Students of Aspire GSP
- Natalie Valencia - Mentor Principal of Aspire GSP
- Erika Silva Mendoza - Site Director of Expanded Learning

The [agenda](#) included focus groups with charter school's leadership, students, teachers, and board members. During the school leadership interview, leaders discussed how current priorities align to the charter's mission, reflected on challenges from the current charter term, and outlined goals for the upcoming renewal period. Key focus areas included improving math outcomes, strengthening Tier 1 instruction and academic discourse, and advancing college and career readiness. Three focus groups were conducted with students, teachers, and board members to understand student experiences with academic support and engagement, teacher perspectives on instructional support, professional development, and leadership, and board oversight related to governance, financial planning, and long-term organizational stability.

A second charter renewal appeal site visit was conducted on January 16, 2026. The following Aspire GSP staff participated in the site visit:

- Javier Cabra Walteros - Aspire Public Schools Bay Area Executive Director
- Alicia Bowman - Aspire Public Schools Bay Area Managing Director of Schools
- Kevin Nazario - Aspire Public Schools Bay Area Director of Special Education
- Amber Childress - Aspire Public Schools Bay Area Director of Development & External Affairs
- Sarah Salazar - Aspire Public Schools Bay Area Chief of Staff
- Stacey Thomas - Principal of Aspire GSP
- Natalie Valencia - Mentor Principal of Aspire GSP

During the [second visit](#), staff conducted math classroom walkthroughs and held follow-up discussions with school leadership to better understand instructional practices, equity implementation, and progress toward improving math outcomes. Observations showed strong school culture and emerging student discourse, while it was noted continued work is needed to deepen conceptual understanding and performance-based learning. School leadership shared plans to strengthen math instruction through coaching, targeted professional development, and upcoming external support, while also highlighting ongoing efforts to address chronic absenteeism.

ACOE staff also gathered feedback from parents and community members through a separate survey (see [Parent/Guardian Survey \(English\)](#), [Parent/Guardian Survey \(Spanish\)](#), [Community Survey \(English\)](#) and [Community Survey \(Spanish\)](#)). Forty-two community members and forty parents from Aspire GSP responded to the survey. The majority of responses described favorable perceptions of Aspire GSP's leadership, community engagement, and school culture. A prominent theme from the community member survey involved a recent transition in Aspire GSP school leadership. Respondents describe this transition as "challenging" but are hopeful about the direction current Aspire GSP leadership is taking the school in.

Thirty-eight respondents for the community member survey were current or former Aspire GSP school staff or faculty.

On February 10, 2026, the ACBOE will hold a regularly scheduled meeting to determine whether to approve or deny the appeal for Aspire GSP renewal petition.

## B. Charter Oversight History

Since the inception of its charter in July 2008, Aspire GSP came before the Oakland Unified School District Board of Education on three occasions with a charter renewal petition.

1. **Initial Charter petition, for 2008-09 through 2012-13** (approved in 2008)
2. **First charter renewal petition, for 2013-14 through 2017-18** (approved in 2013)
3. **Second charter renewal petition, for 2018-19 through 2022-23** (approved in 2018)
4. **AB 130 2-year extension of term expiration date** (occurred in 2021)
5. **SB 114 1-year extension of term expiration date** (occurred in 2023)
6. **Charter term would have expired, but for the 2-year extension** (2024)
7. **Charter term would have expired, but for the 1-year extension** (2025)
8. **Third charter renewal petition, for 2026-27 through 2030-31** (denied in 2025)
9. **Charter renewal appeal petition, for 2026-27 through 2030-31** (submitted in 2025)

**Chart 8 Aspire GSP Timeline**

Charter Term Begins	5 year Renewals	California's <b>Extension</b> of Charter Renewals	California's <b>Extension</b> of Charter Renewals	<i>Anticipated Charter Term Expiration</i>	<i>Anticipated Charter Term Expiration</i>	Charter Term Ends
<b>2008</b>	<b>2013, 2018</b>	<b>2021</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
<b>July 1</b>	<b>July 1</b>	<b>July 9</b>	<b>July 10</b>	<b>June 30</b>	<b>June 30</b>	<b>June 30</b>
Charter Term Begins	Charter Renewal Term Begins	<b>AB 130</b> , a 2-year extension for Charter terms ending between January 1, 2022, and June 30, 2025	<b>SB 114</b> , a 1-year extension for Charter terms ending between January 1, 2024, and June 30, 2027	<i>Would have ended, but for the 2-year extension</i>	<i>Would have ended, but for the 1-year extension</i>	Charter Term Ends

## C. Charter Performance Category Analysis

Per the [CDE's data file](#) and Education Code Sections 47607(c), 47607.2(a), and 47607.2(b), Aspire Golden State meets neither the High-performing nor Low-performing criteria under Performance Category Definition 1 or 2 and is therefore classified in the Middle Performance Category. *Table 16: Aspire Golden State Renewal Appeal Performance Category Summary* below summarizes the methodology used to determine the charter's performance category.

**Chart 9: Charter Performance Category Criteria**

HIGH PERFORMANCE CATEGORY		MIDDLE PERFORMANCE CATEGORY		LOW PERFORMANCE CATEGORY	
<p><b>For the two most recent years preceding renewal, either:</b></p> <ol style="list-style-type: none"> <li><b>Definition 1:</b> Scored green or blue schoolwide on all state indicators, or</li> <li><b>Definition 2:</b> For all academic indicators,                             <ol style="list-style-type: none"> <li>Received "status" scores schoolwide that are the equal to or higher than the state average, and</li> <li>Majority of student groups performing statewide below the state average in each respective year received "status" scores that are above the state average.</li> </ol> </li> </ol>		<p><b>Did not meet either High nor Low Performance Category criteria.</b></p>		<p><b>For the two most recent years preceding renewal, either:</b></p> <ol style="list-style-type: none"> <li><b>Definition 1:</b> Scored red or orange schoolwide on all state indicators, or</li> <li><b>Definition 2:</b> For all academic indicators,                             <ol style="list-style-type: none"> <li>Received "status" scores schoolwide that are the equal to or lower than the state average, and</li> <li>Majority of student groups performing statewide below the state average in each respective year received "status" scores that are below the state average.</li> </ol> </li> </ol>	
<b>RENEWAL TERM:</b>	May be renewed for 5, 6, or 7 years.	<b>RENEWAL TERM:</b>	May renew for 5 years or may deny only upon making written findings.	<b>RENEWAL TERM:</b>	Shall generally not renew; however, the chartering authority may take a "second look" and under specific factors renew the charter for 2 years.

<b>Table 16: Aspire Golden State Renewal Appeal Performance Category Summary</b>		
<b>Definitions for Determining renewal appeal Category</b>	<b>Renewal Performance Category per Definition*</b>	<b>Overall Performance Category**</b>
<p><b>Definition 1:</b> Performance level (color) on all schoolwide state indicators for the past two years is:</p> <ul style="list-style-type: none"> <li>• All Green or Blue (High),</li> <li>• All Red or Orange (Low), or</li> <li>• Any other combination of colors (continue to Definition 2).</li> </ul>	Not meeting High or Low for Definition 1, performance category to be determined based on Definition 2	<b>Middle</b>
<p><b>Definition 2(a):</b> Schoolwide performance status (current year data) for all academic indicators over the past two years is:</p> <ul style="list-style-type: none"> <li>• Same or higher than state average (High),</li> <li>• Same or lower than state average (Low), or</li> <li>• Any other combination (Middle).</li> </ul>	Middle	
<p><b>Definition 2(b):</b> For each academic indicator, of student groups that underperformed statewide relative to the state average over the past two years:</p> <ul style="list-style-type: none"> <li>• Majority (50% or more) of groups at school scored higher than the statewide average for respective student group (High),</li> <li>• Majority (50% or more) of groups at school scored lower than the statewide average for respective student group (Low), or</li> <li>• Any other combination (Middle).</li> </ul>	Low	

Table Footnote Legend:

1. \* Middle unless both years are either all High or all Low.
2. \*\* Middle unless either renewal appeal Performance Category per Definition is High or Low, in which case the overall renewal appeal Performance Category is the same.

