

Ravenswood City School District

“2027-2029 Aspire EPACS Renewal Petition” Staff Report

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Executive Summary

School Overview

Aspire East Palo Alto Charter School (EPACS), joined the Aspire Public Schools Bay Area network in 2003. They were originally approved as a charter school within the Ravenswood City School District (Ravenswood or District) boundaries in 1997, though there have been a number of administrative changes since then. They are currently located on a District-owned property at 1286 Runnymede St, in East Palo Alto. .

Renewal Process

In 2018, the District authorized a five year term beginning July 1, 2019 and expiring on June 30, 2025. Due to COVID, the State extended the date of renewal for all California charter schools, which extended the authorization for this school until June 30, 2027.

On August 1, 2026, EPACS submitted a 3,200 page renewal petition (including appendices) to Ravenswood. Leading up to that submission and continuing after, District staff have worked closely with charter school staff to develop an understanding of their program. This has included a site visit that involved seeing the majority of all instructional spaces, conducting parent interviews, holding a public hearing, and requesting a series of detailed data requests (further detail is in the Appendix of this Staff Report).

The term of the renewal is determined in part by the applicable charter renewal criteria identified in California Education Code (EC) Section 47607. Aspire EPACS is in a category called “Low-Performing” which limits the length of the renewal term to be no more than two years. EPACS’ renewal petition therefore proposes a two year term beginning July 1, 2027 and expiring on June 30, 2029.

If a charter school is authorized by the District, the District has certain oversight obligations and an obligation to provide physical space for the school that is comparable to existing District facilities. The District has been meeting those obligations heretofore. Should the renewal be approved, the District would continue to meet those obligations.

Board Decision

The Board, in reviewing this petition, has two options.

Option A: Approve the Charter for Two Years

Pursuant to EC Section 47607.2, the chartering authority may renew a charter that meets the necessary criteria, as long as a written factual finding to the petition is produced, supporting the finding that the charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected in a written plan adopted by the governing body of the charter school.

For a charter renewed under this section, the maximum renewal term is for a period of two years.

Option B: Deny the Charter Renewal

The Board, in review of the assembled facts and evidence, may decide not to renew EPACS' charter. Pursuant to EC Sections 47607.5 and 47605(k)(1)(A)(i), if the governing board of a school district does not grant a charter school's petition for renewal, the charter school may submit a petition for renewal to the county board of education within 30 calendar days after the denial by the governing board of the school district.

Pursuant to EC Section 47605(k)(2), if the county board of education does not grant the charter school's petition for renewal, the charter school may appeal the decision to the State Board of Education. This process would likely not resolve until Spring of 2028.

Renewal Criteria

Pursuant to California Education Code (EC) Section 47607(c), when considering a renewal, the state Education Code calls for the chartering authority to consider a charter school's placement under the performance categories, which is based on the charter school's performance under the California School Dashboard. The performance criteria is determined by the school's performance level on all schoolwide state indicators, the schoolwide status compared to the state average on all academic indicators, and the specific student groups that have underperformed relative to the state average.

Under this criterion, a charter school is placed into one of the three performance level categories: high, middle, or low. The determination for charter renewals for each category are as follows:

- **High:** A charter school in this category is eligible for a five-, six-, or seven-year renewal term.
- **Middle:** A charter school in this category may be renewed for a five-year term.
- **Low:** A charter school in this category may be renewed for a two-year term only if it meets the conditions under EC Section 47607.2(a)(4).

EPACS has been identified as falling under the “**Low**” performance category, as their academic indicators fall below the state average on both the 2024 and 2025 California Dashboards, for their schoolwide and student subgroup results.

Schoolwide Results	2024 Dashboard		2025 Dashboard	
	Aspire EPACS	Statewide Average	Aspire EPACS	Statewide Average
English Language Arts	90.1 points below standard	13.2 points below standard	95.1 points below standard	8.1 points below standard
Mathematics	103.8 points below standard	47.6 points below standard	108.9 points below standard	42.4 points below standard
English Learner Progress	45.0% making progress	45.7% making progress	21.1% making progress	46.4% making progress

Schools in the “**low**” performance category may only be renewed for two years if the Board finds:

1. The charter school is taking meaningful steps to address the underlying cause of low performance, which is written in a plan adopted by the charter school’s governing body, AND
2. There is clear and convincing evidence, demonstrated by “verified data”, that shows that students are making at least one (1) year of academic progress for every year they are in school.

Renewal Rationale and Recommendation

The District has reviewed EPACS’ improvement plan and their student data. Staff believes that EPACS has met both criteria listed in EC 47607.2(a)(4) and is therefore *eligible* for renewal. Note that while Aspire EPACS is eligible for renewal, the Board is not obligated to grant a renewal of the charter.

