
Renewal Petition Staff Report

Aspire Monarch Academy

Decision Hearing: October 6, 2026

School Overview

Aspire Monarch Academy			
Charter Management Organization (CMO):	Aspire Public Schools	Previous Renewal Year(s):	2003-04, 2008-09, 2013-14, 2018-19
Year Opened:	2000-01	Campus Address:	1445 101st Ave, Oakland, CA 94603
OUSD Board District:	7	Current Enrollment: ¹	370
Current Grades Served:	TK-5	5-Year Projected Enrollment	385, 394, 402, 415, 415
Renewal Performance Category	Middle Tier	Charter Term, if Renewed	July 1, 2027-June 30, 2032

Renewal Overview

Aspire Monarch Academy (“Aspire Monarch” or “Charter School”) submitted a renewal petition on July 15, 2026, requesting renewal for a term beginning July 1, 2027, serving students in Grades TK-5 with projected enrollment as shown in the table above. Aspire Monarch is categorized by the California Department of Education in the Middle Performance Category and, if renewed, is eligible for a five year renewal term through June 30, 2032.

This Staff Report provides an analysis of the Charter School’s performance over the course of the current charter term, including academic outcomes, fiscal condition, governance, and compliance, to inform the Oakland Unified School District (“OUSD”) Governing Board’s (“Board”) consideration of the Charter School’s renewal petition under the applicable statutory renewal criteria.

After considering the renewal petition, this Staff Report, and information presented at the initial and decision public hearings, the Board will vote to approve or deny renewal in accordance with applicable statutory requirements. A decision to deny renewal requires the Board to make written findings supported by specific facts. Section V, Summary and Board Action, summarizes the key strengths and challenges identified in the Staff Report, provides information relevant to whether closure would be in the best interest of pupils in the event of a denial, and outlines the statutory options and requirements for Board action.

¹ Per first month statistical report submitted to OUSD (as of August 28, 2026).

Criteria for Evaluation and Procedural Background

Criteria for Renewal

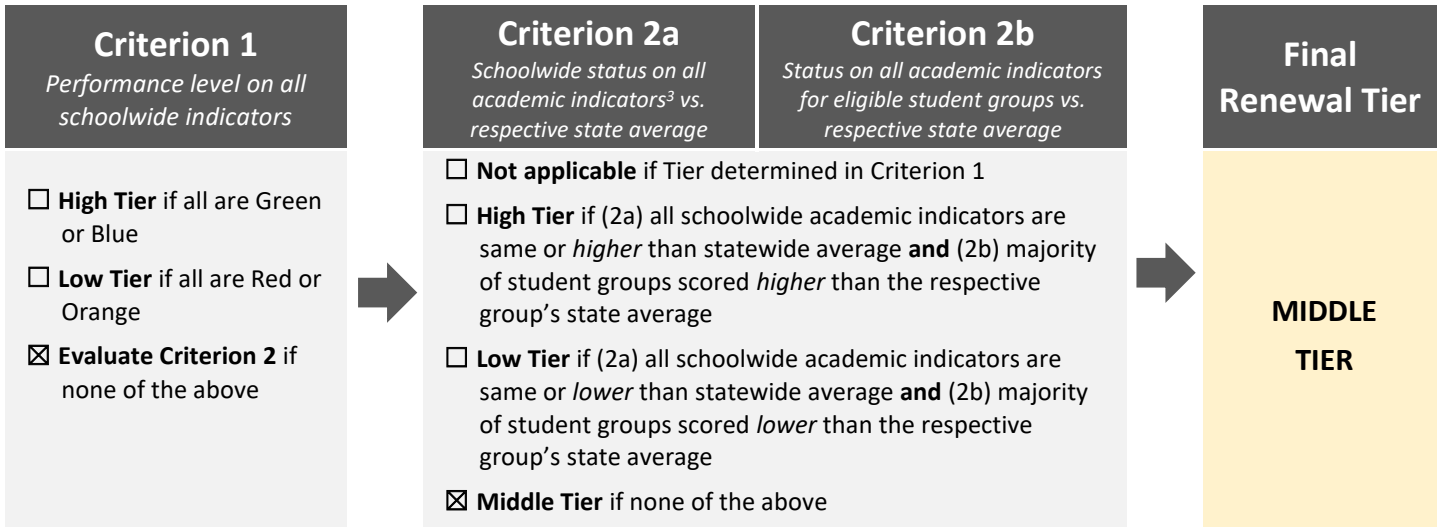
The Charter Schools Act of 1992 and subsequent amendments established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, Office of Charter Schools (“OCS”) Staff must determine that the charter school has met the requirements set forth in Education Code (“Ed Code”) Sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, OCS Staff determines whether the charter school has met the following renewal criteria:

- I. *Has the Charter School Presented a Sound Educational Program?*
- II. *Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?*
- III. *Is the Petition Reasonably Comprehensive?*
- IV. *Is the School Serving All Students Who Wish to Attend?*

Renewal Tier Analysis

In addition to the criteria outlined above, Education Code outlines a three-tiered system of performance categories for most² charter schools seeking renewal. This system provides additional criteria and conditions for evaluating the charter school’s renewal petition based on the performance category, or “Tier”, in which the school is placed. Figure 1 below shows a summary of the criteria used by the California Department of Education (“CDE”) to determine Aspire Monarch’s Renewal Tier. A more detailed analysis of the Charter School’s Renewal Tier, including analyses of each criterion and sub-criterion, can be found in Figures 2-4.

Figure 1: Aspire Monarch Renewal Tier Analysis



Sources: California School Dashboard; CDE Charter School Performance Category Data File; CDE “Determining Charter School Performance Category” Flyer

Criterion 1 Analysis

Criterion 1 is based on the performance colors received for **all** state indicators on the Dashboard for the two previous State Dashboard years. Per Education Code, if all state indicators are Blue or Green, the Charter School is assigned to the High Tier. If all state indicators are Orange or Red, the Charter School is assigned to the Low Tier. In all other circumstances, an evaluation of Criterion 2 is necessary to determine the Charter School’s Tier. As shown in Figure 2 below, Aspire Monarch did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

² The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.
³ “Academic indicators” refer to the ELA, Math, Science, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.

Figure 2: Criterion 1 Analysis – Schoolwide Results

Indicator	2024	2025
ELA	Orange	Yellow
Math	Orange	Yellow
Science	N/A	Green
EL Progress	Red	Yellow
Suspension Rate	Orange	Blue
Chronic Absenteeism	Yellow	Orange

Source: California School Dashboard

Criterion 2 Analysis

Criterion 2 is based on the “Status” (or the current year data) for all **academic** indicators (ELA, Mathematics, Science, EL Progress, and College/Career) with a performance color for the two previous Dashboard years. Performance determinations are then based on the overall status compared with the statewide averages for the previous two Dashboard years. Criterion 2 is broken into two sub-criteria – Criterion 2a evaluates the Charter School’s schoolwide performance and Criterion 2b evaluates the Charter School’s student group performance, specifically for student groups which scored below the statewide average⁴. Per Education Code, if (Criterion 2a) all **schoolwide** academic indicators are same or higher than the statewide average *and* (Criterion 2b) the majority of eligible student groups are higher than their group’s respective statewide average, then the Charter School is placed in the High Tier. If (Criterion 2a) all **schoolwide** academic indicators are same or lower than the statewide average *and* (Criterion 2b) the majority of eligible student groups are lower than their respective statewide average, then the Charter School is placed in the Low Tier. In all other circumstances, the Charter School is placed in the Middle Tier. As shown in Figure 3 and Figure 4 below, the Charter School did not meet the requirements for High Tier or for Low Tier, thus, Aspire Monarch is placed in the Middle Tier⁵.

Figure 3: Criterion 2a Analysis

Academic Indicator	2024			2025		
	School Status	State Status	Result	School Status	State Status	Result
ELA	-66	-13.2	Lower	-52.5	-8.1	Lower
Math	-74.9	-47.6	Lower	-64.4	-42.4	Lower
Science	N/A	N/A	N/A	48.3	52.6	Lower
EL Progress	33.1%	45.7%	Lower	44.0%	46.4%	Lower

Source: California School Dashboard

Figure 4: Criterion 2b Analysis

Indicator	Student Group	2024			2025		
		School Status	State Status	Result	School Status	State Status	Result
ELA	English Learner	-79.1	-67.6	Lower	-69.1	-59.9	Lower
	Hispanic/Latino	-67.5	-39.3	Lower	-52.7	-33.7	Lower
	SED	-66.2	-40.9	Lower	-58.4	-35.3	Lower
	SWD	-113.4	-95.6	Lower	-91.2	-89.4	Lower

⁴ For more information regarding which student groups are included in the analysis for Criterion 2b, please see the CDE’s Performance Categories Flyer: <https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf>

⁵ Charter school performance categories for all California charter schools can be found here: <https://www.cde.ca.gov/sp/ch/performcategory.asp#files>

Math	English Learner	-86.4	-93.4	Higher	-77.8	-86.1	Higher
	Hispanic/Latino	-75.2	-79.2	Higher	-64.3	-73.6	Higher
	SED	-78.4	-78.2	Lower	-70.6	-72.9	Higher
	SWD	-133.1	-124.3	Lower	-97.7	-120.7	Higher
Science	English Learner	N/A	N/A	N/A	45.3	41.1	Higher
	Hispanic/Latino	N/A	N/A	N/A	47.7	47.1	Higher
	SED	N/A	N/A	N/A	46.9	47.1	Lower
	SWD	N/A	N/A	N/A	30.9	38.3	Lower
EL Progress		33.1%	45.7%	Lower	44.0%	46.4%	Lower

Source: California School Dashboard

Additional Guidance for Middle Tier Schools

As noted previously, there are additional criteria and conditions for evaluating a charter school's petition depending on the assigned Renewal Tier. Figure 5 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the Middle Tier.

Figure 5: Renewal Tier Additional Guidance

MIDDLE TIER - Additional Guidance and Decision Criteria	
Term	May only be renewed for a 5-year term.
Additional Renewal Conditions	May be denied upon making written findings that: <i>The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND</i> <i>The closure is in the best interest of the pupils; AND</i> <i>The decision provided greater weight to performance on measurements of academic performance (if applicable).</i> May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either: <i>Substantial fiscal or governance concerns; or</i> <i>The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.</i> A chartering authority may only deny for either of the two reasons listed above only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings: <i>The corrective action proposed by the charter school has been unsuccessful; or</i> <i>The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.</i>

**Verified
Data⁶**
(Optional)

If the charter school chooses to submit, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either:

- A. *The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or*
- B. *Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

Source: Education Code §47607.2(b)

Procedure

1. The Charter School submitted a renewal petition to the District on July 15, 2026.
2. OCS Staff conducted an interview with two members of the Aspire Public Schools Governing Board on August 20, 2026, after all four members submitted a self-evaluation to assess strengths and gaps in the Governing Body.
3. The initial public hearing was held on August 24, 2026.
4. The OUSD review team conducted a site visit on August 25, 2026. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
5. The review team conducted a review of the school's documents, policies, financials, academic performance, and renewal petition to assist in developing the staff report.
6. The Staff Report was made public by the 15-day posting requirement, which was September 21, 2026.
7. The decision public hearing is being held on October 6, 2026.

⁶ Ed Code §47607.2(c) defines verified data as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The State Board of Education established criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. For more information, please review the CDE's Verified Data website page: <https://www.cde.ca.gov/sp/ch/verifdata.asp>

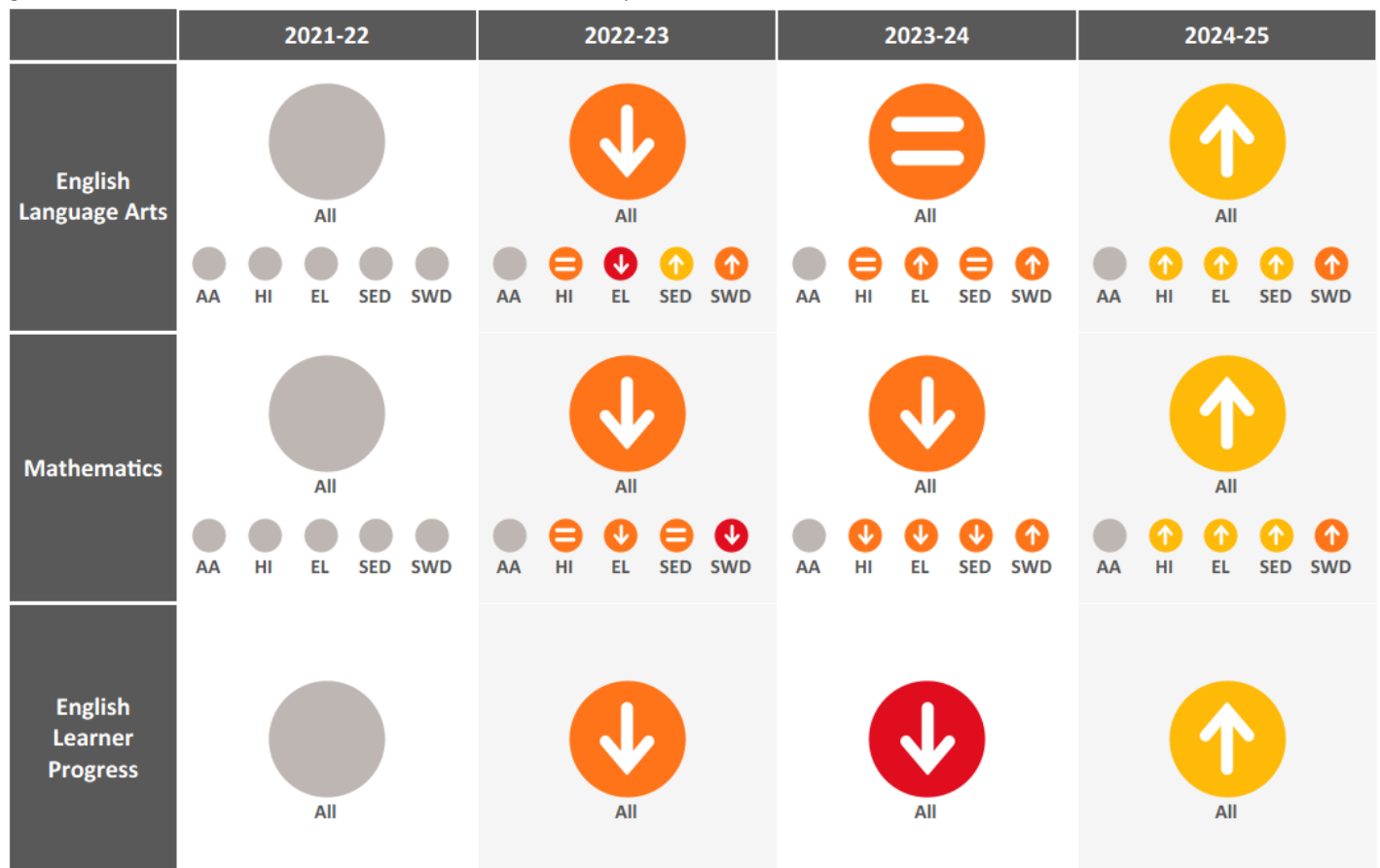
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I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

In order for a charter school's renewal petition to be approved, it must present a sound educational program for its students. For schools in the Middle Tier, the District is required to consider the school's performance on California School Dashboard indicators, providing greater weight to performance on academic indicators. To provide a comprehensive overview of the educational program, the evaluation below includes evidence from the California School Dashboard as well as results from the California Assessment of Student Performance Progress ("CAASPP") Smarter Balanced Assessment Consortium ("SBAC") assessments, ELPAC results, a summary of the renewal site visit, and verified data submitted by the Charter School. As a high-level summary, Figure 6 below represents the academic indicator results from the California School Dashboard over the course of the charter term, details for which can be found in the subsequent sections.