**1) Performance Category Definition 1:** Based on the Performance level (color) on all schoolwide state indicators for the past two years, the performance categories are:

- **High Performance Category:** All Green and/or Blue,
- **Low Performance Category:** All Red and/or Orange, or
- **Determined based on Criterion 2:** Any other combination of colors.

On the 2023 and 2024 California School Dashboards, Aspire Golden State neither received Green and/or Blue performance levels nor Red and/or Orange performance levels on all

state indicators, thus not meeting high or low performance criteria, as shown in *Table 17: Definition 1 - Aspire GSP School-wide Dashboard Performance Levels* below. Therefore, its performance category must be determined by Criterion 2.

Table 17: Definition 1 - Aspire GSP School-wide Dashboard Performance Levels			
Indicator	Dashboard Year	Performance Level (Color)#	Renewal Performance Category (per Definition 1)
English Language Arts (ELA)	2023	Yellow	Not meeting High/Low for Definition 1, performance category to be determined based on Definition 2
	2024	Orange	
Math	2023	Red	
	2024	Red	
English Language Progress Indicator (ELPI)	2023	Orange	
	2024	Blue	
Chronic Absenteeism	2023	Orange	
	2024	Yellow	
College/Career Indicator (CCI)	2023	Yellow	
	2024	Blue	
Graduation Rate	2023	Green	
	2024	Blue	
Suspension	2023	Orange	
	2024	Yellow	

Source: *Aspire GSP California School Dashboard – [2023](#) and [2024](#)*

**2) Performance Category Definition 2:**

(a) Based on schoolwide performance status (current year data) for all academic indicators over the past two years:

- **High Performance Category:** Higher than state average,
- **Low Performance Category:** Same or lower than state average, or

- **Middle Performance Category:** Any other combination

(b) For each academic indicator, of student groups that underperformed statewide relative to the state average over the past two years, the charter receives:

- **High Performance Category:** If majority (50% or more) of groups at school received performance status (current year data) that is higher than the student group's state performance level,
- **Low Performance Category:** If majority (50% or more) of groups at school received performance status (current year data) that is lower than the student group's state performance level, or
- **Middle Performance Category:** Any other combination.

#### **Determination of Final Performance Category:**

- A charter is placed in the **High Performance Category** if it meets the High-performing criteria in **both** Definition 2(a) and Definition 2(b)
- A charter is placed in the **Low Performance Category** only if it meets the Low-performing criteria in **both** Definition 2(a) and Definition 2(b)
- A charter is placed in the **Middle Performance Category** if it does not meet the High-performing or Low-performing criteria

Per Definition 2(a), the charter qualified for the **Middle Performance Category**. On both the 2023 and 2024 Dashboards, Aspire Golden State had a combination of academic indicators that met High-performing and Low-performing criteria, as shown in *Table 18: Definition 2a - Aspire GSP vs. State Academic Indicator Performance* below.

Table 18: Definition 2a - Aspire GSP vs. State Academic Indicator Performance					
Indicator	Dashboard Year	Aspire Golden State: All Students	State: All Students	Charter Performance Compared With State	Renewal Performance Category (per Definition 2.a)
English Language Arts (ELA)	2023	59 points below standard	14 points below standard	<b>45 points lower than State</b>	Middle
	2024	70 points below standard	13 points below standard	<b>57 points lower than State</b>	
Math	2023	138 points below standard	49 points below standard	<b>89 points lower than State</b>	
	2024	145 points below standard	48 points below standard	<b>97 points lower than State</b>	
English Language Progress Indicator (ELPI)	2023	37%	49%	<b>12 p.pts lower than State</b>	
	2024	59%	46%	<b>13 p.pts higher than State</b>	
College/Career Indicator	2023	46%	44%	<b>2 p.pts higher than State</b>	
	2024	71%	45%	<b>26 p.pts higher than State</b>	

Source: Aspire GSP California School Dashboard – [2023](#) and [2024](#).

Based on Definition 2(b) for student groups' academic performance, Aspire Golden State qualified for the Middle Performance category. The school received performance levels (colors) on the 2023 and 2024 Dashboards for five student groups: Hispanic, African-American, English Learner, Socio-economically Disadvantaged, and Students with Disabilities. On both the 2023 and 2024 Dashboards, the majority of eligible student groups at Aspire GSP did not consistently perform above or below the state performance level. Due to this combination of High-Performing and Low-Performing academic indicators, Aspire GSP was placed in the **Middle Performance Category** for Definition 2(b) (Table 19: Definition 2(b) - Aspire GSP vs. State Student Group Academic Performance).

**Table 19: Definition 2b - Aspire GSP vs. State Student Group Academic Performance**

Indicator	Year	Student Group †	Aspire Golden State	State	Charter Performance Compared With State	Annual Performance Category (per Definition 2.b)	Renewal Performance Category (per Definition 2.b)
English Language Arts	2023	Hispanic	56 points below standard	40 points below standard	<b>16 points lower than State</b>	Low	Middle
		AA	85 points below standard	60 points below standard	<b>25 points lower than State</b>		
		EL	90 points below standard	68 points below standard	<b>28 points lower than State</b>		
		SED	59 points below standard	43 points below standard	<b>16 points lower than State</b>		
		SWD	153 points below standard	96 points below standard	<b>57 points lower than State</b>		
	2024	Hispanic	57 points below standard	39 points below standard	<b>18 points lower than State</b>	Low	
		AA	121 points below standard	59 points below standard	<b>62 points lower than State</b>		
		EL	111 points below standard	68 points below standard	<b>43 points lower than State</b>		
		SED	72 points below standard	41 points below standard	<b>31 points lower than State</b>		
		SWD	130 points below standard	96 points below standard	<b>34 points lower than State</b>		
Math	2023	Hispanic	134 points below standard	81 points below standard	<b>18 points lower than State</b>	Low	
		AA	164 points below standard	105 points below standard	<b>62 points lower than State</b>		