The District takes the granting of a charter very seriously. Either renewing or denying the Charter has real impacts across the community. Renewing an underperforming school creates a false sense of choice for families while giving them a suboptimal educational option. Renewing a school that does not adequately serve higher need groups - such as students with special needs, late-enrollees, recent immigrants - can shift those students to District schools, concentrating student need. Meanwhile, denying a Charter to an effective school results in a loss of quality options for the community and could result in a new loss of highly effective educators from our community.

The EPACS school has a mixed track record over recent years. They have state test scores that are lower than the statewide average. However, their overall test scores for some student subgroups are higher than Ravenswood district schools. There were a number of issues highlighted in their school improvement plan, and they have also identified the steps they’re already taking to address these issues.

In many ways their academic offering is similar to Ravenswood. They have a similarly long school year and school day, and use similar assessments for schoolwide and student-specific progress monitoring. EPACS enrichment activities are mostly extracurricular such as student groups and clubs, sports, or involve experiential learning through their 1.5-acre garden; Ravenswood offers a broader array of instructional enrichment opportunities such as Arts, Dance, Drama, Career Technical Education (CTE), and Music, in addition to student clubs and sports and other activities.

The most sustained critique of EPACS has to do with the clarity and coherence of their instructional strategy and inconsistent follow-through with their School Improvement Plan.

At this time, Ravenswood staff believe that, upon a review of the available evidence, a two year conditional renewal is justified.

The Board cannot grant and then rescind a charter. However, it can outline conditions for future renewals. Staff would recommend the following conditions towards the current renewal decision:

1. EPACS sustains the effective aspects of its current program, including established routines, visible Tier 1 instructional practices, and its reduction in suspension rates.
2. EPACS collaborates with the District to develop an MOU supporting greater enrollment equity and balances between the District and the charter school, particularly for homeless students and students who enroll after the first day of school.
3. EPACS revises its School Improvement Plan to extend through the full renewal term (2028-2029) and to include measurable outcomes by grade level and student group.
4. EPACS will have less justification for further renewal if academic outcomes remain at similar or lower levels at the end of the two-year term.

Timeline

The timeline of major activities is:

- August 1, 2026: Renewal petition was submitted to Ravenswood City School District
- September 16, 2026: Ravenswood staff conducted a site visit at EPACS
- September 24, 2026: Public hearing was held during a Ravenswood board meeting
- September 28-30, 2026: Ravenswood staff provided opportunities for virtual focus groups/office hours with Aspire EPACS families
- October 7, 2026: Ravenswood staff report was published on the district website
- October 22, 2026: Decision hearing will be held at Ravenswood board meeting

Report Overview

This report has three main sections and an appendix. They each seek to present in a neutral manner the results of the analysis the Ravenswood team has undertaken in reviewing the renewal request from EPACS. The chapters are as follow:

- I. Has the Charter School Presented a Sound Educational Program?
 - II. Is the Petition Reasonably Comprehensive?
 - III. Is the School Serving All Students Who Wish to Attend?
 - IV. Appendix
-

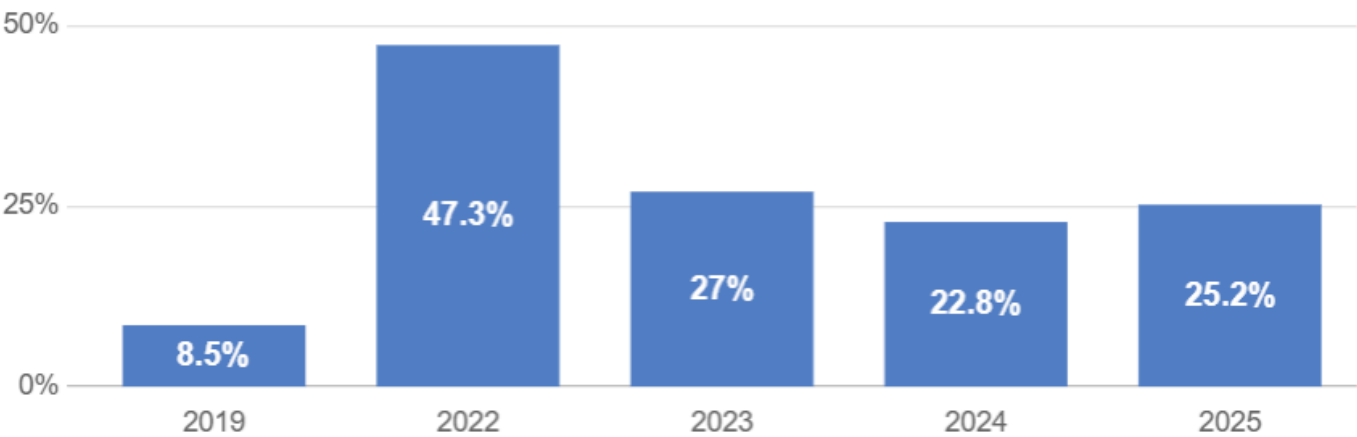
I. Has the Charter School Presented a Sound Educational Program?