Figure 6: California School Dashboard Academic Indicator Summary



Source: California School Dashboard

A. SBAC Performance Summary – English Language Arts

The below section represents a summary of the results from the ELA SBAC assessment at the Charter School including schoolwide average proficiency rates disaggregated by grade span, average Distance from Standard ("DFS") results disaggregated by student group, and California School Dashboard growth results. Results for the California Alternate Assessments ("CAAs") were not included as Aspire Monarch did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found in the subsequent sections, a summary of these data is below:

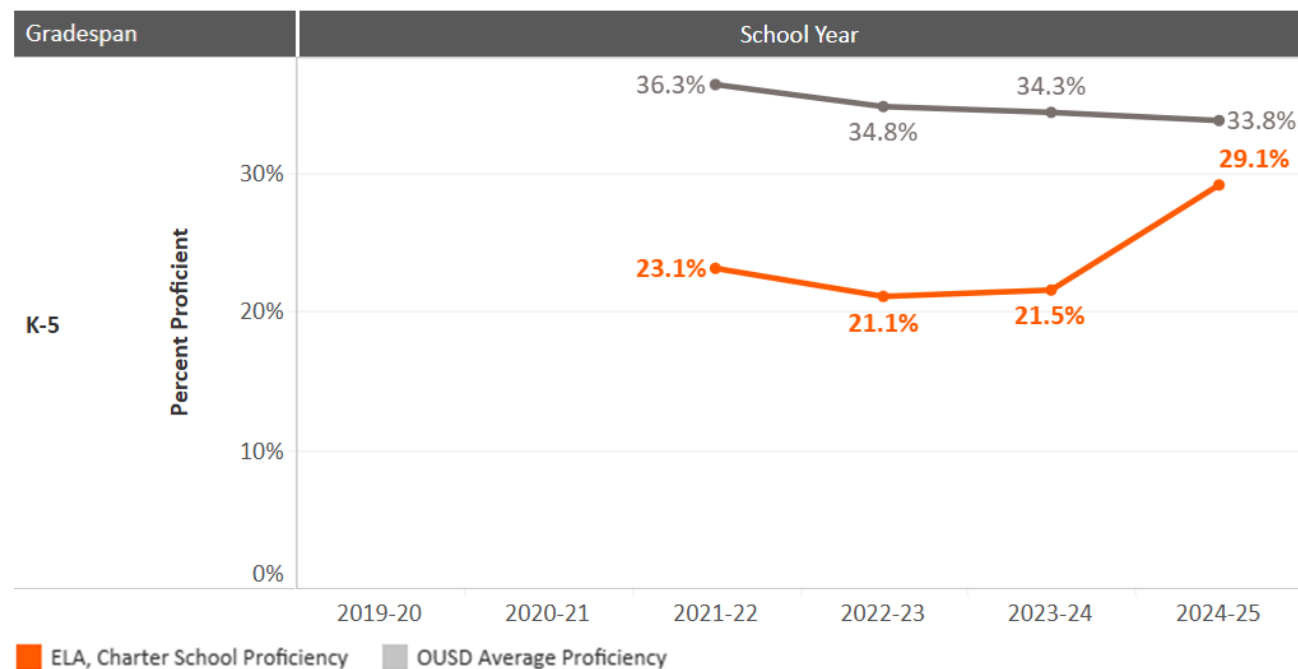
- **Schoolwide Trends:** DFS and proficiency remained relatively stable schoolwide over the charter term, with proficiency below the District average and DFS slightly below or similar to the District average. In 2024-25, schoolwide DFS and proficiency both increased, with proficiency approximately 4 percentage points below the District average.
- **Student Group Trends:** In 2024-25, all student groups showed gains in average DFS, with Students with Disabilities showing the largest gain. Average DFS for most student groups was above their respective District average for each year of the charter term.

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the ELA SBAC assessment are provided in this and subsequent sections. Below, Figure 7 represents the Charter School’s average proficiency rates on the ELA SBAC over the course of the charter term, or the percentage of students who have met or exceeded the “Standard” threshold for this exam. As shown below:

- From 2021-22 to 2023-24, Aspire Monarch’s proficiency rate declined slightly before increasing about 8 percentage points in 2024-25.
- In 2024-25, Aspire Monarch’s proficiency rate was about 5 percentage points below the District average.

Figure 7: Schoolwide ELA SBAC Proficiency Rates Over Time – Aspire Monarch and OUSD*



Source: Downloadable CAASPP Research Files

*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

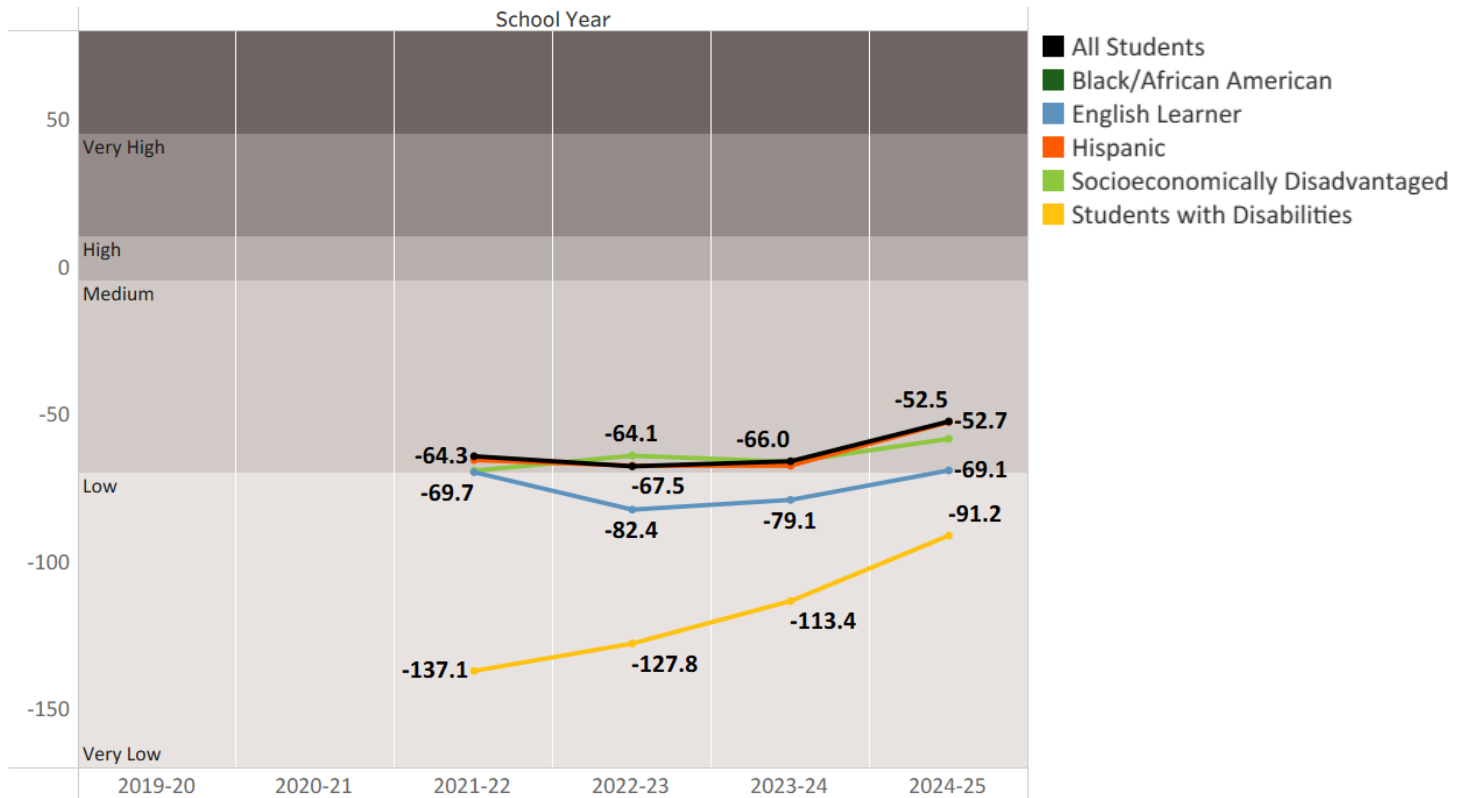
Distance from Standard (DFS) and Student Group Results

Figures 8 and 9 below represent the Charter School’s average Distance from Standard (“DFS”) on the ELA SBAC assessment over the course of the charter term. While average proficiency rates illustrate the percentage of students scoring at or above the “Standard Met” threshold on the SBAC assessment, average DFS measures how far, on average, student results deviate from the “Standard Met” threshold, providing a more granular analysis. As shown in Figure 8 below:

- From 2021-22 to 2023-24, average DFS remained relatively stable schoolwide and for most student groups, before increasing in 2024-25.

- While average DFS remained relatively stable schoolwide and for most student groups between 2021-22 and 2023-24, average DFS for Students with Disabilities increased steadily over the charter term, with a gain of approximately 20 points in 2024-25.

Figure 8: Aspire Monarch ELA DFS Over Time*



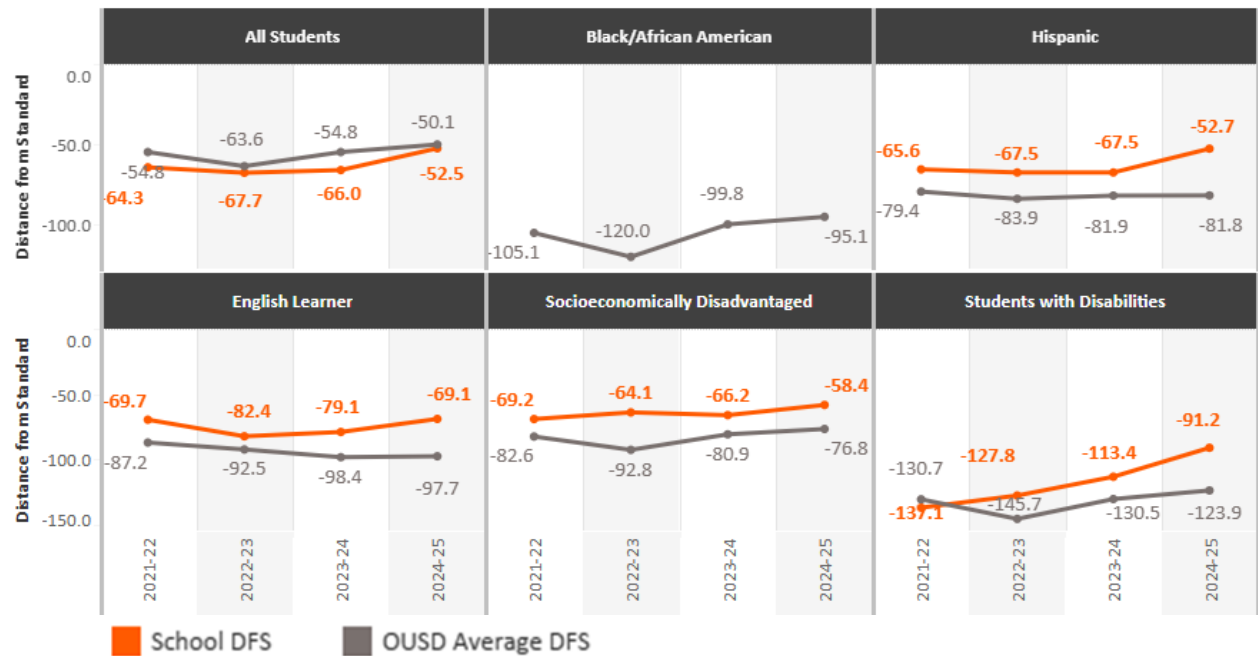
Source: Downloadable CAASPP Research Files

*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

Figure 9 below again shows the average DFS, both schoolwide and for key student groups, over the course of the charter term, but also compares these results with the OUSD average for each corresponding group. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). As shown below:

- While schoolwide average DFS remained below the OUSD average throughout the charter term, average DFS for each student group was similar or above the respective District averages for all years of the charter term.

Figure 9: Aspire Monarch and OUSD ELA DFS Over Time*



Source: Downloadable CAASPP Research Files
*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

California Student Growth

Figure 10 displays the Charter School's growth results from the most recent California School Dashboard. Growth on the California School Dashboard is measured using SBAC assessment scores for students in Grades 4–8 in both ELA and Math, comparing current year performance to prior year performance relative to the statewide average. Schools and LEAs are then assigned one of five Growth Performance Levels — Minimal, Moderate, Average, Accelerated, and Exceptional — based on the average magnitude of growth compared to the California statewide average for that year. While results are reported at the school, LEA, and student group levels, growth calculations do not consider demographic factors. That is, each student group’s growth is measured relative to *all* students with similar prior year performance, not just to other students within the same group. As shown below:

- Students in each student group on average demonstrated Average Growth in ELA when compared to students with the same scores in the previous grade level.