		<b>EL</b>	158 points below standard	93 points below standard	<b>43 points lower than State</b>		
		<b>SED</b>	136 points below standard	81 points below standard	<b>31 points lower than State</b>		
		<b>SWD</b>	185 points below standard	127 points below standard	<b>34 points lower than State</b>		
	<b>2024</b>	<b>Hispanic</b>	139 points below standard	79 points below standard	<b>18 points lower than State</b>	<b>Low</b>	
		<b>AA</b>	173 points below standard	102 points below standard	<b>62 points lower than State</b>		
		<b>EL</b>	174 points below standard	93 points below standard	<b>43 points lower than State</b>		
		<b>SED</b>	145 points below standard	78 points below standard	<b>31 points lower than State</b>		
		<b>SWD</b>	190 points below standard	124 points below standard	<b>34 points lower than State</b>		
	<b>English Language Progress Indicator</b>	<b>2023</b>	<b>EL</b>	37%	49%	<b>12 p.pts. lower than State</b>	<b>Middle</b>
		<b>2024</b>	<b>EL</b>	59%	46%	<b>13 p.pts. higher than State</b>	
<b>College Career Indicator</b>	<b>2023</b>	<b>Hispanic</b>	47%	36%	<b>11 p.pts. higher than State</b>	<b>High</b>	
		<b>SED</b>	46%	35%	<b>11 p.pts. higher than State</b>		
	<b>2024</b>	<b>Hispanic</b>	72%	37%	<b>35 p.pts. higher than State</b>	<b>High</b>	
		<b>SED</b>	71%	37%	<b>34 p.pts. higher than State</b>		
		<b>EL</b>	41%	17%	<b>24 p.pts. higher than State</b>		

Source: *Aspire GSP California School Dashboard* – [2023](#) and [2024](#)

Ultimately, as Aspire GSP met the **Middle-Performing** criteria in **both** Definition 2(a) and Definition 2(b), its final and overall designation is the **Middle Performance Category**.

## D. Academic Performance Analysis

The tables below show Aspire Golden State's California School Dashboard (Dashboard) performance on English Language Arts (ELA) and Mathematics (Math) for the duration of the charter term from 2017 to 2024. The Dashboard was suspended for the 2020 and 2021 school years due to the COVID-19 pandemic, and therefore data is not available for these years.

The "points above/below standard" measures the average student performance on the Smarter Balanced Summative Assessment (SBAC) for English Language Arts (ELA) and Mathematics (Math).

### English Language Arts (ELA) Student Group Performance

From 2017 to 2024, Aspire GSP's ELA performance declined across all student groups except for Students with Disabilities. Some student groups experienced sharper declines than others.

Pre-pandemic, all student groups showed improvement in ELA performance from 2017-2018 with Hispanic students and Students with Disabilities showing the most gains. However ELA scores dip back down for most student groups to below 2017 levels except for Hispanic students who maintain and Students with Disabilities who show slight improvement.

All students showed significant decline in ELA performance when returning post-pandemic in 2022, with Students with Disabilities and African-American students experiencing the steepest drops. In 2023, all student groups show evidence of improvement but with the exception of Students with Disabilities, these improvements do not sustain into 2024.

Within Aspire Golden State's most recent charter term, Students with Disabilities experienced the greatest improvement, showing gains in ELA performance since 2022. Hispanic and Socio-economically Disadvantaged students mostly maintain their performance from 2022-2024 but African-American and English Learner students show significant decline particularly in 2024.

While there have been years showing improvement in ELA performance, these trends suggest an overall decline in ELA performance, with English Learners and African-American students facing the steepest and most sustained drops, widening the achievement gap that has existed from the start of the charter term.

Table 20: Aspire GSP ELA Performance (2017-19 to 2022-24) provides a year-over-year comparison of performance data.

Table 20: Aspire GSP ELA Performance (2017-2024)								
Student Group	California School Dashboard Year							
	2017	2018	2019	2020	2021	2022	2023	2024
<b>All Students</b>	34.4 points below standard	14 points below standard	36.8 points below standard	California School Dashboard suspended due to COVID-19 pandemic		68 points below standard	58.8 points below standard	69.8 points below standard
<b>Hispanic</b>	30.8 points below standard	9.4 points below standard	31.4 points below standard			56.8 points below standard	55.6 points below standard	57.1 points below standard
<b>African American</b>	56 points below standard	44.7 points below standard	60 points below standard			106.4 points below standard	85.1 points below standard	120.8 points below standard
<b>English Learners</b>	43.4 points below standard	37.4 points below standard	64 points below standard	California School Dashboard suspended due to COVID-19 pandemic		95 points below standard	89.6 points below standard	111 points below standard
<b>Socio-economically Disadvantaged</b>	36.1 points below standard	16 points below standard	38.7 points below standard			71.9 points below standard	58.9 points below standard	72 points below standard
<b>Students With Disabilities</b>	134.1 points below standard	110.6 points below standard	115.9 points below standard			170 points below standard	152.5 points below standard	130.2 points below standard
<b>Long Term English Learners</b>	No Data#	No Data#	No Data#			No Data#	No Data#	123.5 points below standard

Source: Aspire GSP California School Dashboard – [2017](#), [2018](#), [2019](#), [2022](#), [2023](#) and [2024](#)

Table Footnote Legend:

1. Data is not available to protect student privacy and no performance level (color) was received due to n-size less than 11.

## Mathematics Student Group Performance

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Aspire GSP's Math performance showed a more significant pattern of decline compared to ELA, with most student groups displaying steep drops from 2017-2024.

Similarly to ELA, all student groups showed improvement in Math performance from 2017-2018 with Students with Disabilities exhibiting the greatest gains. However, Math scores for all student groups dip in 2019 and continue on a downward trend for all student groups except Students with Disabilities till 2024.

Math scores following the pandemic in 2022 take a considerable drop for all student groups. Hispanic, English Learner and Students with Disabilities in particular experience the steepest declines. While Students with Disabilities improve their Math performance from 2022-2024, eventually reaching pre-pandemic level Math scores, every other student group continues on a downward trend following the pandemic.

As with ELA performance, Students with Disabilities experienced the most significant overall improvement during Aspire Golden State's most recent charter term. While all other student groups follow a persistent downward trend in Math performance, Students with Disabilities show remarkable progress in their Math scores following the pandemic. English Learners and African-American students however continue to show the most significant decline in academic performance in both ELA and Math. Notably, the Hispanic student group scores experienced minimal decline compared to the English Learner student group.

These trends highlight a persistent decline in Math performance, with English Learners and African-American students experiencing the most significant and sustained declines.

Data in *Table 21: Aspire GSP Math Performance (2017-18 to 2022-24)* provides a year-over-year comparison of performance data.

**Table 21: Aspire GSP Math Performance (2017-2024)**

Student Group	California School Dashboard Year							
	2017	2018	2019	2020	2021	2022	2023	2024
<b>All Students</b>	79.7 points below standard	62.5 points below standard	92.6 points below standard	California School Dashboard suspended due to COVID-19 pandemic		134 points below standard	137.7 points below standard	144.6 points below standard
<b>Hispanic</b>	74.8 points below standard	57.3 points below standard	82.7 points below standard			130.5 points below standard	133.9 points below standard	139.3 points below standard
<b>African American</b>	109.6 points below standard	96.5 points below standard	136.2 points below standard			157.3 points below standard	164.4 points below standard	173 points below standard
<b>English Learners</b>	88.8 points below standard	82.8 points below standard	109 points below standard	California School Dashboard suspended due to COVID-19 pandemic		157.5 points below standard	158 points below standard	174.3 points below standard
<b>Socio-economically Disadvantaged</b>	81.3 points below standard	63.1 points below standard	94.3 points below standard			134 points below standard	136.4 points below standard	145.2 points below standard
<b>Students With Disabilities</b>	189.6 points below standard	156.6 points below standard	168.5 points below standard			216.1 points below standard	184.6 points below standard	189.6 points below standard
<b>Long Term English Learner</b>	No Data#	No Data#	No Data#			No Data#	No Data#	205.1 points below standard

Source: Aspire GSP California School Dashboard – [2017](#), [2018](#), [2019](#), [2022](#), [2023](#) and [2024](#)

### Differentiated Assistance Qualifications

Table 23: Aspire GSP Student Groups Qualifying for Differentiated Assistance					
Year of Differentiated Assistance	Priority 4	Priority 5		Priority 6	Priority 8
	Academic (ELA/Math)	Chronic Absenteeism	Graduation Rate	Suspension Rate	College and Career
<b>2024-25</b>	African American			African American	
<b>2025-26</b>	African American Students with Disabilities	African American Students with Disabilities			

Source: [CDE - Local Control Funding Formula](#)

## E. Postsecondary Outcomes Analysis

### Graduation Rate

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Per Table 24: Aspire GSP Graduation Rate (2018-19 to 2022-24), Aspire Golden State's graduation rates experience two periods of growth from 2018-2019 and from 2022-2024 with most student groups reaching the highest graduation rates recorded in 2024. Student groups follow similar trajectories pre and post pandemic.