Figure 10: 2025 ELA Growth Performance Levels by Student Group

Minimal Growth	Moderate Growth	Average Growth	Accelerated Growth	Exceptional Growth
-	-	All Students	-	-
		English Learner		
		Hispanic		
		Socioeconomically Disadvantaged		
		Students with Disabilities		

Source: California School Dashboard

B. SBAC Performance Summary – Mathematics

The below section represents a summary of the results from the Math SBAC assessment at the Charter School including schoolwide average proficiency rates disaggregated by grade span, average Distance from Standard (“DFS”) results disaggregated by student group, and results from the California School Dashboard. Results for the California Alternate Assessments (“CAAs”) were not included as Aspire Monarch did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found below, a summary of this data is below:

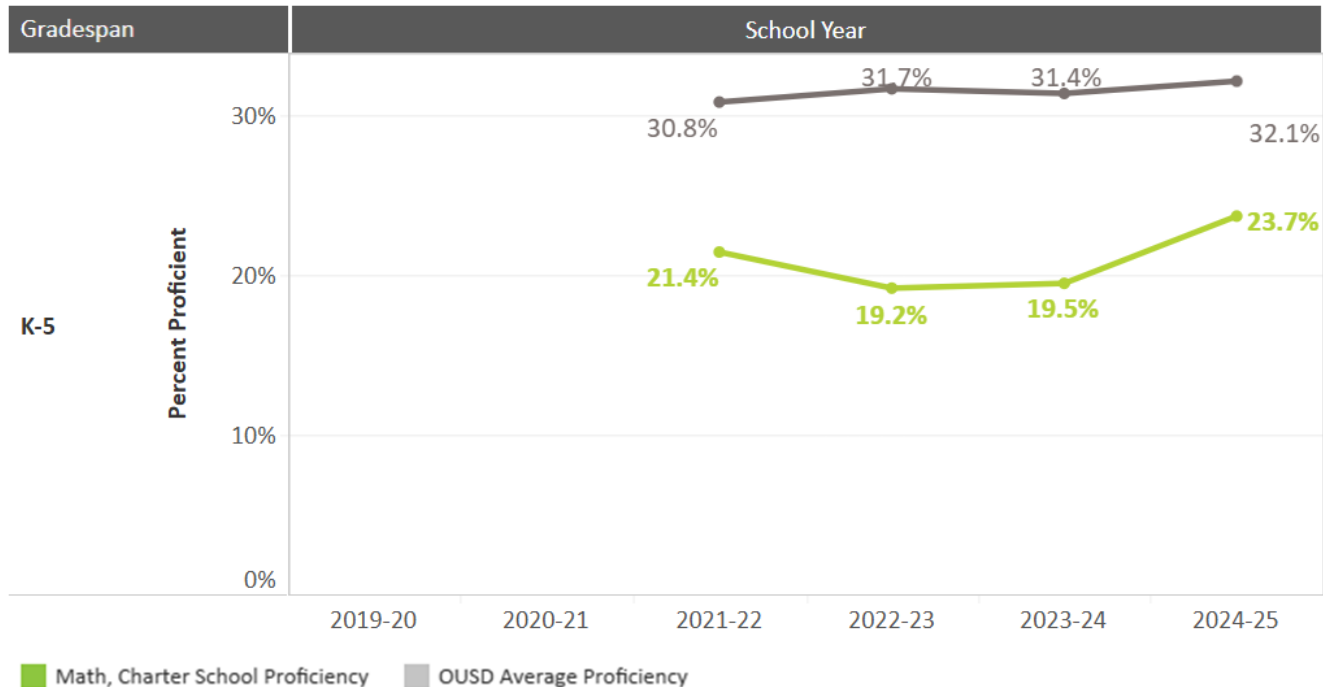
- **Schoolwide Trends:** Proficiency and average DFS declined slightly from 2021-22 through 2023-24 before rising in 2024-25. Proficiency remained below the District average, although average DFS was higher than the District average for all years of the charter term.
- **Student Group Trends:** In 2024-25, average DFS increased for all student groups, following declines for most groups in the previous years. Students with Disabilities experienced the largest increases, and each average DFS for each student group was above its respective District average throughout the charter term.

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the Math SBAC assessment are provided in this and subsequent sections. Below, Figure 11 represents the Charter School’s average proficiency rates on the Math SBAC over the course of the charter term, or the percentage of students who have met or exceeded the “Standard” threshold for this exam. As shown below:

- From 2021-22 to 2023-24, Aspire Monarch’s proficiency rate was relatively stable before increasing about 4 percentage points in 2024-25.
- In 2024-25, Aspire Monarch’s proficiency rate was about 8 percentage points below the District average.

Figure 11: Schoolwide Math SBAC Proficiency Rates Over Time – Aspire Monarch and OUSD*



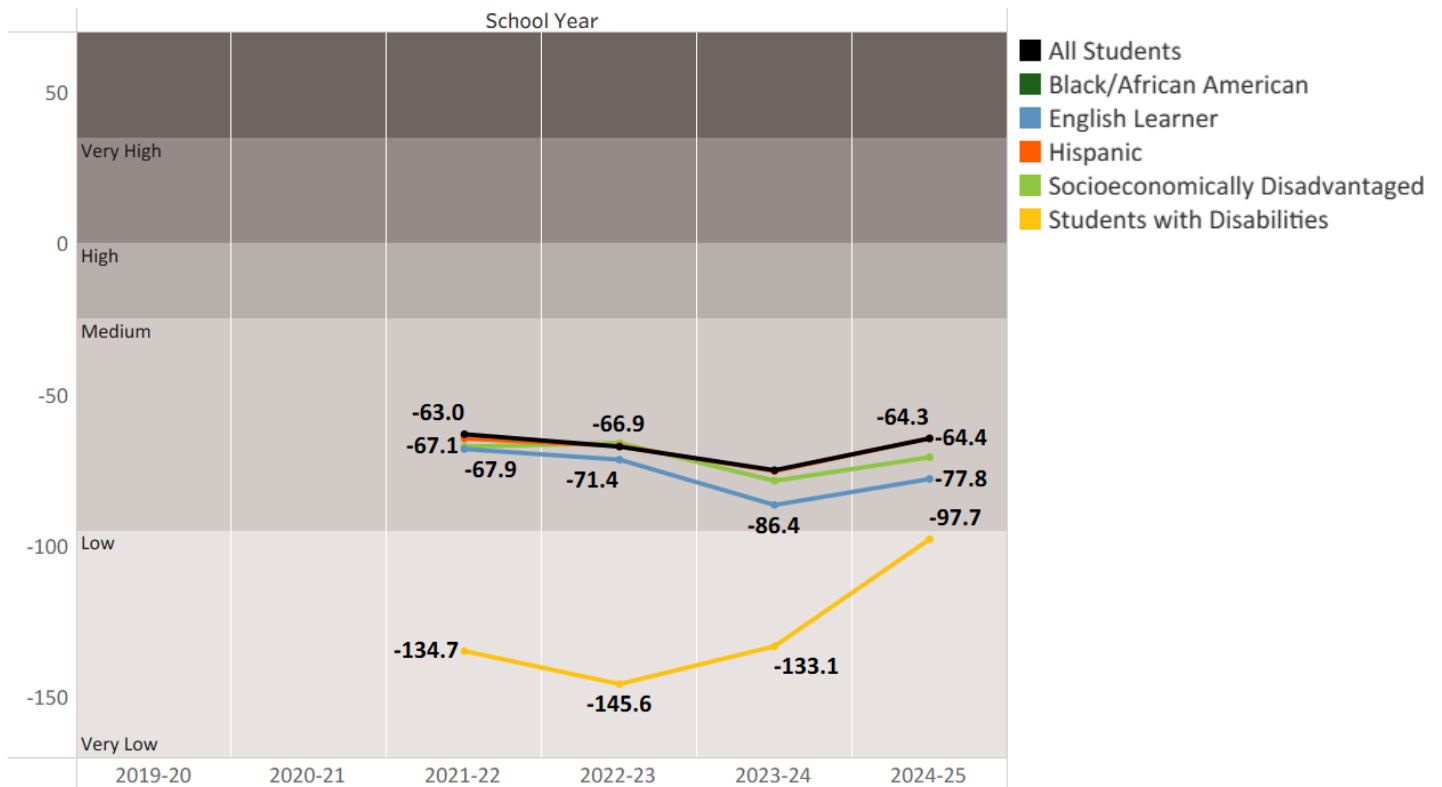
Source: Downloadable CAASPP Research Files
*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

Distance from Standard (DFS) and Student Group Results

Figures 12 and 13 below represent the Charter School's average Distance from Standard ("DFS") on the Math SBAC assessment over the course of the charter term. While average proficiency rates illustrate the percentage of students scoring at or above the "Standard Met" threshold on the SBAC assessment, average DFS measures how far, on average, student results deviate from the "Standard Met" threshold, providing a more granular analysis. As shown in Figure 12 below:

- Average DFS for the Students with Disabilities student group increased significantly between 2022-23 to 2024-25.
- Average DFS for the Socioeconomically Disadvantaged and English Learner student groups declined between 2022-23 and 2023-24 but increased in 2024-25.

Figure 12: Aspire Monarch Math DFS Over Time*



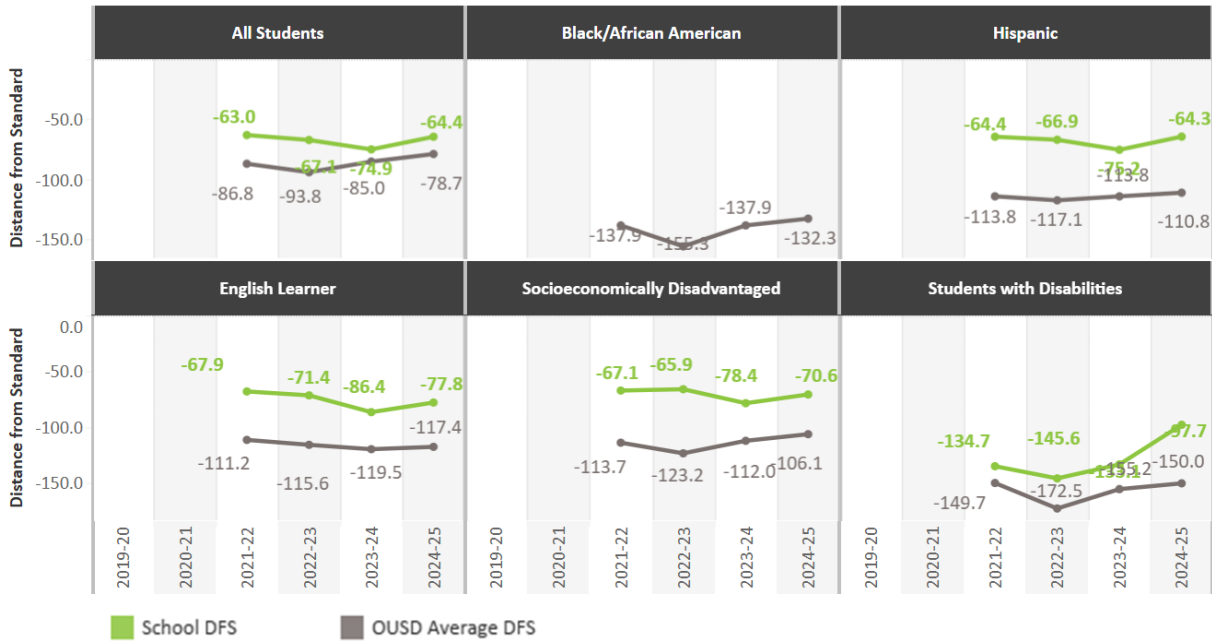
Source: Downloadable CAASPP Research Files

*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

Figure 13 again shows the average DFS, both schoolwide and for key student groups, over the course of the charter term, but also compares these results with the OUSD average for each corresponding group. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). As shown below:

- Average DFS for each student group was consistently higher than the respective District averages for all years of the charter term.

Figure 13: Aspire Monarch and OUSD Math DFS Over Time*



Source: Downloadable CAASPP Research Files
*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

California Student Growth

Figure 14 displays the Charter School's growth results from the most recent California School Dashboard. Growth is measured using SBAC assessment scores for students in Grades 4–8 in both ELA and Math, comparing current year performance to prior year performance relative to the statewide average. Schools and LEAs are then assigned one of five Growth Performance Levels — Minimal, Moderate, Average, Accelerated, and Exceptional — based on the average magnitude of growth compared to the California statewide average for that year. While results are reported at the school, LEA, and student group levels, growth calculations do not consider demographic factors. That is, each student group’s growth is measured relative to *all* students with similar prior year performance, not just to other students within the same group. As shown below:

- Students in each key student group on average demonstrated Moderate Growth in Math when compared to students with the same scores in the previous grade level.

Figure 14: 2025 Math Growth Performance Levels by Student Group

Minimal Growth	Moderate Growth	Average Growth	Accelerated Growth	Exceptional Growth
-	All Students	-	-	-
	English Learner			
	Hispanic			
	Socioeconomically Disadvantaged			
	Students with Disabilities			

Source: California School Dashboard

C. Science

The below section represents a summary of the results from the California Science Test (“CAST”) at the Charter School including schoolwide average proficiency rates and average Science Points⁷ (“SPs”) results disaggregated by student group. Please note, CAST results below reflect data starting from the 2024–25 school year, as this marked the first year Science was included as an accountability metric with a Dashboard color on the California School Dashboard. Results for the California Alternate Assessment for Science (“CAAs for Science”) were not included as Aspire Monarch did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found below, a summary of these data is below:

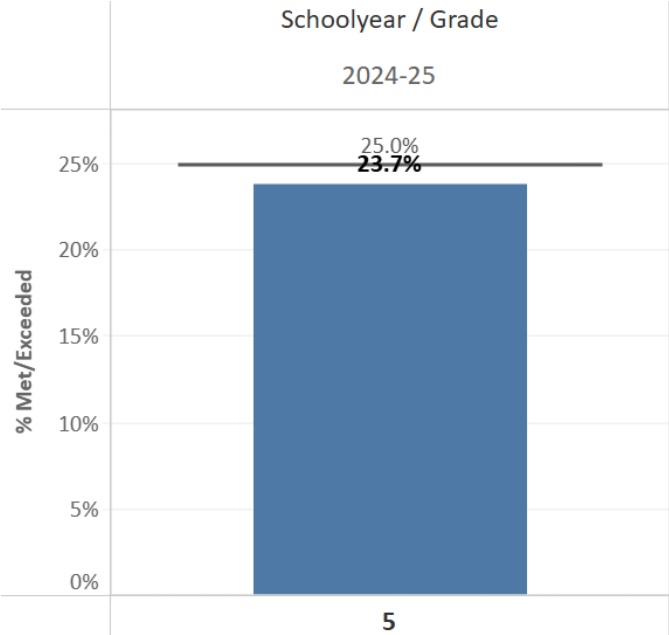
- **Schoolwide Trends:** *Aspire Monarch’s average proficiency was at a similar level to the District average, while their schoolwide average SP was slightly above the District’s.*
- **Student Group Trends:** *Average SP for most of the student groups was above their respective District average.*

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the CAST are provided in this and subsequent sections. Below, Figure 15 represents the Charter School’s average proficiency rates on the CAST in the 2024-25 school year, or the percentage of students who have met or exceeded the “Standard” threshold for this exam. As shown below:

- *Aspire Monarch performed comparably to the District average, with a proficiency rate about 1 percentage point lower.*

Figure 15: Schoolwide CAST Proficiency Rates From 2024-25 – Aspire Monarch and OUSD*



Source: Downloadable CAASPP Research Files

Science Points (SPs) and Student Group Results

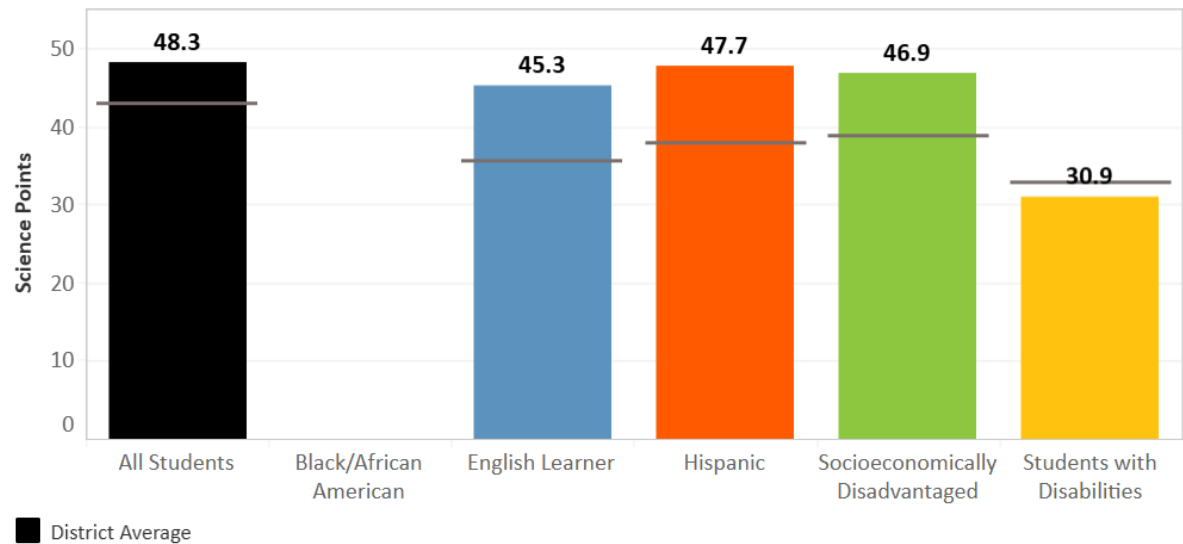
Figure 16 below represent the Charter School’s average Science Points (“SPs”) on the CAST in the 2024-25 school year, both schoolwide and for key student groups, compared with the corresponding OUSD average. While average proficiency rates illustrate the percentage of students scoring at or above the “Standard Met” threshold on the CAST,

⁷ Science Points translate the science assessment scales to a range from zero, as the lowest possible score, to 100 points, as the highest possible score.

average SPs measures how far, on average, student results deviate from the “Standard Met” threshold, providing a more granular analysis. As shown in Figure 16 below:

- *Students in each key student group performed above the District average with the exception of Students with Disabilities whose average SP was slightly below the District average.*

Figure 16: Aspire Monarch CAST SPs from 2024-25*



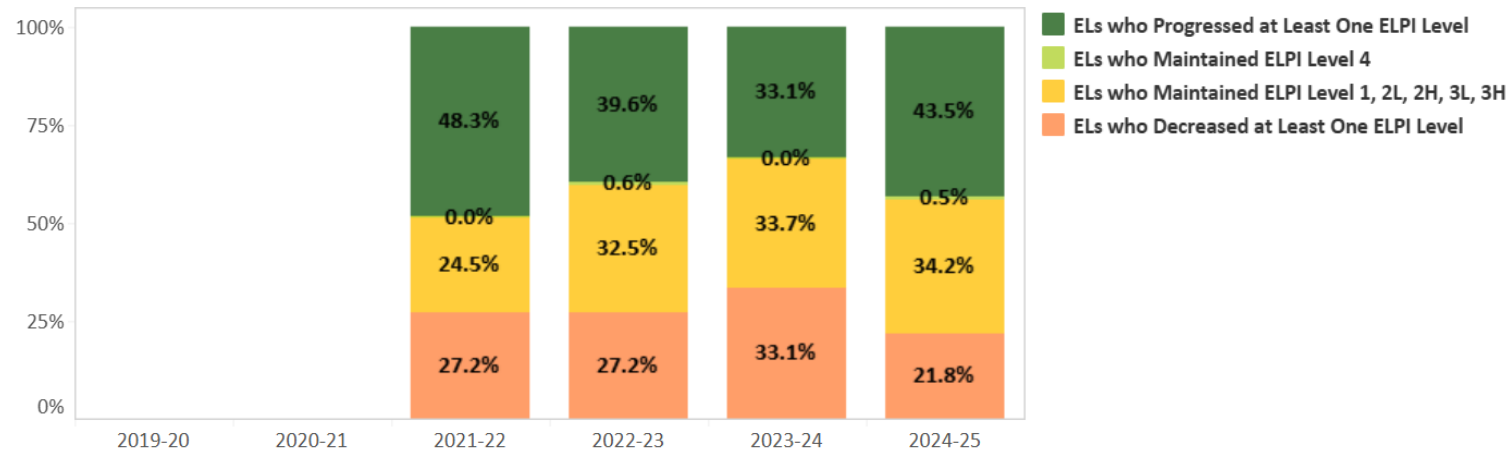
Source: Downloadable CAASPP Research Files

D. English Learner Progress

In the past four years with available data, Aspire Monarch tested 147, 169, 178, and 193 students on the Summative English Language Proficiency Assessment (“ELPAC”), respectively. The figure below shows the percentage of these students who progressed at least one English Learner Progress Indicator (“ELPI”) level, maintained ELPI level 4, maintained lower ELPI levels, and decreased at least one ELPI level. As shown below:

- *Between 2021-22 to 2023-24, the percentage of students making progress towards English language proficiency declined. However, in 2024-25, approximately 43.5% of English Learner students at Aspire Monarch made progress towards English language proficiency, representing a 10.4% increase from the prior year.*

Figure 17: Summative ELPAC Results



Source: California School Dashboard

E. Renewal Site Visit Summary

School Quality Review Rubric Report

Charter school renewal site visits are guided by the District's School Quality Review ("SQR") process. The process is based on a rubric⁸ which describes three key domains (Mission and Vision, Quality Program Implementation, and Collective Leadership and Professional Learning) which are further broken into three threads (Instruction, Culture, and Systems and Structures). In order to gather evidence for each of these domains, the OUSD Review Team conducted classroom observations, document reviews, an interview with Charter School leadership, and focus groups with students, families, and teachers. Following the renewal site visit, the OUSD Review Team rated each domain and sub-domain collaboratively using the SQR Rubric Ratings range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 18: Renewal Site Visit Summary

Aspire Monarch Renewal Site Visit, August 25, 2026			
OUSD Review Team: Kelly Krag Arnold (OCS Director), Madison Thomas (OCS Deputy Director), Guadalupe Nuño (OCS Community Liaison), Marwa Doost (OCS Compliance Specialist), Kristy Lu (OCS Analytics Specialist), Jason Yamashiro (Academic Consultant)			
SQR Domains and Threads	Domain 1: Mission and Vision	Domain 2: Quality Program Implementation	Domain 3: Collective Leadership and Professional Learning
Thread A: Instruction	2.6	3.2	2.9
Thread B: Culture	3.2	3.2	3.8
Thread C: Systems and Structures	2.9	3.4	3.2

Within each Domain and Thread in the SQR Rubric, there are multiple "sub-domains". The following represent the three highest rated and the three lowest rated sub-domains for Aspire Monarch.

Figure 19: Highest and Lowest Rated SQR Sub-Domains

Highest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
3.8	3B.1 Collaborative Professional Culture	The school has a professional culture in which educators have authentic opportunities for collaboration and are able to leverage each other's knowledge and skills in service of the school's vision, mission, priorities and goals. Adults have interdependent, trusting relationships, and address conflict productively in the service of student learning and well-being. The school prioritizes the mental health and wellness of educators on campus.
3.8	2C.2 Safety	The school has a comprehensive safety plan that is focused on building and implementing systems and structures to ensure a physically safe campus. The plan includes an articulated crisis plan to respond to immediate and acute emergencies. All members of the school community know what to do in case of emergency and report feeling safe on the campus.
3.7	3C.3 Family Partnership Structures	Family members have authentic leadership roles at the school, are involved in decision-making, and feel ownership for the success of the school. Family partnership structures cultivate parent leadership across the school to build and nurture academic partnership and increase communication with families linked to learning. Families are informed and engaged to be active participants and contributors to their child's education. The school provides equitable language access to ensure that all families can participate in meetings, events, parent-teacher conferences, etc.

⁸ The School Quality Review Rubric can be found here: <https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal>

3.7	1B.3 Meaningful Inclusion of Students with Disabilities and other Marginalized Student Groups	Students with disabilities, including those with IEPs and 504 Plans, are valued and affirmed as full members of school communities and afforded authentic opportunities for inclusive access. The school culture is welcoming to and inclusive of LGBTQ+ students, staff, and families and students.
Lowest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
2.2	1C.1 School Mission	The school mission explains how the school will work together to implement best practices to achieve the vision. The mission actively lives in the school, and drives the work of the school staff and community in service of the school vision.
2.3	1A.2: Graduate Profile	The school has defined the complex cognitive and social-emotional skills that students will master by the time they graduate (from elementary, middle, or high school) in order to be college and career ready. The identified knowledge and skills are clear, concise, and rigorous.
2.5	2B.3 Meaningful Student Engagement	The school community uses Universal Design for Learning (UDL) guidelines to ensure that diverse learners are authentically engaged and can easily access school activities and programs inside and outside the classroom. Additionally, students' prior knowledge and cultural and linguistic assets are activated and built upon using culturally and linguistically responsive practices.

Renewal Site Visit Strengths and Areas for Improvement

The OUSD Review Team noted the following strengths and areas for improvement based on the evidence collected throughout the site visit.

Strengths:

1. Aspire Monarch has worked hard to create a strong collaborative culture among the teachers and between leaders and teachers. The observation/feedback systems are consistent and impactful, there is significant formal and informal teacher collaboration.
2. There is a strong sense of safety on the Aspire Monarch campus. All stakeholders feel welcome there and students expressed confidence that staff cared for them. Expectations for behavior are clear and supported through positive incentives.
3. Aspire Monarch has made meaningful inclusion of students with disabilities and other marginalized groups a focus and it shows in their robust support structure, solid MTSS system, and overall instructional approach.

Areas for Improvement

1. Although there is enthusiasm around re-envisioning the mission, it did not come through consistently across the school. There is an opportunity to reengage with stakeholders, particularly faculty, and either recommit to the current mission or make adjustments that inspire teachers and the larger community.
2. There was little evidence of a known and robust graduate profile during focus group discussions and in classroom observations. A graduate profile, even at the elementary level, can help raise expectations and uncover gaps in curriculum and instruction.
3. While there was some evidence of student engagement in the classrooms, it tended to fade as students got older and also often involved group response. Partner work also often lacked authentic engagement. There is an opportunity for staff to explore more ways to integrate meaningful and authentic engagement opportunities to the curriculum.

F. Additional Verified Data Provided by the School

Verified Data Background

For schools in the Middle Renewal Tier, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

- The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The California State Board of Education ("SBE") adopted a list⁹ of academic progress indicators and post-secondary indicators that met the established criteria outlined in Education Code Section 47607.2 and that may be used in the renewal process. Assessments or data sources that are not on this list may not be used as verified data. To be eligible for inclusion as verified data, a data source must include the results of at least 95 percent of eligible students.

The Charter School provided the District with data from i-Ready (K-5) and mCLASS to be considered as academic progress indicators for the purposes of verified data. Upon review, Aspire Monarch did surpass the 95 percent participation threshold for both verified data submissions, and thus, the District's analysis is included below. Additionally, the Charter School's Performance Report, included in the renewal petition, includes the Charter School's own analysis of the results.

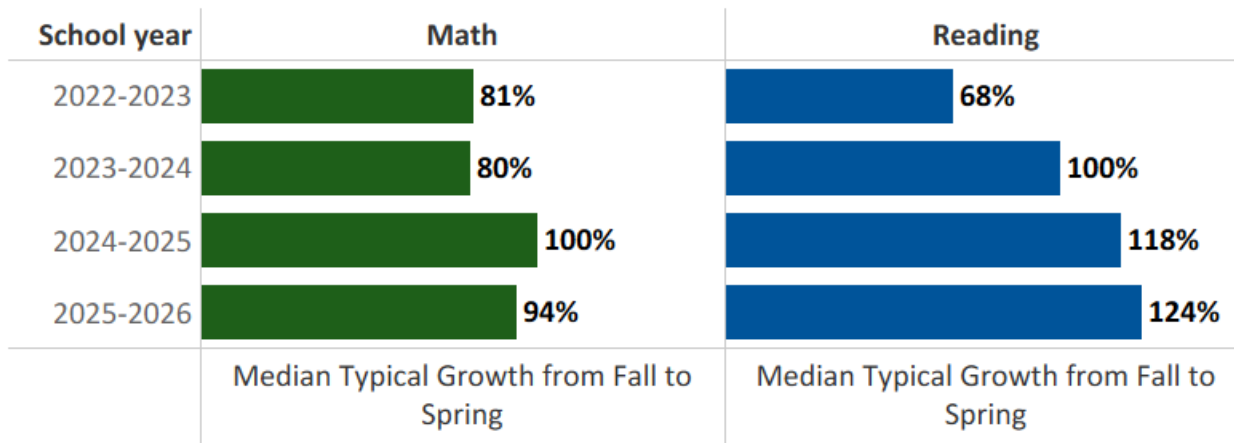
Verified Data Analysis – i-Ready (Grades 3-5)

i-Ready assessments assign an annual typical growth target for each student. This typical growth target is the average growth achieved by students nationally and is determined by the student's grade and Fall starting diagnostic level. For the purposes of California's requirements, educators should examine the growth for an entire school. Following the publisher's recommended approach to using the i-Ready Diagnostic, schools that meet or exceed the median Progress to Typical Growth from the Fall to the Spring can be said to have achieved sufficient growth during the year. **For grades K-5, if the median Progress to Typical Growth within the school is 80% or higher for Math and 75% or higher for Reading, that school can be said to have met the minimum growth expectations to demonstrate one year's progress for the purposes of California's Verified Data and Progress Indicator requirements.** Figures 20 and 21 show Aspire Monarch's median Progress to Typical Growth in Math and Reading, respectively. According to this data, the analysis is below:

- **i-Ready Math**
 - *For all years for which there is data available, students at Aspire Monarch demonstrated the minimum growth expectations to demonstrate one year's progress in Math*
- **i-Ready Reading**
 - *For all years for which there is data available, with the exception of 2022-23, students at Aspire Monarch demonstrated the minimum growth expectations to demonstrate one year's progress in Reading*