All Students, Socio-Economically Disadvantaged (SED) students, English Learners and Hispanic students experience a large jump in graduation rate in 2018 followed by a smaller improvement in 2019. All groups experience a large decrease in graduation rate post-pandemic in 2022, with English learners undergoing the most significant drop. However all groups improve graduation scores in 2023 and 2024, with Socio-Economically Disadvantaged students reaching the highest graduation rates in 2024.

**Graduation rates experienced a significant and steady upward trend post-pandemic, with 2024 graduation rates for recorded student groups reaching record highs. It is difficult to tell whether these trends apply across all student groups since there is no graduation data for Students with Disabilities (SWD) and African-American students due to small n-size.**

**Table 24: Aspire GSP Graduation Rate (2018-2024)**

Student Group	California School Dashboard Year						
	2018	2019	2020	2021	2022	2023	2024
<b>All Students</b>	93% graduated	95% graduated	California School Dashboard suspended due to COVID-19 pandemic		82% graduated	91% graduated	99% graduated
<b>Hispanic</b>	92% graduated	95% graduated			81% graduated	92% graduated	98% graduated
<b>English Learners (EL)</b>	92% graduated	100% graduated	California School Dashboard suspended due to COVID-19 pandemic		70% graduated	No Data <sup>#</sup>	94% graduated
<b>Socio-economically Disadvantaged (SED)</b>	93% graduated	95% graduated			81% graduated	91% graduated	99% graduated

Source: *Aspire GSP California School Dashboard* – [2017](#), [2018](#), [2019](#), [2022](#), [2023](#) and [2024](#)

\* No performance color was received due to small n-size

Table Footnote Legend:

1. Data is not available to protect student privacy and no performance level (color) was received due to n-size less than 11.

## College/Career Indicator (CCI) Performance

As seen in *Table 25: Aspire GSP CCI Performance (2017-18 to 2023-24)*, Aspire Golden State’s College/Career Indicator (CCI) performance fluctuated over time, experiencing two periods of growth similar to the charter’s graduation rate. From 2018 to 2019, all student groups improved their CCI performance with English Learners showing the most improvement. There was no available data from 2020-2022 due to the suspension of the California School Dashboard and missing Grade 11 SBAC assessment data. Post-pandemic in 2023, CCI performances experienced a slight drop for All students but in 2024, the charter recorded the highest levels of CCI performance for All students, Hispanic students and Socio-economically Disadvantaged students.

All students, Hispanic and Socio-Economically Disadvantaged students followed similar trajectories, with improvement from 2018 to 2019 and from 2023-2024. English Learners (ELs) had a small n-size, leading to a steeper period of improvement from 2018 to 2019 compared to other student groups. CCI data was not collected for EL’s in 2023 due to the small n-size so it is difficult to say whether post pandemic English Learners followed a similar pattern of improvement as other student groups.

**Similar to graduation rates, CCI performance has continued to improve for most student groups post-pandemic, reaching the highest levels of preparedness in 2024. However, due to small n-size, it is difficult to tell whether all student groups have improved since there is no CCI data for Students with Disabilities (SWD) and African-American students and there is missing data for English Learners (ELs).**

Table 25: Aspire GSP CCI Performance (2018-2024)							
Student Group	California School Dashboard Year						
	2018	2019	2020	2021	2022	2023	2024
<b>All Students</b>	48% prepared	62% prepared	California School Dashboard suspended due to COVID-19 pandemic		n/a	46% prepared	71% prepared
<b>Hispanic</b>	50% prepared	61% prepared			n/a	47% prepared	72% prepared
<b>English Learners (EL)</b>	8% prepared	47% prepared	California School Dashboard suspended due to COVID-19 pandemic		n/a	No Data*	41% prepared
<b>Socio-economically Disadvantaged (SED)</b>	47% prepared	61% prepared			n/a	46% prepared	71% prepared

Source: Aspire GSP California School Dashboard – [2017](#), [2018](#), [2019](#), [2022](#), [2023](#) and [2024](#)

Table Footnote Legend:

1. n/a - The College/Career data file was produced for informational purposes only and was not reported in the 2022 Dashboard.
2. Data is not available to protect student privacy and no performance level (color) was received due to n-size less than 11.

## F. Comparative School Analysis

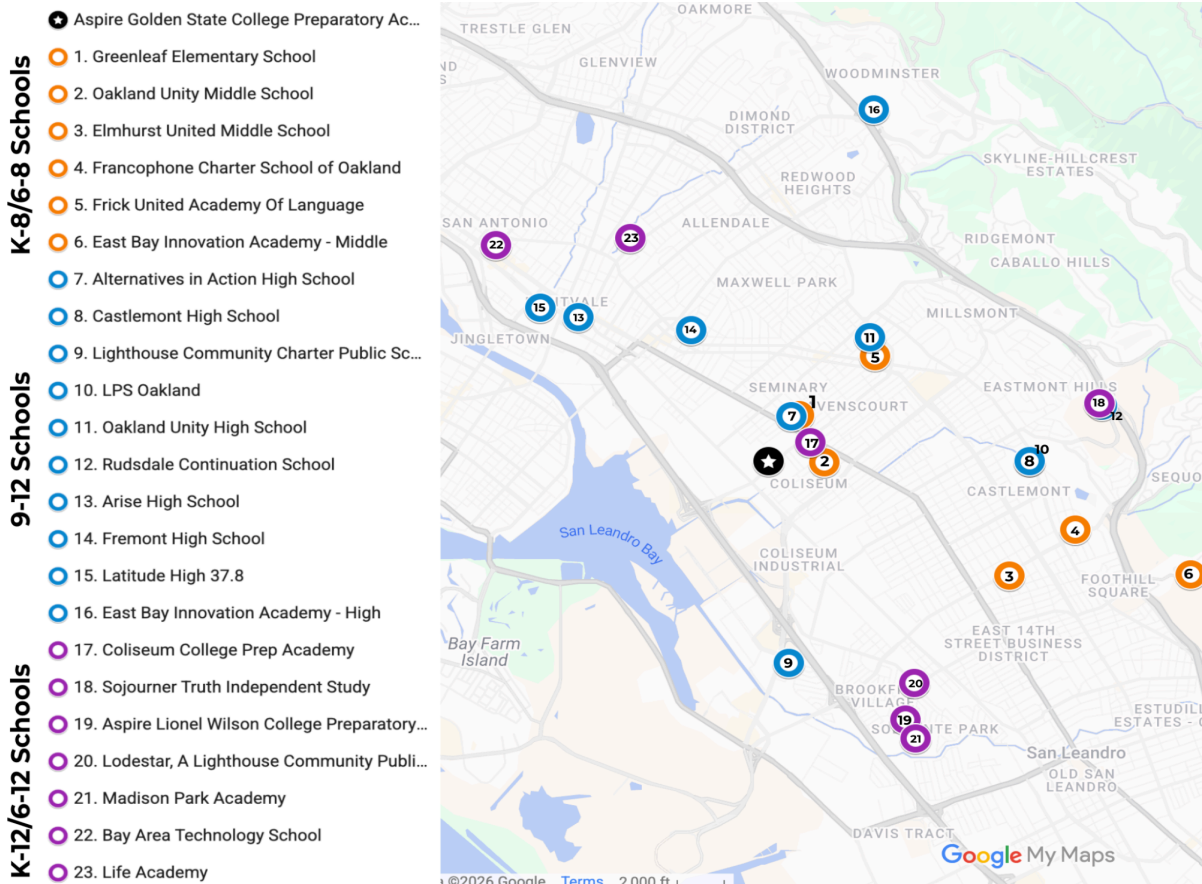
Aspire GSP is located at 1009 66th Ave, Oakland, CA 94621. To provide a comparative analysis with schools most similar to Aspire GSP, ACOE staff focused on five attendance areas where at least 5% of Aspire GSP middle and high school students live. Within these attendance areas, ACOE staff focused on twenty-two OUSD schools that serve similar grade spans as Aspire GSP. The attendance areas and schools identified are:

**Table 26: Aspire GSP Attendance Areas and Schools**

<b>Attendance Area Grade Level</b>	<b>Attendance Area</b>	<b>Number of Aspire GSP Students Living in Attendance Area (Percent of Total Enrollment)</b>	<b>Schools</b>
<b>Middle</b>	CCPA/GREENLEAF/LIFE 6-8	65 (16.1%)	<ul style="list-style-type: none"> <li>● <b>Coliseum College Prep Academy</b>- 6-12 school</li> <li>● <b>Greenleaf</b>- TK-8 school</li> <li>● <b>Oakland Unity Middle</b>- 6-8 charter school</li> </ul>
	FRICK	51 (12.6%)	<ul style="list-style-type: none"> <li>● <b>Francophone Charter School of Oakland</b>- TK-8 charter school</li> <li>● <b>Frick United Academy</b>- 6-8 school</li> <li>● <b>Independent Study, Sojourner Truth</b>-TK-12 school</li> </ul>
	ELMHURST UNITED	40 (9.9%)	<ul style="list-style-type: none"> <li>● <b>East Bay Innovation Academy</b>- 6-12 charter school</li> <li>● <b>Elmhurst United Middle</b>-6-8 school</li> </ul>
<b>High</b>	CASTLEMONT/CCPA/MADISON	193 (47.7%)	<ul style="list-style-type: none"> <li>● <b>Alternatives in Action</b>-9-12 charter school</li> <li>● <b>Aspire Lionel Wilson</b>-6-12 charter school</li> <li>● <b>Castlemont High</b>-9-12 school</li> <li>● <b>Coliseum College Prep Academy</b>-6-12 school</li> <li>● <b>Sojourner Truth</b>-TK-12 school</li> <li>● <b>Lighthouse High</b>-9-12 charter school</li> <li>● <b>Lodestar</b>- 6-12 charter school</li> <li>● <b>LPS Oakland R&amp;D Campus</b>-9-12 charter school</li> <li>● <b>Madison Park Academy</b>- 6-12 school</li> <li>● <b>Oakland Unity High</b>-9-12 charter school</li> <li>● <b>Rudsdale Continuation High</b>-9-12 school</li> </ul>
	FREMONT	23 (5.7%)	<ul style="list-style-type: none"> <li>● <b>ARISE High</b>- 9-12 charter school</li> <li>● <b>Bay Area Technology</b>- 6-12 charter school</li> <li>● <b>Fremont High</b>-9-12 school</li> <li>● <b>Latitude 37.8 High</b>-9-12 charter school</li> <li>● <b>LIFE Academy</b>-6-12 school</li> </ul>

Map 1: Comparison Schools to Aspire GSP shows the proximity of the 22 schools to Aspire GSP below:

**Map 1: Comparison Schools to Aspire GSP**



## 2024 Dashboard Performance Comparison with Comparison Schools

### Academic Performance

Table 27: ELA Performance Comparison by Neighborhood						
2023-24 Data			ELA - % Met or exceeded standard for ELA			
OUSD Attendance Area (Percent of Total Enrollment)	School	Grade Span	Grade 6	Grade 7	Grade 8	Grade 11
<b>CCPA/GREENLEAF/LIFE 6-8 (16.1%)</b>	<b>Aspire GSP</b>	<b>6-12</b>	<b>16%</b>	<b>18%</b>	<b>15%</b>	<b>44%</b>
	Coliseum College Prep Academy	6-12	17%	15%	18%	56%
	Greenleaf	K-8	25%	19%	39%	NA
	Oakland Unity Middle	6-8	44%	52%	62%	NA
<b>ELHURST UNITED (12.6%)</b>	East Bay Innovation Academy	6-12	52%	51%	46%	74%
	Elmhurst United Middle	6-8	15%	21%	14%	NA
<b>FRICK (9.9%)</b>	Francophone Charter School of Oakland	K-8	NA	72%	92%	NA
	Frick United	6-8	5%	4%	4%	NA
	Independent Study, Sojourner Truth	K-12	30%	28%	31%	45%
<b>CASTLEMONT/CCPA/MADISON (47.7%)</b>	Alternatives in Action	9-12	NA	NA	NA	20%
	Aspire Lionel Wilson	6-12	22%	31%	40%	67%
	Castlemont High	9-12	NA	NA	NA	8%
	Lighthouse High	9-12	NA	NA	NA	38%

	<b>Lodestar</b>	K-12	12%	36%	18%	36%
	<b>LPS Oakland R &amp; D Campus</b>	9-12	NA	NA	NA	20%
	<b>Madison Park Academy 6-12</b>	6-12	17%	13%	16%	30%
	<b>Oakland Unity High</b>	9-12	NA	NA	NA	78%
	<b>Rudsdale Continuation High</b>	9-12	NA	NA	NA	0%
<b>Fremont (5.7%)</b>	<b>ARISE High</b>	9-12	NA	NA	NA	51%
	<b>Bay Area Technology</b>	6-12	15%	20%	37%	40%
	<b>Fremont High</b>	9-12	NA	NA	NA	12%
	<b>Latitude 37.8 High</b>	9-12	NA	NA	NA	49%
	<b>LIFE Academy</b>	6-12	25%	40%	52%	55%

Source: [California Department of Education Dashboard](#)

**Table 28: Math Performance Comparison by Neighborhood**

2023-24 Data			Math- % Met or exceeded standard for Math			
MSAA (Percent of Total Enrollment)	School	Grade Span	Grade 6	Grade 7	Grade 8	Grade 11
<b>CCPA/GREENLEAF/ LIFE 6-8 (16.1%)</b>	<b>Aspire GSP</b>	<b>6-12</b>	<b>3%</b>	<b>12%</b>	<b>7%</b>	<b>7%</b>
	<b>Coliseum College Prep Academy</b>	6-12	7%	3%	11%	9%
	<b>Greenleaf</b>	K-8	20%	8%	17%	NA
	<b>Oakland Unity Middle</b>	6-8	34%	27%	50%	NA
<b>ELHURST UNITED (12.6%)</b>	<b>East Bay Innovation Academy</b>	6-12	43%	39%	23%	42%
	<b>Elmhurst United Middle</b>	6-8	5%	7%	7%	NA