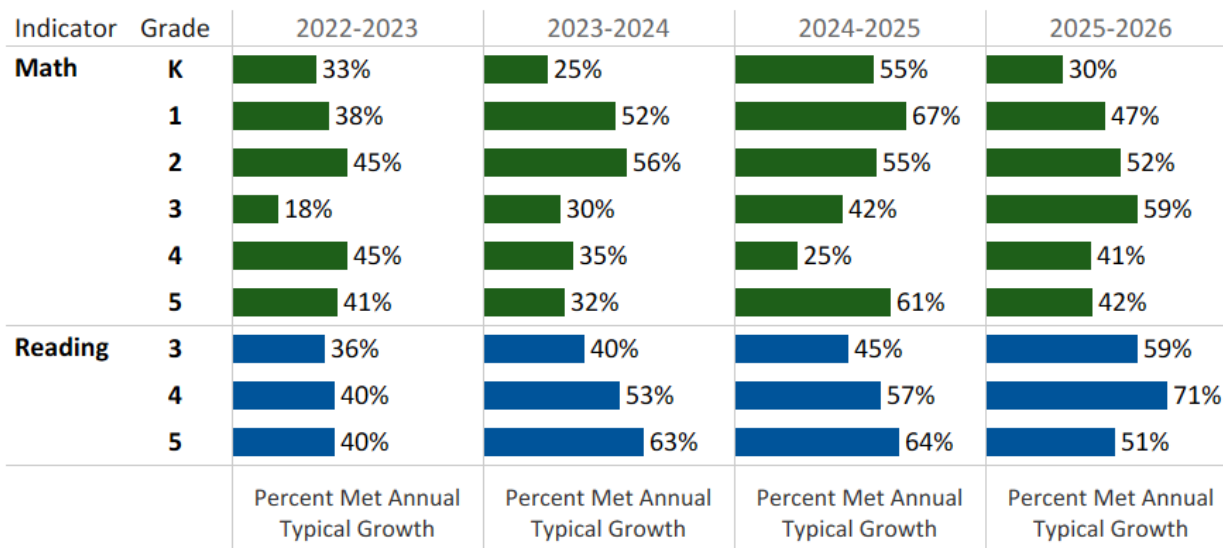
⁹ A full list of the adopted academic progress and postsecondary indicators can be found here: <https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp>

Figure 20: Math and Reading– 2022-23 to 2025-26 Median Progress to Annual Typical Growth; i-Ready Math K-5 and i-Ready Reading 3-5 by Curriculum Associates



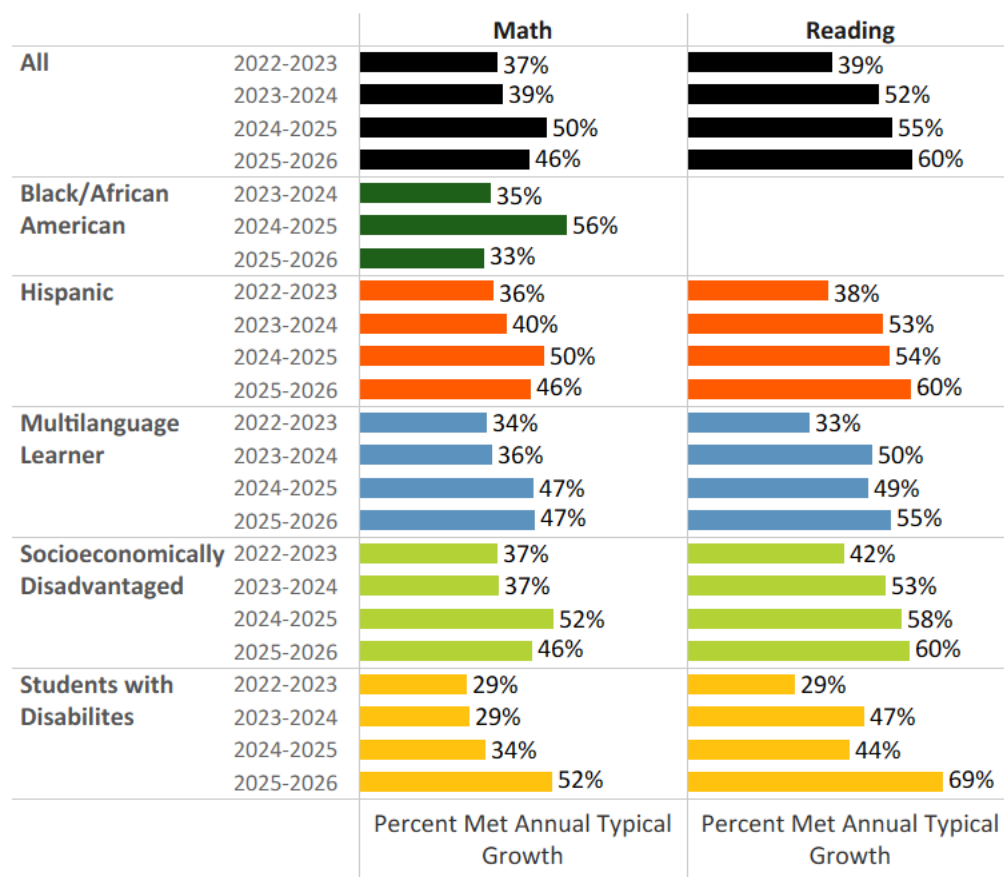
Source: Charter School Verified Data Submission

Figure 21: Math and Reading – 2022-23 to 2025-26 Percent of Students Meeting Annual Typical Growth by Grade; i-Ready Math K-5 and i-Ready Reading 3-5 by Curriculum Associates



Source: Charter School Verified Data Submission

Figure 22: Math and Reading – 2022-23 to 2025-26 Percent of Students Meeting Annual Typical Growth by Student Group; i-Ready 3-5 by Curriculum Associates



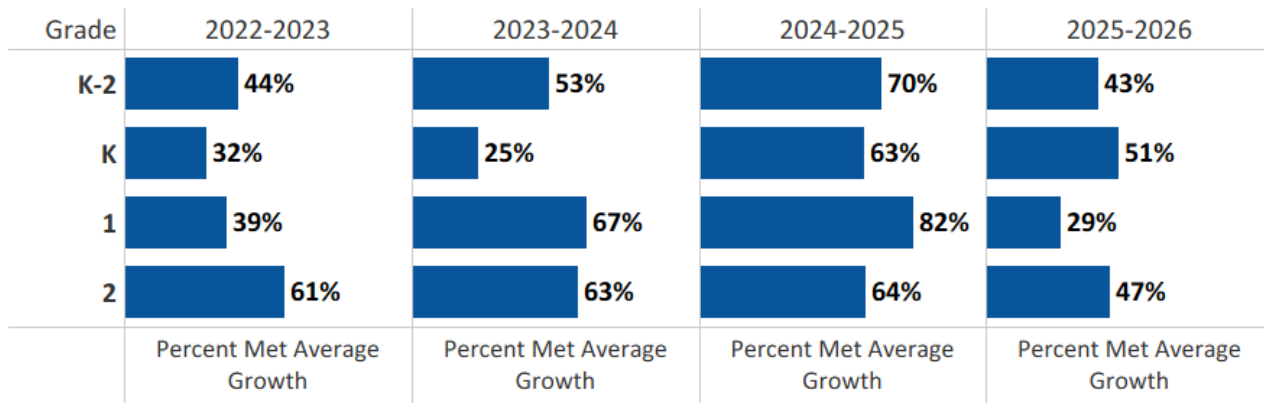
Source: Charter School Verified Data Submission

Verified Data Analysis – mCLASS Reading (Grades K-2)

mCLASS by Amplify uses Zones of Growth (ZOGs) to evaluate student progress. ZOGs are a feature of mCLASS with DIBELS 8th Edition that help schools compare the reading skill growth of their students over the course of the school year, to the growth of a nationally representative sample of students with similar beginning of the year (BOY) benchmark scores. By comparing how much growth a student has made relative to normed growth trajectories, mCLASS with DIBELS 8th Edition users can make inferences about whether a student is making adequate progress or requires additional support. While the publisher did not release specific guidance for the purposes of California’s Verified Data and Progress Indicator requirements, both the Office of Charter Schools Staff and Aspire Monarch’s agreed that **a student can be said to have met the minimum growth expectations to demonstrate one year’s progress if their Zone of Growth composite year growth score is “Average,” “Above Average,” or “Well Above Average.”** Figures 23 and 24 show Aspire Monarch’s proportion of students achieving the composite year growth score of Average and above. According to this data, the analysis is below:

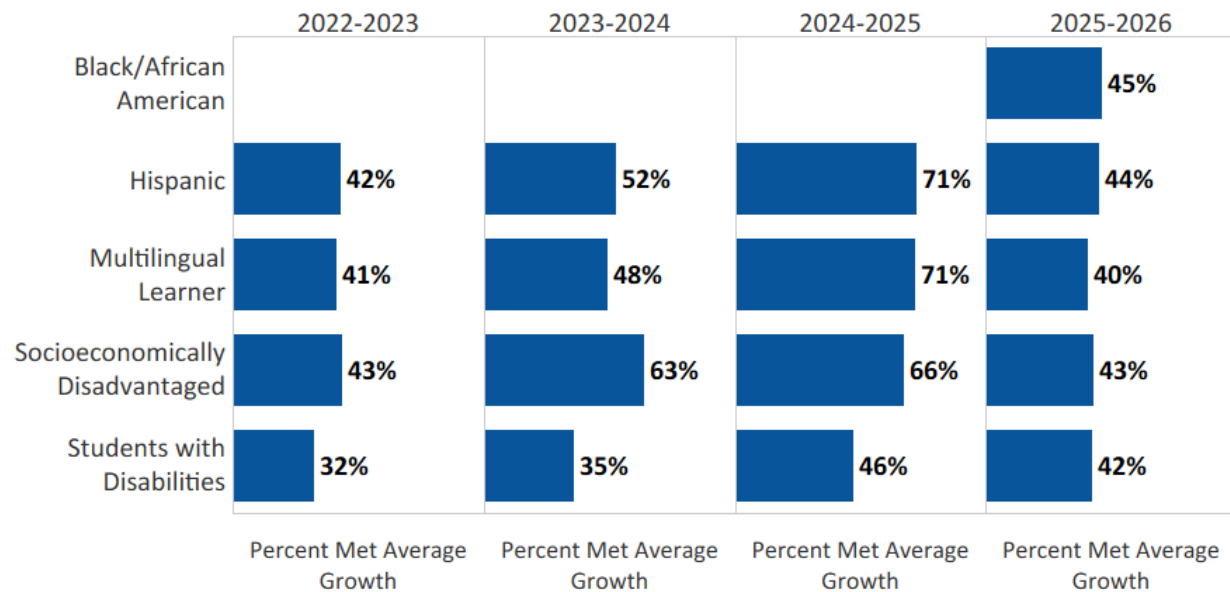
- **mCLASS Reading**
 - Schoolwide and grade-level percentages of students meeting the “Average” or above threshold held steady or increased from 2022–23 to 2024–25, then declined in 2025–26
 - From 2024-25 to 2025-26, the percentage of students meeting the “Average” or above threshold decreased across all student groups.

Figure 23: Aspire Monarch – Percentage of Students Meeting Average Growth and Above by Grade Level; mCLASS by Amplify Reading Grades K-2



Source: Charter School Verified Data Submission

Figure 24: Aspire Monarch – Percentage of Students Meeting Average Growth and Above by Student Group; mCLASS by Amplify Reading Grades K-2



Source: Charter School Verified Data Submission

II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

In order for a charter school’s renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.¹⁰ Evidence considered for this criterion include an analysis of the Charter School’s operations, financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.

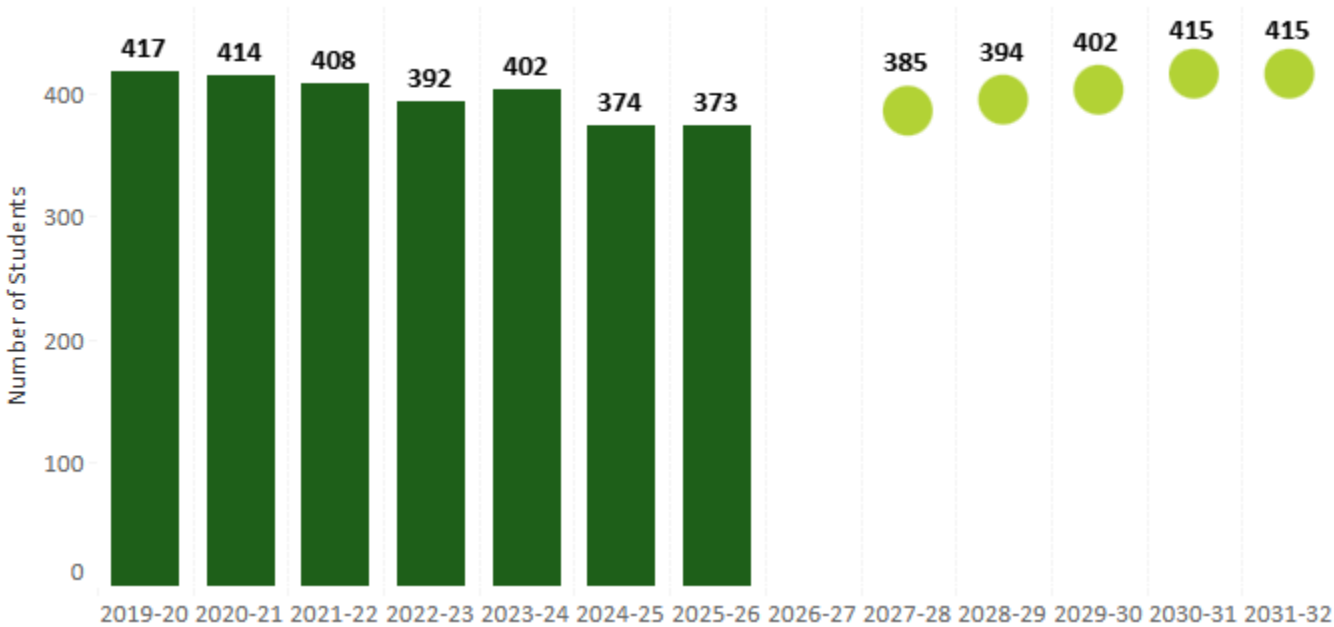
A. Enrollment

Total Enrollment by Year – Actual and Projected

The figure below includes the total enrollment of the Charter School over the course of the term and the projected enrollment included in the Multi-Year Projection (“MYP”). As shown below:

- Between 2019-20 and 2022-23, Aspire Monarch’s total enrollment was steadily declining before increasing in 2023-24. This increase can mainly be attributed to the addition of the TK section.
- The current 2026-27 enrollment of 370 is lower than the projected 2027-28 enrollment of 385¹¹.

Figure 25: Total Enrollment Over Time, Actual and Projected



Source: CDE Downloadable School Enrollment Data Files; August Enrollment Submission to OCS, MYP

¹⁰ EC §47605(c)(2)

¹¹ 2026-27 enrollment per the first month statistical report submitted to OUSD (as of August 28, 2026).

Enrollment by Grade Level

Figure 26: 2025-26 Enrollment by Grade Level

	TK	K	1	2	3	4	5
2019-20		87	66	66	66	66	66
2020-21		86	66	66	66	66	64
2021-22		85	62	64	66	66	65
2022-23		74	66	59	63	66	64
2023-24	22	62	60	64	62	66	66
2024-25	23	42	58	63	65	64	59
2025-26	20	50	46	59	63	68	67

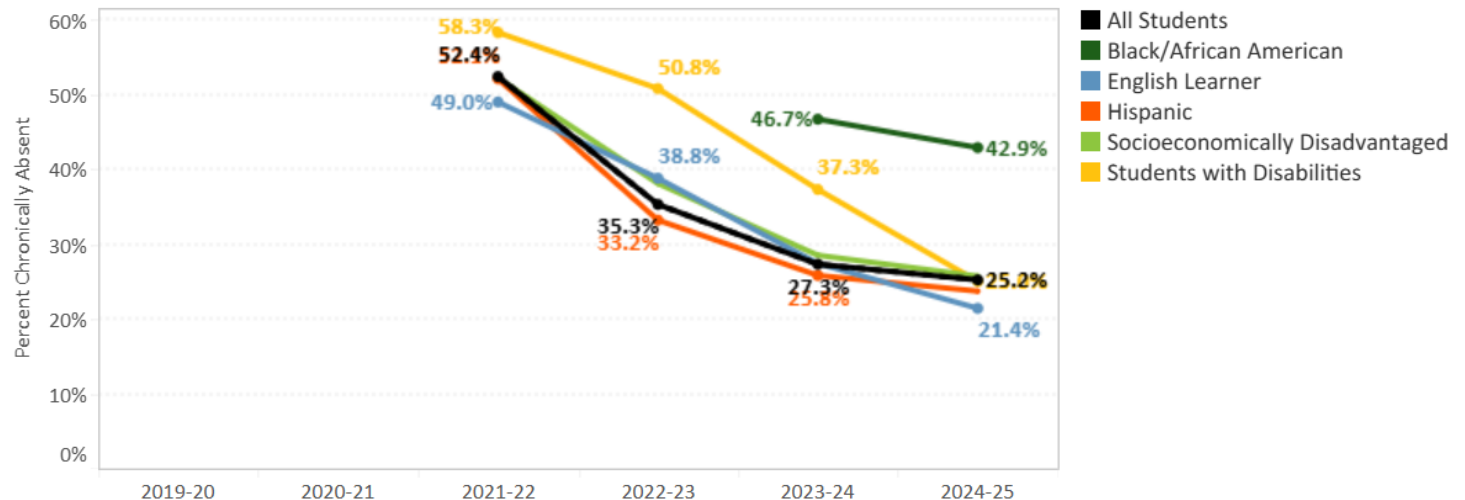
Source: CDE Downloadable School Enrollment Data Files

Chronic Absenteeism

The figure below shows the percentage of students at the Charter School who were chronically absent, which is defined as students who were absent for 10 percent or more of the instructional days they were enrolled. As shown below:

- Post pandemic, chronic absenteeism rates significantly declined schoolwide and for all student groups.
- Between 2021-22 and 2024-25, chronic absenteeism rates declined by approximately half schoolwide and across all student groups, with the exception of Black/African American students, who saw a smaller decline.

Figure 27: Chronic Absenteeism Rate by Student Group



Source: CDE Downloadable Data Files

B. Financial Condition

Summary

The Charter School's financial condition is good based on its fiscal health indicators, audit results, and multi-year budget projections. The Charter School has maintained a healthy fund balance and reserves above the applicable minimum benchmarks throughout the charter term. Its projected enrollment and attendance assumptions also appear reasonable based on its historical trends and the information included in the renewal petition.

Fiscal Health

The figure below summarizes key fiscal indicators throughout the current charter. As shown below:

- The Charter School maintained a positive ending fund balance throughout the charter term, although it experienced deficits in two of the six audited fiscal years.
- Although the debt ratio increased slightly throughout the charter term to 0.20, it remains below 1.0, indicating assets still exceed liabilities and the school retains borrowing capacity if needed.
- The Charter's cash reserves exceeded FCMAT's recommended 5% floor throughout the charter term and are projected to remain above the minimum in 2025-26.
- The CMO maintained a positive ending fund balance, although it experienced deficit spending in the most recent two audited fiscal years, while its debt ratio remained relatively stable.¹²

Figure 28: Fiscal Health Summary

Financial Indicator	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26 (2nd Int.)
Annual Surplus or (Deficit) <i>Indicates whether the school spent more or less than it received in revenue during the year. Deficits are shown in parentheses.</i>	(515,172)	539,201	417,377	783,928	163,149	(791,457)	34,031
Ending Fund Balance <i>Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.</i>	1,489,055	2,028,256	2,445,633	3,229,561	3,392,710	2,601,253	2,635,284
Debt Ratio <i>A ratio less than 1 indicates the school has lower debts than assets, representing a lower level of financial risk.</i>	0.12	0.20	0.47	0.41	0.27	0.20	Unavailable
Budgetary Reserve <i>Given the school's ADA, FCMAT¹³ prescribes a minimum 4% reserve (calculated as Unrestricted Net Assets / Total Expenditures) as a set aside to prepare for potential liabilities. Reserve rates below this rate indicates poor financial condition.</i>	22%	35%	29%	20%	20%	26%	27%
Cash Reserve <i>FCMAT recommends 5%+ cash reserve of the total of all budgeted expenditures (calculated as Unrestricted Cash / Total Expenditures). Below 5% is indicative of a poor financial condition.</i>	11%	9%	18%	31%	25%	16%	31%

Source: 2019-20 through 2024-25 Annual Audit Reports and 2025-26 2nd Interim Budget Report

Annual Financial Audit Reports

The figure below summarizes the CMO's annual audit results and submission history during the current charter term. As shown below:

- The Charter School's CMO received unmodified audit opinions throughout the charter term.
- The annual audit reports were not submitted by the statutory deadline in the first three years of the charter term, but were submitted on time in the past three years.
- Material weaknesses were identified in 2021-22¹⁴ and 2023-24¹⁵; no material weaknesses or significant deficiencies were identified in the last audit report for the CMO.

¹² See Appendix C. Charter Management Organization's Fiscal Health Summary

¹³ Financial Crisis and Management Assistance Team

¹⁴ The 2021-22 material weaknesses pertained to inadequate controls over CMO's financial reporting close processes. The statutory findings related to inaccurate expense classifications relate to Expanded Learning Opportunities Grants (ELO-G) and inaccuracies in attendance for After School and Educational Safety Programs

¹⁵ The 2023-24 material weaknesses pertained to inadequate controls over CMO's financial reporting close processes and material omissions in the Schedule of Expenditures of Federal Awards.

- *Statutory compliance findings specific to Monarch were identified in 2021-22¹³ and 2022-23¹⁶. No statutory compliance findings specific to Monarch were identified in the last two audit reports.*

Figure 29: Annual Financial Audit Reports Summary

Indicator		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Timely Audit Submission <i>State law requires annual audits to be submitted by December 15.</i>		No	No	No	Yes	Yes	Yes
Audit Opinion <i>"Unmodified" indicates the financial statements fairly represent the school's financial position in accordance with accounting standards. "Modified, qualified" opinion indicates a material issue or insufficient evidence in a specific area of the financial statements, while the remainder are considered reliable.</i>		Unmodified	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified
Material Weakness(es) <i>A material weakness is a deficiency in internal controls that creates a reasonable possibility that a material error in the financial statements could occur and go uncorrected.</i>	Number of Findings	-	-	1	-	2	-
	Initial Year of Finding(s)	-	-	2021-22	-	2023-24	-
Significant Deficiency <i>A significant deficiency is a flaw in internal controls that is less severe than a material weakness, but still merits attention.</i>	Number of Findings	-	-	-	-	-	-
	Initial Year of Finding(s)	-	-	-	-	-	-
Statutory Compliance <i>Statutory compliance is adherence to specific state and federal laws and regulations that govern operations, funding, and program requirements within the scope of the audit.</i>	Number of Findings	-	-	2	1	-	-
	Initial Year of Finding(s)	-	-	2021-22	2022-23	-	-

Source: 2019-20 through 2024-25 Annual Audit Reports

Attendance and Enrollment in Multi-Year Budget Projections

The enrollment and attendance rate assumptions underlying the Charter School's Multi-Year Budget Projections ("MYP") included with the renewal petition, as shown in the figure below, appear realistic and are aligned to the projected enrollment listed in Element 1 of the charter petition. As shown below:

- *Projected enrollment and attendance rates are generally consistent with the Charter School's historical patterns.*
- *Actual 2026-27 enrollment, as of August 28, is 1.9% lower than the projected enrollment for 2026-27.*

Figure 30: MYP Summary: Projected Enrollment and Attendance Rates

	2026-27 (Actual YTD)	2026-27 (Projected)	2027-28 (Projected)	2028-29 (Projected)
Enrollment	370	374	385	394
Attendance Rate	94.6%	92.4%	92.4%	92.4%

Source: 2026-27 Enrollment and Attendance Rate – 2026-27 Month 1 Statistical Report (as of August 28, 2026); 2026-27 through 2028-29 projected - LCFF Calculator submitted with renewal petition

¹⁶ The 2022-23 statutory compliance finding pertains to inaccuracies in attendance for After School and Educational Safety Programs.

C. Enrollment Demographics

Per California Education Code Section 47605(c)(5)(G), a charter school must include in the renewal petition a reasonably comprehensive description of “the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted”. This description is included on page 152 of the charter petition. The current section includes a summary of the school’s enrollment demographic data for further context.

As of the 2026-27 school year, Aspire Monarch does participate in an Oakland-wide common charter enrollment system, Oakland Enrolls. OCS Staff strongly encourages all OUSD-authorized charter schools to coordinate participation in an Oakland-wide common charter enrollment application system. OCS Staff believes that a unified charter enrollment approach supports educational equity by reducing barriers that can disproportionately affect families whose primary language is not English, have limited technology access, or lack the time and resources to navigate many application processes with different deadlines, websites, and requirements.

Enrollment Demographics Comparison

Enrollment demographics for the 2025-26 school year are included in the table below. Although Education Code specifies that a charter school should seek to achieve a demographic balance which is reflective of the *entire* District, the average enrollment demographics of the District schools which serve a similar grade span and are located in the High School Attendance Area (HSAA) in which the majority of the Charter School’s students reside, CASTLEMONT/COLISEUM PREP/MADISON, is included for reference.

Figure 31: 2025-26 Enrollment Demographics

Student Group Type	Student Group	Charter School	OUSD schools in Comparison HSAA ¹⁷	OUSD
Race/ Ethnicity	Hispanic/Latino	94.6%	68.5%	47.7%
	Black/African American	2.9%	17.0%	19.2%
	Asian	0.3%	1.6%	9.3%
	White	0.5%	5.5%	11.9%
	Two or More Races	0.8%	2.6%	7.1%
	Other Race/Ethnicity	0.5%	1.8%	1.9%
	Not Reported	0.3%	3.1%	3.0%
Other Student Groups	Socioeconomically Disadvantaged	87.9%	97.1%	80.9%
	Homeless Youth	3.2%	4.7%	5.3%
	Foster Youth	0.0%	0.3%	0.4%
	English Learners	55.2%	51.1%	30.2% (TK-5 only: 32.6%)
	Special Education	21.2%	18.1%	18.1% (TK-5 only: 17.7%)

Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report

¹⁷ Includes 15 OUSD-operated schools serving students in Grades TK-5 located in the CASTLEMONT/COLISEUM PREP/MADISON HSAA. Specifically, ACORN Woodland, Brookfield, Burckhalter, East Oakland Pride, Encompass, Esperanza, Greenleaf, Highland Community, Korematsu, Lockwood STEAM, Madison Park Lower, Markham, OAK, Reach, and Sojourner Truth.

English Learner Enrollment

As shown previously, during the 2025-26 school year, 55.2% of Aspire Monarch's total enrollment were English Learners. The following tables are included to further disaggregate this data to give a fuller context of the English Learners served at Aspire Monarch and their level of need. As a note, this data does not provide any indication as to how well the Charter School is serving these students. The English Learner Progress Indicator on the California School Dashboard is a more appropriate metric for evaluating the strength of the English Learner program. As shown below:

- Over the course of the charter term, the percentage of English Learner students at Aspire Monarch Academy considered "At-Risk" has nearly tripled — from 9.4% in 2019-20 to 25.7% in 2025-26. In 2025-26, Aspire Monarch's "At-Risk" rate was slightly higher than OUSD's at 25.7% compared to OUSD's 20.6%.

Figure 32: 2025-26 English Learner Breakdown Over Time

Year	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
2019-20	82.9%	9.4%	0.0%	7.6%
2020-21	80.7%	16.8%	0.0%	2.5%
2021-22	80.2%	18.5%	0.0%	1.4%
2022-23	73.8%	17.3%	0.0%	8.9%
2023-24	65.4%	22.1%	0.0%	12.5%
2024-25	65.0%	25.2%	0.0%	9.7%
2025-26	57.3%	25.7%	0.0%	17.0%

Source: CDE Downloadable Data Files

Figure 33: 2025-26 English Learner Breakdown by Grade Span and Category

	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
Charter School	57.3%	25.7%	0.0%	17.0%
OUSD (TK-5 Only)	72.2%	20.6%	0.0%	7.3%

Source: CDE Downloadable Data Files

Special Education Enrollment

As shown previously, during the 2025-26 school year, 21.2% of Aspire Monarch's total enrollment were Students with Disabilities. The following figures are included to further disaggregate this data to give a fuller context of the Students with Disabilities served at Aspire Monarch and their level of need. As shown below:

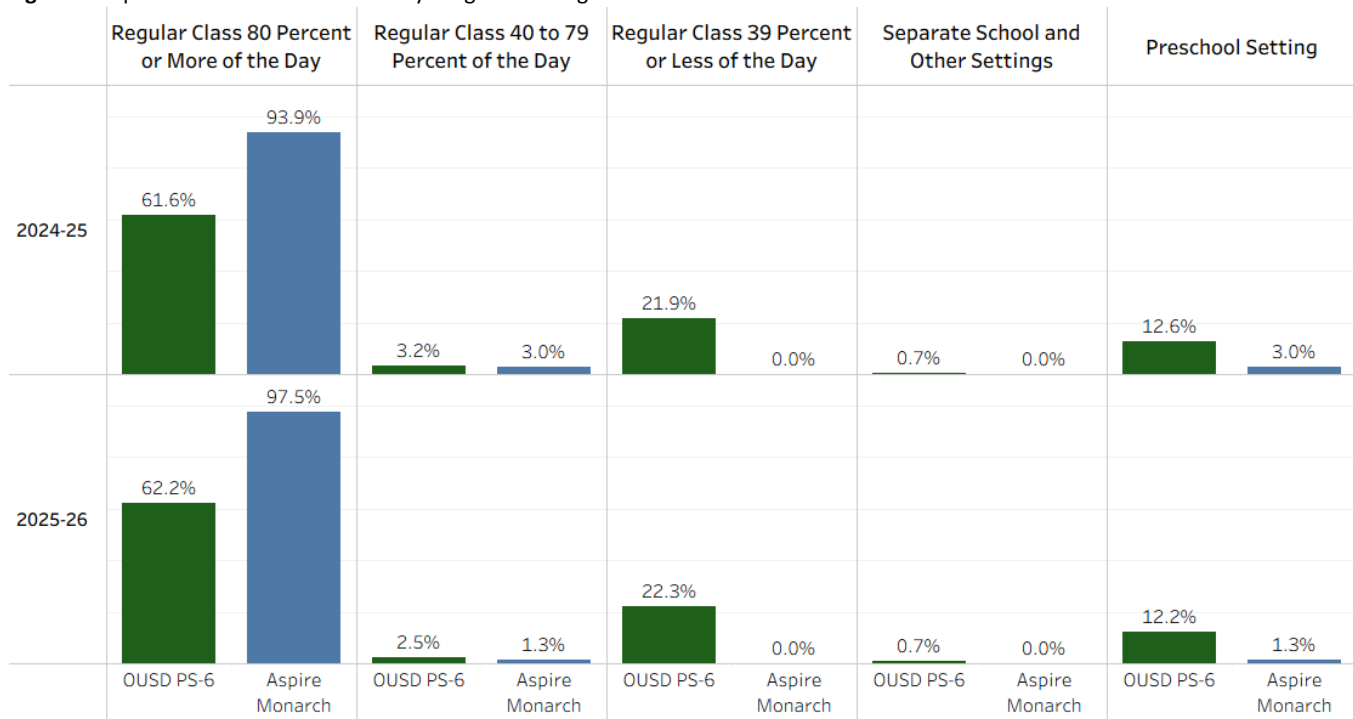
- The majority of Students with Disabilities at Aspire Monarch have Autism, a Specific Learning Disability, a Speech or Language Impairment, or Other Health Impairment as a primary disability. Over the course of the charter term, the proportion of Students with Disabilities with Autism as the primary disability increased significantly.
- Over 90% of Students with Disabilities at Aspire Monarch were in a regular classroom setting for 80% or more of the school day in both 2024-25 and 2025-26. The percentage of students who were in a regular classroom setting for less than 80% of the day is significantly less than the District average.
- In 2025-26, approximately 75% of Students with Disabilities at Aspire Monarch were receiving less than 450 service minutes weekly.