<b>FRICK (9.9%)</b>	<b>Francophone Charter School of Oakland</b>	K-8	NA	59%	50%	NA
	<b>Frick United</b>	6-8	1%	1%	2%	NA
	<b>Independent Study, Sojourner Truth</b>	K-12	22%	26%	12%	40%
<b>CASTLEMONT/CCPA/ MADISON (47.7%)</b>	<b>Alternatives in Action</b>	9-12	NA	NA	NA	0%
	<b>Aspire Lionel Wilson</b>	6-12	11%	6%	7%	12%
	<b>Castlemont High</b>	9-12	NA	NA	NA	6%
	<b>Coliseum College Prep Academy</b>	6-12	7%	3%	11%	9%
	<b>Sojourner Truth</b>	K-12	22%	26%	12%	40%
	<b>Lighthouse High</b>	9-12	NA	NA	NA	7%
	<b>Lodestar</b>	K-12	16%	32%	15%	6%
	<b>LPS Oakland R &amp; D Campus</b>	9-12	NA	NA	NA	2%
	<b>Madison Park Academy 6-12</b>	6-12	7%	6%	1%	9%
	<b>Oakland Unity High</b>	9-12	NA	NA	NA	37%
	<b>Rudsdale Continuation High</b>	9-12	NA	NA	NA	0%
<b>Fremont (5.7%)</b>	<b>ARISE High</b>	9-12	NA	NA	NA	13%
	<b>Bay Area Technology</b>	6-12	15%	17%	24%	7%
	<b>Fremont High</b>	9-12	NA	NA	NA	1%
	<b>Latitude 37.8 High</b>	9-12	NA	NA	NA	18%
	<b>LIFE Academy</b>	6-12	16%	33%	23%	25%

Source: [California Department of Education Dashboard](#)

### 7th Grade Comparison (Tables 27 and 28 Above)

In 2024, 18% of 7th grade students at Aspire GSP met or exceeded expectations on the ELA SBAC and 12% of Aspire GSP 7th grade students met or exceeded expectations on the math SBAC.

For 7th grade students in the CCPA/Greenleaf/LIFE attendance area, there are three nearby school options outside Aspire GSP: Coliseum College Preparatory Academy (CCPA), Greenleaf, and Oakland Unity Middle. Two of these schools outperformed Aspire GSP in ELA – Greenleaf (19%) and Oakland Unity Middle (52%). In math, Oakland Unity Middle was the only school to exceed Aspire GSP, with 27% of students meeting or exceeding standards compared to Aspire GSP's 12%.

For 7th grade students in the Elmhurst United attendance area, there are two nearby school options: East Bay Innovation Academy (EBIA) and Elmhurst United. Both schools outperformed Aspire GSP in ELA – EBIA (51%) and Elmhurst United (21%). In math, Aspire GSP exceeded Elmhurst United (12% vs. 7%) but remained well below EBIA (39%).

For 7th grade students in the Frick attendance area, there are three nearby school options: Francophone Charter School of Oakland, Frick United, and Independent Study at Sojourner Truth. Two schools outperformed Aspire GSP in ELA – Francophone (72%) and Sojourner Truth (28%). In math, both schools also exceeded Aspire GSP, with Francophone (59%) and Sojourner Truth (26%) meeting or exceeding standards.

For 7th grade students in the Castlemont/CCPA/Madison attendance area, there are three nearby school options: Aspire Lionel Wilson, Lodestar, and Madison Park Academy. Two schools outperformed Aspire GSP in ELA – Aspire Lionel Wilson (31%) and Lodestar (36%). In math, Lodestar (32%) exceeded Aspire GSP, while Aspire GSP outperformed the other two schools.

For 7th grade students in the Fremont attendance area, there are two nearby school options: Bay Area Technology and LIFE Academy. Both schools outperformed Aspire GSP in ELA – Bay Area Technology (20%) and LIFE Academy (40%) – and in math, with 17% and 33% of students meeting or exceeding expectations, respectively.

### **8th Grade Comparison (Tables 27 and 28 Above)**

In 2024, 15% of 8th grade students at Aspire GSP met or exceeded expectations on the ELA SBAC and 7% of Aspire GSP 8th grade students met or exceeded expectations on the math SBAC.

For 8th grade students in the CCPA/Greenleaf/LIFE attendance area, there are three nearby school options: Coliseum College Preparatory Academy (CCPA), Greenleaf, and Oakland Unity Middle. All three schools outperformed Aspire GSP in ELA – CCPA (18%), Greenleaf (39%), and Oakland Unity Middle (62%). In math, all three also exceeded Aspire

GSP, with CCPA (11%), Greenleaf (17%), and Oakland Unity Middle (50%) meeting or exceeding expectations.

For 8th grade students in the Elmhurst United attendance area, there are two nearby school options: East Bay Innovation Academy (EBIA) and Elmhurst United. EBIA outperformed Aspire GSP in ELA (46%), while Elmhurst United performed slightly below Aspire GSP (14% vs. 15%). In math, Aspire GSP performed similarly to Elmhurst United (7%) but remained well below EBIA (23%).

For 8th grade students in the Frick attendance area, there are three nearby school options: Francophone Charter School of Oakland, Frick United, and Independent Study at Sojourner Truth. Two schools outperformed Aspire GSP in ELA – Francophone (92%) and Sojourner Truth (31%). In math, both also exceeded Aspire GSP, with Francophone (50%) and Sojourner Truth (12%) meeting or exceeding expectations.

For 8th grade students in the Castlemont/CCPA/Madison attendance area, there are three nearby school options: Aspire Lionel Wilson, Lodestar, and Madison Park Academy (6–12). All three schools outperformed Aspire GSP in ELA – Aspire Lionel Wilson (40%), Lodestar (18%), and Madison Park Academy (16%). In math, Lodestar (15%) exceeded Aspire GSP, while Aspire GSP performed comparably to Aspire Lionel Wilson and better than Madison Park Academy.

For 8th grade students in the Fremont attendance area, there are two nearby school options: Bay Area Technology and LIFE Academy. Both schools outperformed Aspire GSP in ELA – Bay Area Technology (37%) and LIFE Academy (52%) – and in math, with 24% and 23% of students meeting or exceeding expectations, respectively.

### **11th Grade Comparison (Tables 27 and 28 Above)**

In 2024, 44% of 11th grade students at Aspire GSP met or exceeded expectations on the ELA SBAC and 7% of Aspire GSP 11th grade students met or exceeded expectations on the math SBAC in 2024.

For 11th grade students in the CCPA/Greenleaf/LIFE attendance area, the only nearby school option is Coliseum College Preparatory Academy (CCPA). CCPA outperformed Aspire GSP in ELA (56%) and posted slightly higher outcomes in math (9% vs. 7%).

For 11th grade students in the Elmhurst United attendance area, the only nearby school option is East Bay Innovation Academy (EBIA). EBIA outperformed Aspire GSP in ELA (74%) and in math (42%).