Figure 34: Special Education Enrollment by Disability Type

Disability Type	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Autism	13%	7%	11%	10%	16%	20%	22%
Deaf-Blindness	0%	0%	0%	0%	0%	0%	0%
Deafness/Hearing Impairment	0%	0%	0%	0%	0%	0%	0%
Emotional Disturbance	0%	0%	0%	0%	0%	2%	3%
Established Medical Disability	0%	0%	0%	4%	4%	0%	0%
Hard of Hearing	2%	2%	2%	0%	0%	0%	0%
Intellectual Disability	2%	2%	4%	4%	4%	2%	3%
Multiple Disabilities	0%	0%	0%	0%	0%	0%	0%
Orthopedic Impairment	0%	0%	0%	0%	0%	0%	0%
Other Health Impairment	19%	22%	11%	10%	12%	11%	19%
Specific Learning Disability	19%	15%	18%	20%	19%	26%	25%
Speech or Language Impairment	45%	51%	53%	51%	46%	41%	29%
Traumatic Brain Injury	0%	0%	0%	0%	0%	0%	0%
Visual Impairment	0%	0%	0%	0%	0%	0%	0%

Source: CALPADS End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan by Primary Disability (EOY 4)

Figure 35: Special Education Enrollment by Program Setting



Source: CDE Downloadable Data Files

Figure 36: Special Education by Placement and Weekly Service Minutes

	2024-25	2025-26
Percentage of students with IEPs receiving fewer than 450 ¹⁸ service minutes weekly	80.3%	74.7%
Percentage of students with IEPs receiving more than 450 service minutes weekly	19.7%	25.3%
Percentage of students with IEPs in nonpublic school (NPS) placement	0.0%	0.0%

Source: Charter School Performance Report

D. Notices of Concern and/or Notices to Cure and Correct

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools Staff will send the school, charter school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.¹⁹ Aspire Monarch and its CMO, Aspire Public Schools, have collectively been issued 1 Notice of Concern during the current charter term (0 issued to the Charter School and 1 issued to the CMO) as of September 17, 2026.

Figure 37: Notices of Concern and/or Notices to Cure and Correct

School Year	Notices of Concern	Area(s) of Concern	Remedy
2019-20	0	--	--
2020-21	0	--	--
2021-22	0	--	--
2022-23	0	--	--
2023-24	0	--	--
2024-25	1	23-24 Audit Finding	CMO acknowledged the concern and responded to all remedies
2025-26	0	--	--
2026-27	0	--	--

Source: OUSD Office of Charter Schools Notice of Concern documentation

E. Board Health and Effectiveness

A charter school governing board's decisions have a significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students. The below table provides an overview of the Aspire Public Schools Governing Board and its composition.

¹⁸ The 450 minute threshold was chosen as a conservative estimate of the point at which a student may be considered to have moderate needs.

¹⁹ If, after sending a Notice of Concern, the Office of Charter Schools determines based on the school's response that the violation listed in the notice did not occur, the notice may be rescinded.

Figure 38: Charter School Governing Board Overview and Composition

Aspire Public Schools Governing Board Overview			
Schools Overseen	36	Total Enrollment of all Schools Overseen	15, ²⁰ 408 students
Required Minimum # of Members	3	Current # of Members (as of July 15, 2026)	4
Regular Meeting Frequency	Quarterly	Brown Act Committees	Executive, Audit
Virtual Meeting Access	Yes	Minutes and Board Packet Posted Publicly	Yes
Aspire Public Schools Governing Board Composition			
Name, Role	Time on Board	Name, Role	Time on Board
Beth Hunkapiller, Chair	14.5 years	Ay'Anna Moody, Member	6 years
Veleta Savannah, Member	3 years	Elise Darwish, Member	6 months

Source: Charter School Board Self-Evaluations submitted to OUSD, CDE Dataquest

As part of the renewal process, OCS Staff evaluates the governing board’s overall health and effectiveness using the Charter School’s performance report, a governing board interview, governing board audits, a board self-evaluation tool, the governing board’s meeting agendas, minutes, and related documentation, and Element 4 of the charter renewal petition (along with any supporting documentation). These components are used as evidence in order to evaluate the Charter School governing board on the “Board Effectiveness Core Competencies” found below. The scale used for rating is aligned with the SQR Rubric Ratings, where the scores range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 39: Board Core Competency Ratings

Core Competency	Description	Score
Board Composition	Board members possess a diversity of backgrounds and an array of appropriate and relevant skills with which to oversee the school/CMO.	3.0
Mission Alignment	Board members have a shared understanding of and commitment to the school’s mission and vision.	3.3
School Familiarity	Board members are knowledgeable about the school’s operations, successes, and challenges.	3.0
Role Familiarity	Board members demonstrate an understanding of their role in providing oversight to the charter school.	3.0
Community Engagement	Board members actively engage with school staff, families, and community members in order to govern effectively.	2.3
Accessibility	All governing board meetings are accessible to the community and the decision-making process is clear and transparent.	3.0
Compliance	The board complies with (and has systems in place to ensure compliance with) its own board policies and bylaws as well as with applicable state and federal laws regarding governance. The board is free of real or perceived conflicts of interest.	3.0
Effectiveness	The governing board is an effective decision-making body which is active and meets its governance obligations.	3.0

Source: Staff evaluation of Charter School performance report, Charter School renewal petition, Charter School board member self-evaluations, Charter School board member interview, Charter School board observations

²⁰ Schools overseen and corresponding total enrollment as of Census Day 2025.

F. Staffing and Teacher Credentialing

Education Code sections 47605(l)(1) and 47605.4 require all charter school teachers to hold the credential required for their assignment. Pursuant to Education Code Section 44258.9, all charter schools must participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System (“CalSAAS”). The Office of Charter Schools Staff acts as the “Monitoring Authority” for all charter schools authorized by OUSD, which requires the annual review of educator assignments. The figures below represent the Teacher Assignment Monitoring Outcomes for 2023-24 and the CalSAAS results for educator assignments in the 2024-25 school year, the most recent years for which data is available. As shown below:

- During the 2023-24 school year, the majority of assignments at Aspire Monarch were held by an educator holding a clear or preliminary credential or by a local assignment option. Only 6.9% of assignments were considered “Ineffective”, meaning the teacher had either no legal authorization or were authorized by an emergency credential, variable term waiver, or substitute permit, which is significantly below the OUSD average.
- During the 2024-25 school year, there were only 2 total misassignments at Aspire Monarch out of 128 total assignments.

Figure 40: 2023-24 Educator Credentials by Type

	Charter School	OUSD (K-6 Only) ²¹
Clear <i>Authorized by clear or preliminary credential or by local assignment option</i>	79.3%	58.9%
Intern <i>Authorized by intern credential</i>	6.9%	1.8%
Out-of-Field <i>Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option</i>	6.9%	0.5%
Ineffective <i>No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits</i>	6.9%	37.5%
Incomplete <i>Missing or incorrect information was reported to CALPADS about the assignment</i>	0.0%	1.2%

Source: CDE Teaching Assignment Monitoring Outcomes by FTE Report

Figure 41: 2024-25 California Statewide Assignment Accountability System (“CalSAAS”) Results

Misassignments by Setting	Misassignments by Core Subject
General Education 1 English Language Development 1	Self-Contained 1

Source: 2024-25 CalSAAS Monitoring Audit Report

²¹ The 2023-24 Teaching Assignment Monitoring Outcomes report on CDE Dataquest only disaggregates data into K-6, 6-9, 9-12, or K-12. Therefore, K-6 was chosen as the most similar comparison point to Aspire Monarch.

In addition to the CalSAAS results, the Charter School submitted information regarding educator retention as part of its Renewal Performance Report. As shown below:

- *The Charter School retained the majority of its educators each year of the charter term, although there was significant turnover in 2024-25.*
- *The Charter School had minimal early separations throughout the charter term.*

Figure 42: Educator Retention Over Time (Self-Reported)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Percent of Educators Retained from Prior Year	93%	82%	82%	94%	56%	77%	87%
Early Separations	0/17	0/17	1/17	0/16	0/13	1/15	N/A

Source: Charter School Renewal Performance Report

III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school’s renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 15 required elements
- All other information required by the Ed Code
- All OUSD-specific requirements

Evidence considered for this criterion includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fourteen Elements

All charter petitions must include a “reasonably comprehensive” description of 14 required elements related to the school’s operation.²² The following table summarizes staff findings related to whether this standard was met for each element.

Figure 43: Petition Element Analysis

Element	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an “educated person” in the 21st century and how learning best occurs.	Yes
2. Measurable student outcomes	Yes
3. Method by which student progress is to be measured	Yes
4. Governance structure	Yes
5. Qualifications to be met by individuals employed at the school	Yes
6. Procedures for ensuring health and safety of students	Yes
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes
8. Admission policies and procedures	Yes
9. Suspension and expulsion procedures	Yes
10. Manner for covering STRS, PERS, or Social Security	Yes
11. Attendance alternatives for students residing within the district	Yes
12. Employee rights of return, if any	Yes
13. Dispute resolution procedure for school-authorizer issues	Yes
14. Procedures for school closure	Yes

Source: Ed Code §47605(c)(5) subsection (A) thru (N) and staff analysis of the charter renewal petition

B. Other Required Information

In addition to the required 14 elements, the following information is specified by either Education Code or OUSD to be included in all charter petitions.

²² EC §47605(c)(5)

Figure 44: Other Required Information

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(h).	Yes
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 Government Code §3540 through 3540.2 (California's public school collective bargaining law).	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: • The facilities to be used by the charter school, including specifically where the charter school intends to locate. • The manner in which administrative services of the charter school are to be provided. • Potential civil liability effects, of the charter school on the authorizer.	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected average daily attendance).	Yes
If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	Yes
District Required Language	Yes

Source: Ed Code §47605(c)(4), §47605(c)(6), and §47605(h); staff analysis of the charter renewal petition, Staff analysis of the charter renewal petition

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

In order for a charter school's renewal petition to be approved, the school must be serving all students who wish to attend.²³ 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. Denial under this criterion may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criterion includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State does not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term²⁴:

- **Data Set 1 (Mid-Year Exits):** The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- **Data Set 2 (Year-to-Year Exits):** The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. Additionally, it is important to note the data provided is limited in that it can only show correlation, *not causation*. Therefore, while an analysis is included below, the data, on its own, cannot definitively show whether or not the school is serving all students who wish to attend. With this limitation in mind, the analysis is below:

- **Data Set 1 (Mid-Year Exits):** For the first set of data, students who left the Charter School performed slightly below the Charter School's schoolwide average in 2019-20 in both ELA and Math and in 2022-23 in ELA. For all other comparisons, students who left the Charter school performed either similarly to or above the Charter School's schoolwide average. The data does not appear to suggest that the school is not serving all students who wish to attend
- **Data Set 2 (Year-to-Year Exits)** For the second set of data, students who left the Charter School performed below the Charter School's schoolwide average in Math across multiple years, including 2019-20, 2023-24, and 2024-25. For all other comparisons, including all years of ELA, students who left the Charter school performed either similarly to or above the Charter School's schoolwide average. The data does not appear to suggest that the school is not serving all students who wish to attend

²³ EC §47607(e)

²⁴ At the time of this report, the State provided data for 2016-17 through 2019-20 and 2022-23 through 2024-25. Due to the impact of the COVID-19 pandemic, there was insufficient data available for the 2020-21 and 2021-22 school years.

Figure 45: Charter School Enrollment Data – Education Code Section 47607(d)(1)(B)

Data Set 1: Mid-Year Exits	2019-20	2022-23	2023-24	2024-25
Percent of students enrolled at the Charter School between start of the school year and census day who were not enrolled at the end of the school year	13.19% (57 of 432)	11.44% (47 of 411)	22.63% (98 of 433)	17.54% (70 of 399)
Number of these students with State test results from the prior year	46	30	ELA: 66 Math: 68	52
ELA: Difference between average DFS of unretained students and schoolwide average	-14.4 Unretained = -28.7 School= -14.3	-27.93 Unretained = -92.23 School= -64.3	-3.04 Unretained = -70.74 School= -67.7	+3.44 Unretained = -62.56 School= -66
Math: Difference between average DFS of unretained students and schoolwide average	-18.78 Unretained = -23.48 School= -4.7	-4.3 Unretained = -67.3 School= -63	+47.69 Unretained = -70.01 School= -117.7	+27.03 Unretained = -47.87 School= -74.9

Source: Aggregate enrollment-pattern data provided by the State

Figure 46: Charter School Enrollment Data – Education Code Section 47607(d)(1)(C)

Data Set 2: Year-to-Year Exits	2019-20	2022-23	2023-24	2024-25
Percent of students enrolled at the Charter School during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	19.77% (85 of 430)	22.99% (97 of 422)	22.87% (94 of 411)	25.4% (110 of 433)
Number of these students with State test results from the prior year	71	ELA: 75 Math: 76	72	ELA: 73 Math: 74
ELA: Difference between average DFS of unretained students and schoolwide average	+15.6 Unretained = 1.3 School= -14.3	+6.71 Unretained = -57.59 School= -64.3	-4.66 Unretained = -72.36 School= -67.7	-5.56 Unretained = -71.56 School= -66
Math: Difference between average DFS of unretained students and schoolwide average	-21.26 Unretained = -25.96 School= -4.7	-2.68 Unretained = -65.68 School= -63	-19.26 Unretained = -86.36 School= -67.1	-32.76 Unretained = -107.66 School= -74.9

Source: Aggregate enrollment-pattern data provided by the State

B. Substantiated Complaints and Notices of Concern Related to Noncompliance with Suspension / Expulsion Requirements

During the current charter term, the Office of Charter Schools Staff did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements for the charter school.