For 11th grade students in the Frick attendance area, the only nearby school option is Independent Study at Sojourner Truth. This school outperformed Aspire GSP in ELA (45%) and math (40%).

For 11th grade students in the Castlemont/CCPA/Madison attendance area, there are 11 nearby school options. Two schools outperformed Aspire GSP in ELA – Aspire Lionel Wilson (67%) and Oakland Unity High (78%). In math, three schools posted higher outcomes – Aspire Lionel Wilson (12%), Madison Park Academy (9%), and Oakland Unity High (27%).

For 11th grade students in the Fremont attendance area, there are five nearby school options. Three schools outperformed Aspire GSP in ELA – ARISE High (51%), Latitude 37.8 High (49%), and LIFE Academy (55%). The same three schools also posted higher math outcomes – ARISE High (13%), Latitude 37.8 High (18%), and LIFE Academy (25%).

### Other Indicators

Table 29: Other Indicators Comparison by Neighborhood							
2023-24 Data			ELPI Status (% making progress)	Chronic Absenteeism Status	Suspension Rate Status (suspended at least one day)	Graduation Rate Status	CCI (% Prepared)
MSAA (Percent of Total Enrollment)	School	Grade Span					
CCPA/GREENLEAF/ LIFE 6-8 (16.1%)	<b>Aspire GSP</b>	<b>6-12</b>	<b>58%</b>	<b>31%</b>	<b>10%</b>	<b>99%</b>	<b>71%</b>
	Coliseum College Prep Academy	6-12	39%	30%	8%	92%	85%
	Greenleaf	K-8	44%	24%	3%	NA	NA
	Oakland Unity Middle	6-8	34%	11%	2%	NA	NA
ELHURST UNITED (12.6%)	East Bay Innovation Academy	6-12	26%	7%	7%	97%	97%
	Elmhurst United Middle	6-8	41%	46%	13%	NA	NA
FRICK (9.9%)	Francophone Charter School of Oakland	K-8	30%	22%	0%	NA	NA
	Frick United	6-8	25%	45%	13%	NA	NA
	Independent Study, Sojourner Truth	K-12	22%	79%	0%	60%	10%
CASTLEMONT/CCPA/ MADISON	Alternatives in Action	9-12	12%	NA	14%	68%	11%

<b>(47.7%)</b>	<b>Aspire Lionel Wilson</b>	6-12	81%	31%	3%	92%	83%
	<b>Castlemont High</b>	9-12	26%	NA	10%	69%	16%
	<b>Coliseum College Prep Academy</b>	6-12	39%	30%	8%	92%	85%
	<b>Sojourner Truth</b>	K-12	22%	79%	0%	60%	10%
	<b>Lighthouse High</b>	9-12	30%	NA	4%	90%	71%
	<b>Lodestar</b>	K-12	38%	35%	4%	90%	75%
	<b>LPS Oakland R &amp; D Campus</b>	9-12	28%	NA	5%	94%	69%
	<b>Madison Park Academy 6-12</b>	6-12	39%	50%	11%	89%	67%
	<b>Oakland Unity High</b>	9-12	43%	NA	7%	94%	65%
	<b>Rudsdale Continuation High</b>	9-12	5%	NA	2%	74%	2%
<b>Fremont (5.7%)</b>	<b>ARISE High</b>	9-12	30%	NA	5%	90%	86%
	<b>Bay Area Technology</b>	6-12	41%	26%	4%	93%	28%
	<b>Fremont High</b>	9-12	20%	NA	8%	81%	38%
	<b>Latitude 37.8 High</b>	9-12	28%	NA	7%	93%	67%
	<b>LIFE Academy</b>	6-12	50%	15%	2%	95%	64%

Source: [California Department of Education Dashboard](#)

### Suspensions (Table 29 Above)

On the 2024 Dashboard, Aspire GSP reported a suspension rate of 10% based on 464 students which is higher than the suspension rates of most comparison schools located in the specified attendance areas and almost double the OUSD districtwide suspension rate of 4%. As with other indicators, the number of students included varies significantly across schools, with Aspire GSP representing a smaller student population relative to OUSD.

Aspire GSP reported the second highest suspension rate of the eight comparison middle schools, with Elmhurst United Middle School and Frick United as the only middle schools

with higher suspension rates (13%). Among the sixteen comparison high schools, Aspire GSP's suspension rate was higher than all schools but Alternatives in Action (14%) and Madison Park Academy (11%). Overall, Aspire GSP's suspension rate is higher than the suspension rates of middle and high schools serving similar student populations and grade spans.

### **Chronic Absenteeism (Table 29 Above)**

On the 2024 Dashboard, Aspire GSP reported a chronic absenteeism rate of 31% based on 187 students which is comparable to the OUSD districtwide rate of 31%. Of the 12 comparison schools that serve TK-8 students, Aspire GSP's chronic absenteeism rate is higher than six schools and lower than six schools. As with other indicators, the number of students varies widely across schools, with Aspire GSP testing the smallest cohort. Overall, Aspire GSP's chronic absenteeism rate aligns closely with district averages and is performing in the middle of other comparison schools.

### **College/Career Indicator (CCI) (Table 29 Above)**

On the 2024 Dashboard, Aspire GSP reported a CCI preparation rate of 71% based on 66 students which is higher than the OUSD average of 43%. Of the 17 comparison schools with 12th graders, 5 reported higher CCI preparation rates, 11 had lower CCI preparation rates, and 1 had the exact same CCI rate as Aspire GSP.

### **Graduation Rate (Table 29 Above)**

On the 2024 Dashboard, Aspire GSP reported a graduation rate of 99% based on 66 students, the highest graduation rate of the 19 comparison schools that serve high school students and higher than the OUSD district wide rate of 81%.

## G. Grade Progression Analysis

As shown in *Table 14: Aspire GSP Projected Enrollment*, the school plans to increase its enrollment to 432 students in 2026-27, with enrollment expected to gradually rise and stabilize to 456 students by 2028-29 through 2030-31.

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Grade	Actualized	Census Day Enrollment	Projected	Projected	Projected	Projected	Projected
<b>6</b>	65	66	62	64	66	66	66
<b>7</b>	63	65	62	64	66	66	66
<b>8</b>	47	67	62	64	66	66	66
<b>9</b>	55	46	62	64	66	66	66
<b>10</b>	61	51	62	64	66	66	66
<b>11</b>	61	52	62	62	64	64	64
<b>12</b>	53	57	60	60	62	62	62
<b>Total</b>	<b>405</b>	<b>404</b>	<b>432</b>	<b>442</b>	<b>456</b>	<b>456</b>	<b>456</b>

Sources:

- *Aspire GSP 2024-25 Enrollment:* [DataQuest Enrollment by Grade Report 2024-25](#)
- *Census Day Enrollment 2025-26:* [1.5.2026 Aspire GSP Response to Clarifying Questions](#)
- *Projected Enrollment:* [Aspire GSP Charter Petition pg. 40](#)

When analyzing enrollment projections, ACOE staff use a grade progression calculation to determine the percentage of students transitioning from one grade to the next annually. Progression rates that remain relatively stable (generally within a 90–100% range) indicate strong student retention and enrollment stability.

Moderate declines in progression rates (approximately 80–89%) may reflect normal student mobility, while larger drops (below 80%) may indicate higher levels of attrition or challenges with retaining students across grade levels. Reviewing these percentages helps identify patterns of enrollment stability or loss as students advance through the grades.

**Table 30: Aspire GSP Grade Progressions**

	2018 19 to 2019 20	2019 20 to 2020 21	2020 21 to 2021 22	2021 22 to 2022 23	2022 23 to 2023 24	2023 24 to 2024 25	2024 25 to 2025 26	2025 26 to 2026 27	2026 27 to 2027 28	2027 28 to 2028 29	2028 29 to 2029 30	2029 30 to 2030 31
Grades	Actualized						Current	Projected				
6th to 7th	95%	96%	93%	79%	111%	95%	100%	94%	103%	103%	100%	100%
7th to 8th	104%	100%	93%	91%	108%	94%	106%	95%	103%	103%	100%	100%
8th to 9th	98%	96%	75%	79%	91%	86%	98%	93%	103%	103%	100%	100%
9th to 10th	89%	93%	93%	84%	98%	95%	93%	135%	103%	103%	100%	100%
10th to 11th	92%	98%	91%	76%	105%	94%	85%	122%	100%	100%	97%	97%
11th to 12th	82%	101%	111%	86%	99%	87%	93%	115%	97%	100%	97%	97%

Sources:

- *Aspire GSP Enrollment Figures for 2018-19 through 2024-25: DataQuest Enrollment by Grade Reports - [2018-19](#), [2019-20](#), [2020-21](#), [2021-22](#), [2022-23](#), [2023-24](#), [2024-25](#)*
- *Census Day Enrollment 2025-26: [1.5.2026 Aspire GSP Response to Clarifying Questions](#)*
- *Projected Enrollment: [Aspire GSP Charter Petition pg. 40](#)*

Historically, Aspire GSP's grade progression rates varied across cohorts, with several transitions falling below the 90–100% stability range, particularly between 2020–21 and 2022–23 and at key transition points into and within high school as shown in *Table 15: Aspire GSP Grade Progressions* above. These declines indicate periods of increased attrition and enrollment instability.

In recent years, progression rates have generally improved, with several transitions exceeding 100% due to the addition of new students. With the closure of Aurum Preparatory Academy last year, seven former Aurum students transferred to Golden State Prep—five in 8th grade and two in 9th grade—contributing to higher middle and early high school grade progression rates. Notably, projected transitions from 2025–26 to 2026–27 for grades 9–12 surpass 100%, reflecting growth driven by both incoming students and retained cohorts. **While Aspire GSP projects overall enrollment stability, it is unclear where these additional students will come from, as most schools statewide are experiencing enrollment declines.**

## H. Petition Elements Review

This is a review of the petition document and is not meant to be construed as an evaluation of the operation of the school.

Table 31: Aspire Golden State Charter Evaluation Matrix Elements		
Area of Review	Page Number in Petition, Other Source	Met or Not Met
1. Overview of Educational Program	37-107	Met
2. Locally-defined Pupil Outcomes	108-136	Met
3. State Priority Area Goals and Actions	108-136	Met
4. Special Education	Various	Met
5. Governance Structure	140-149	Met
6. Employee Qualifications	151-187	Met
7. School Safety	188-198	Met
8. Racial Balance	199-203	Met
9. Admissions Policy	204-209	Met
10. Financial Audits	Tab 5	Met
11. Suspension and Expulsion Procedures	211-251	Met
12. Staff Retirement System	251	Met
13. Attendance Alternatives	252	Met
14. Post-Employment Rights of Employees	253	Met
15. Dispute Resolution Process	254-257	Met
16. Closure Procedures	258-265	Met
17. Administrative Items	Various	Met
18. Facilities	271	Met
19. Financial/Operational Plan	Tab 5	Met
20. Charter School Facilities (countywide benefit charters only)	n/a	n/a

## I. Education Code References

Charter renewal is governed by Education Code Section 47605, 47607 and 47607.2. Aspire GSP is designated by the California Department of California as a middle-performing charter school. As such, Education Code 47607(c)(2) and 47607.2(a) do not apply. Critical components of the applicable statutes are as follows:

**EC 47605(c)** In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve.

**EC 47605(c)** The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a).
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).
- (5) The petition does not contain reasonably comprehensive descriptions of all of the 15 required elements of a charter.
- (6) (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

**EC 47607(c)(1)** As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

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

**EC 47607.2(b)(1)** For all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

**EC 47607.2(b)(2)** The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

**EC 47607.2(b)(3)** The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraph (2), that its decision provided greater weight to performance on measurements of academic performance.

**EC 47607.2(b)(4)** For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

## J. Growth Data

For additional context on the academic performance indicators, the California Department of Education released a data set of Growth scores on the 2024 California School Dashboard that is relevant to academic performance. The Growth Score provides information on the same students over time and asks - did this student make more, less or about the same progress as similar students statewide? These scores are provided solely for additional context, and must not be relied upon as a basis for any finding.

Although average ELA and Math scores have declined, it is important to note that these assessments are administered in certain grades: 6th-8th and 11th. Thus, the comparison of scores from one year to the next is not measuring the growth of cohorts of students from one year to the next.

When these data are disaggregated by Grade levels, what emerges for ELA is a picture showing that post-pandemic, the students in Grades 6-8 achieved lower performance outcomes than the students in Grade 11.

Chart 5, in four parts, compares the ELA proficiency rates of Aspire GSP students to OUSD and the state of California from 2017-18 to 2024-25.

**Table 7: ELA Growth Data for Aspire GSP, Comparison Schools, and OUSD**

	Aspire Golden State (6 12)	Coliseum College Prep Academy (6 12)	Madison Park Academy 6 12	Elmhurst United Middle (6 8)	Frick United (6 8)	OUSD
<b>Growth Score</b>	<b>21 points Below Standard Typical Growth</b>	5 points Below Standard Typical Growth	9 points Below Standard Typical Growth	9 points Below Standard Typical Growth	26 points Below Standard Typical Growth	4 points Below Standard Typical Growth
<b>Growth Category</b>	<b>Below</b>	Below	Below	Below	Below	Below
<b>Number of Students Tested</b>	<b>158</b>	331	211	616	254	10,079

Sources: [Aspire Golden State 2024 Dashboard](#), [Coliseum College Prep Academy 2024 Dashboard](#), [Elmhurst United Middle 2024 Dashboard](#), [Frick United 2024 Dashboard](#), [Madison Park Academy 2024 Dashboard](#), [Oakland Unified 2024 Dashboard](#)

**Table 8: Math Growth Data for Aspire GSP, Comparison Schools, and OUSD**

	Aspire Golden State (6-12)	Coliseum College Prep Academy (6-12)	Madison Park Academy 6-12	Elmhurst United Middle (6-8)	Frick United (6-8)	OUSD
<b>Growth Score</b>	<b>27 points Below Standard Typical Growth</b>	11 points Below Standard Typical Growth	7 points Below Standard Typical Growth	11 points Below Standard Typical Growth	14 points Below Standard Typical Growth	2 points Below Standard Typical Growth
<b>Growth Category</b>	<b>Below</b>	Below	Below	Below	Below	Below
<b>Number of Students Tested</b>	<b>158</b>	332	211	613	249	10,045

Sources: [Aspire Golden State 2024 Dashboard](#), [Coliseum College Prep Academy 2024 Dashboard](#), [Elmhurst United Middle 2024 Dashboard](#), [Frick United 2024 Dashboard](#), [Madison Park Academy 2024 Dashboard](#), [Oakland Unified 2024 Dashboard](#)