V. Summary and Board Action

The following section summarizes the Charter School's strengths and challenges related to each applicable renewal criterion, provides information relevant to whether closure would be in the best interest of pupils if the Board denies renewal, and outlines the statutory options and requirements for Board action.

A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

Strengths	Challenges
• ELA Status (2024-25) ELA proficiency and average DFS increased schoolwide in 2024-25 after remaining relatively stable, with increases in DFS for all student groups, including a significant increase for Students with Disabilities. • Math Status (2024-25) Math proficiency and average DFS increased schoolwide in 2024-25 after declines in previous years. Average Math DFS increased for all student groups with data in 2024-2025, including a significant increase for Students with Disabilities, and was above the State average. • ELA and Math Verified Data (Charter Term): Between 2022-23 and 2025-26, the school provided verified data, i-Ready, showed at least one year of growth in both Reading and Math. • EL Progress (2024-25): English Learner Progress improved in 2024-25 after declining over the prior three years. • Site Visit (2025-26): Aspire Monarch received scores above 3.0 (Implementing) in 6 out of 9 Site Visit Domain Threads.	• ELA Status (Charter Term): Average ELA DFS schoolwide and for all student groups remained low and below the State average in all four years with available data. • Math Status (Charter Term): Although some student groups were above the State average, average Math DFS schoolwide remained low and below the State average in all four years with available data. • Math Growth (2024-25): In 2024-25, all student groups with data demonstrated Moderate Growth in Math, representing below average growth. • EL Progress (Charter Term): English Learner Progress declined for the first three years with available data.

B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Strengths	Challenges
• Post-pandemic, enrollment has been relatively stable and at a sustainable level. • Chronic absenteeism has decreased substantially schoolwide and for all student groups, with significant decreases for Students with Disabilities. • Finances are good, with a positive ending fund balance and reasonable enrollment and budget projections, despite deficit spending in three audited years. • The Charter School serves a relatively high percentage of Students with Disabilities. • There is a low percentage of "ineffective" teacher credentialing assignments, with only two misassignments in the most recent year of data.	• Two audits across the charter term identified three material weakness findings, although none were identified in the most recent audit.

C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

Strengths	Challenges
- Charter petition contains reasonably comprehensive descriptions of the required 14 elements. - OUSD-specified requirements are included in the petition.	N/A

D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

Strengths	Challenges
- No evidence in State-provided enrollment data that suggests the school is failing to serve all students who wish to attend. - There have been no substantiated complaints or Notices of Concern related to noncompliance with suspension/expulsion requirements.	N/A

E. Analysis of Other Public School Options if Renewal is Denied

When determining whether to recommend denial, OCS Staff consider other public-school options available to the Charter School's current students, and denial findings for a Middle Tier school must demonstrate, in part, that closure is in the best interest of students²⁵. The following provides an overview of the attendance areas where Aspire Monarch students live and how nearby schools serving elementary students perform relative to Aspire Monarch. Although the performance of the Charter School relative to District schools is not an express part of the assessment of the Charter School's academic performance for renewal, the comparative data might be considered in determining whether the non-renewal/closure of the Charter School is in the best interests of students.

A note about the Purpose and Scope of this Analysis

The purpose of this section is to identify public school options, based upon the high school attendance area in which the charter school is located and where its students reside available to students in the event the renewal petition is denied. This section is not intended to replicate the evaluation and analysis of the Charter School's overall academic performance and renewal eligibility. Applicable Dashboard indicators and other evidence relevant to the renewal criteria are provided elsewhere in this Report. The full analysis of the Charter School's academic performance is contained in Section I of this Report. The analysis below identifies the attendance areas in which the Charter School's students reside and compares the ELA and Math performance of the public schools in those attendance areas. CDE identifies ELA and Math as the Dashboard's only two Academic indicators²⁶. Accordingly, ELA and Math are used below to compare the academic performance of the other public school options below.

²⁵ Ed Code 47607.2(b)(6)

²⁶ <https://www.cde.ca.gov/ta/ac/cm/dashboardacad.asp>

Aspire Monarch Students Attendance Areas

Students attending Aspire Monarch in 2025-26 lived in 17 different OUSD attendance areas. Additionally, 18 (4.8%) of its students reside outside of Oakland. The table below shows all elementary and middle school attendance areas where at least 5% Aspire Monarch of students lived.

Figure 47: 2025-26 Charter School Enrollment by Attendance Area and Grade Span

Attendance Area Grade Level	Attendance Area	Number of Aspire Monarch Students Living in Attendance Area (Percent of Total Enrollment)
Elementary	REACH	137 (36.6%)
	ESPERANZA/KOREMATSU	75 (20.1%)
	PRIDE	41 (11.0%)
	ACORN/ENCOMPASS/HIGHLAND	36 (9.6%)

Source: OUSD Department of Research, Assessment, and Data Live/Go Dashboard

Performance Comparison with Nearby Schools/Target Student Population Area

In order to evaluate the performance of Aspire Monarch relative to other public-school options available to the Charter School's current students, the following list of comparison schools was created to include (A) any schools serving similar grade spans within the Elementary School Attendance Area(s) for which at least 5% of students currently live and (B) any schools serving similar grade spans within the High School Attendance Area (HSAA) for which the school is located. The Figure below summarizes 2024-25 State test outcomes (in terms of Distance from Standard (DFS)), comparing outcomes to Aspire Monarch. The table also includes some demographic information from that same year for additional context. As shown in Figure 48:

- **ELA:** Aspire Monarch had a DFS which was greater than 16 of 20 comparison schools
- **Math:** Aspire Monarch had a DFS which was greater than 15 of 20 comparison schools

Figure 48: 2024-25 Performance Comparison of Nearby Schools for schools servings grades 9-12

School	Grade Span	% SED	% EL	% SWD	ELA DFS	Math DFS
Aspire Monarch Academy	TK-5	86%	60%	18%	-52.5	-64.4
Cox Academy	TK-5	91%	52%	9%	-48.7	-48
Reach Academy Elementary	TK-5	100%	50%	15%	-84.2	-78.1
Esperanza Elementary	TK-5	99%	75%	14%	-89.2	-89.4
Fred T. Korematsu Discovery Academy Elementary	TK-5	99%	41%	29%	-114.3	-117.9
Aspire College Academy	TK-5	96%	46%	15%	-45.1	-51.7
East Oakland Pride Elementary	TK-5	98%	59%	16%	-121.8	-129.5
ACORN Woodland Elementary	K-5	97%	68%	16%	-72.2	-62.6
EnCompass Academy Elementary	TK-5	98%	51%	13%	-77.2	-82.4
Highland Community	TK-5	99%	56%	12%	-110.9	-113.3
Brookfield Elementary	TK-5	100%	44%	11%	-98.5	-106.3
Lighthouse Community Charter	K-8	92%	45%	17%	-73.6	-102.5

Burckhalter Elementary	TK-5	90%	13%	32%	-26.8	-43.5
Greenleaf	TK-8	97%	61%	13%	-77.9	-90.7
Lockwood STEAM Academy Elementary	TK-5	99%	63%	13%	-110.8	-110.5
Madison Park Academy Elementary	TK-5	99%	52%	18%	-78.7	-77.7
Lodestar: A Lighthouse Community Charter Public	TK-12	97%	44%	14%	-74.9	-83.4
Markham Elementary	TK-5	99%	55%	14%	-120.9	-138.1
Francophone Charter School of Oakland	TK-8	38%	16%	7%	7.8	-2.8
Oakland Academy of Knowledge Elementary	TK-5	94%	18%	18%	-84.5	-92.9

 Indicates DFS above the Charter School

 Indicates DFS below the Charter School

Source: English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education/Distance From Standard— CDE Academic Indicators Downloadable Data Files

F. Board Action

After reviewing the information presented in this Staff Report and at the initial and decision public hearings, the OUSD Board will vote to approve or deny the Charter School's renewal petition. In making its determination, the Board shall consider the Charter School's schoolwide and subgroup performance on the state indicators and its performance on the local indicators of the California School Dashboard, provide greater weight to performance on measurements of academic performance, and consider applicable verified data submitted by the Charter School.

OPTION 1: APPROVAL RENEWAL

Board Action

Vote to approve the Charter School's renewal petition for a five-year term, beginning July 1, 2027, through June 30, 2032.

Board Process

To approve renewal, the Board must adopt a resolution approving the Charter School's renewal petition.

OPTION 2: DENY RENEWAL

Board Action

Deny the Charter School's renewal petition on one or more of the following bases:

- The school presents an unsound educational program;
- The school is demonstrably unlikely to successfully implement the proposed program;
- The renewal petition does not contain reasonably comprehensive descriptions of the required charter elements.

Board Process

To deny renewal, the Board must adopt a resolution that:

1. Identifies one or more of the bases for denial listed above *and* sets forth the specific facts supporting each selected basis; *and*
2. Sets forth specific facts to support each of the following findings:
 - a. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; *and*
 - b. Closure of the charter school is in the best interest of pupils; *and*
 - c. The Board's decision provided greater weight to performance on measurements of academic performance.

The "Strengths" and "Challenges" set forth above are designed to provide findings aligned with Education Code criteria for renewal.

ADDITIONAL BASES FOR DENIAL – NOT APPLICABLE

Education Code section 47607(e) permits denial based on a finding that the charter school is demonstrably unlikely to successfully implement its program due to substantial fiscal or governance factors, or a finding that the Charter School is not serving all pupils who wish to attend. These grounds may be used as a basis for denial only following at least 30 days' notice and a reasonable opportunity for the Charter School to address the identified concerns. Accordingly, these additional grounds may not serve as bases for denial in this renewal.

VI. Appendices

Appendix A. Additional Program Implementation Information

Proposed Charter School Projected Student Enrollment and Grade Levels Served (as outlined in petition)

In its renewal petition (pg. 30), Aspire Monarch is proposing to serve a projected student enrollment at each grade level, and at all grade levels combined, in each of the years of the term of the Charter as follows:

Figure 49: Projected Enrollment

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment					
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	40	40	40	40	38
K	69	69	69	69	66
1	48	68	69	69	67
2	50	50	67	67	67
3	50	50	53	66	64
4	66	52	52	52	63
5	62	65	52	52	50
Total	385	394	402	415	415

Source: Aspire Monarch renewal petition

Charter School Enrollment Demographics Over Time

Figure 50: Aspire Monarch Enrollment Demographics

Student Group Type	Student Group	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Ethnicity	Hispanic/Latino	94%	95%	97%	92%	95%	95%	95%
	Black/African American	5%	3%	2%	3%	3%	3%	3%
	Asian	0%	0%	0%	0%	0%	0%	0%
	White	0%	0%	0%	0%	0%	1%	1%
	Two or More Races	0%	0%	1%	1%	1%	1%	1%
	Other Race/Ethnicity	1%	1%	1%	1%	1%	1%	1%
	Not Reported	0%	0%	0%	5%	0%	0%	0%
Other Student Groups	Socioeconomically Disadvantaged	90%	89%	84%	89%	85%	86%	88%
	Homeless Youth	1%	1%	1%	0%	3%	4%	3%
	Foster Youth	0%	0%	0%	0%	0%	0%	0%
	English Learners	41%	39%	54%	61%	65%	60%	55%
	Special Education	11%	10%	11%	13%	14%	18%	21%

Source: ETHNICITY/SOCIOECONOMICALLY DISADVANTAGED/ENGLISH LEARNERS/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report)

Charter School Educator Credentials

Figure 51: Educator Credentials by Type Over Time

	2020-21	2021-22	2022-23	2023-24
Clear <i>Authorized by clear or preliminary credential or by local assignment option</i>	79.8%	85.1%	78.6%	79.3%
Intern <i>Authorized by intern credential</i>	5.3%	5.3%	14.3%	6.9%
Out-of-Field <i>Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option</i>	4.3%	3.8%	0.0%	6.9%
Ineffective <i>No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits</i>	10.6%	5.3%	7.1%	6.9%
Incomplete <i>Missing or incorrect information was reported to CALPADS about the assignment</i>	0.0%	0.0%	0.0%	0.0%

Source: CDE DataQuest

Charter School Complaints to OUSD

The OUSD Office of Charter Schools Staff logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations identify a potential violation of their charter petition or of local, state, or federal law, the Office of Charter Schools Staff typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated (unless indicated otherwise in table). Instead, the table is a record of what has been reported to the Office of Charter Schools Staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools Staff. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current charter term, the Office of Charter Schools Staff received 2 complaints regarding Aspire Monarch and 0 complaints regarding the Charter School's CMO.

Figure 52: Aspire Monarch Complaints to OUSD

School Year	Complaints	Areas of Concern
2019-20	0	-
2020-21	0	-
2021-22	1	Bullying, Student Discipline, Student Health/Safety
2022-23	0	-
2023-24	0	-
2024-25	1	Bullying
2025-26	0	-
2026-27	0	-

Source: OUSD Office of Charter Schools Complaint Records as of September 17, 2026.

Appendix B. Charter Management Organization's Key Fiscal Indicators

Figure 53: Aspire Public Schools CMO Key Fiscal Indicators

Financial Indicator	2019-20 Audited	2020-21 Audited	2021-22 Audited	2022-23 Audited	2023-24 Audited	2024-25 Audited
Annual Net Surplus or (Deficit) <i>Indicates whether the school spent more or less than it received in revenue during the year. Deficits are shown in parentheses.</i>	(9,731,501)	33,256,941	4,962,938	35,033,374	(18,965,452)	(18,896,687)
Ending Fund Balance <i>Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.</i>	75,139,737	108,396,678	113,359,616	148,392,990	129,427,538	110,530,851
Debt Ratio <i>A ratio less than 1 indicates the school has lower debts than assets, representing a lower level of financial risk.</i>	0.71	0.69	0.73	0.68	0.70	0.72
Budgetary Reserve <i>Given the school's ADA, FCMAT prescribes a minimum 4% reserve (calculated as Unrestricted Net Assets / Total Expenditures) as a set aside to prepare for potential liabilities. Reserve rates below this rate indicates poor financial condition.</i>	28%	45%	37%	32%	27%	26%
Cash Reserve <i>FCMAT recommends 5%+ cash reserve of the total of all budgeted expenditures (calculated as Unrestricted Cash / Total Expenditures). Below 5% is indicative of a poor financial condition.</i>	11%	16%	21%	34%	25%	21%

Source: 2019-20 through 2024-25 Annual Audit Reports