Section Overview

This section seeks to understand EPACS’ attendance rates and academic performance throughout recent school years. It provides an overview of how the school is actively working to improve these metrics, and a summary of observations made by Ravenswood staff during their annual school site visit.

Attendance

The Chronic Absenteeism Indicator on the California Dashboard measures the percentage of students who are absent for 10% or more of their instructional days.



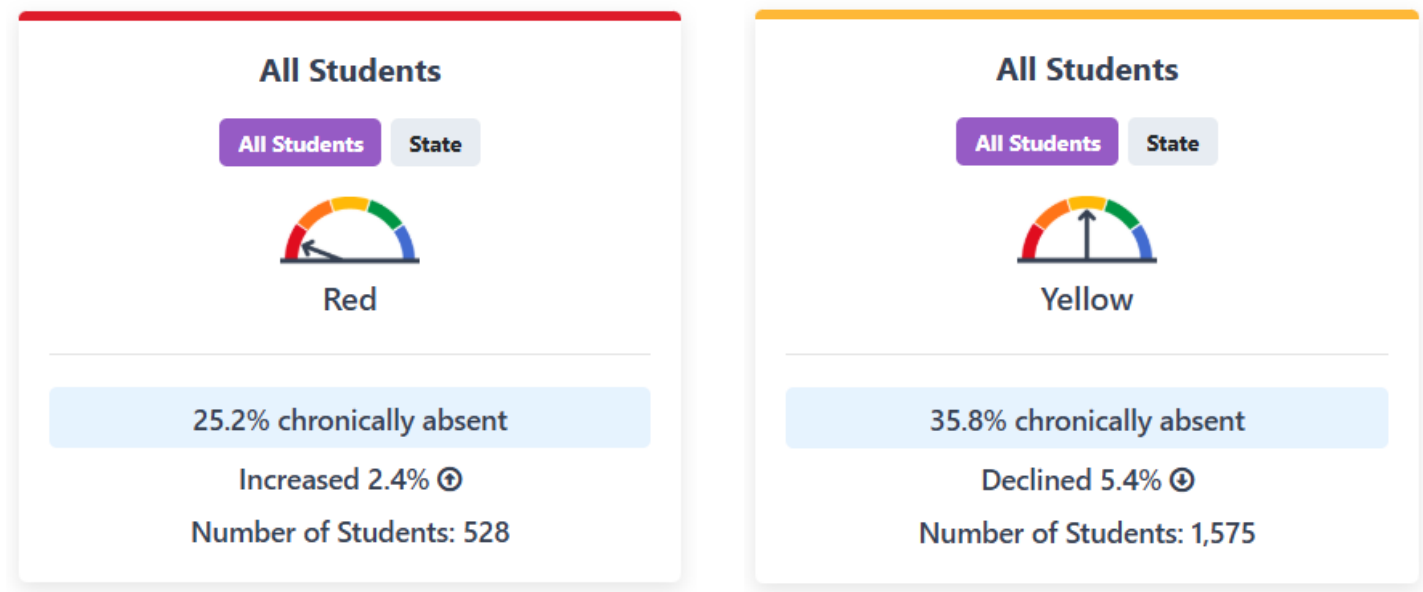
Data Source: California Dashboard 2025 - Chronic Absenteeism by Year for Aspire EPACS

The charter school renewal petition highlights that chronic absenteeism has been a persistent challenge for schools across the United States, following the COVID-19 pandemic. EPACS currently has the lowest chronic absenteeism rate when compared to each Ravenswood school, or charter school located within the Ravenswood district boundaries. They have attributed their lower rate to early interventions, and incentives for student attendance.

Performance Levels (or colors) for state indicators on the California Dashboard are determined using current year performance (or Status) and the difference from prior year (or Change) to show growth or decline. This results in five color-coded Performance Levels for each indicator. From highest to lowest, the Performance Levels are: Blue, Green, Yellow, Orange, and Red. While the Chronic Absenteeism rates for Aspire EPACS are currently lower than the Ravenswood Districtwide rate, EPACS are identified as “Red” on the CA Dashboard due to the combination of “state” (very high - 20.1% or higher) and “change” (increased - 0.5-3 percentage points). Ravenswood is identified as “Yellow” due to the combination of “state” (very high - 20.1% or higher) and “change” (declined significantly - 3 or more percentage points).

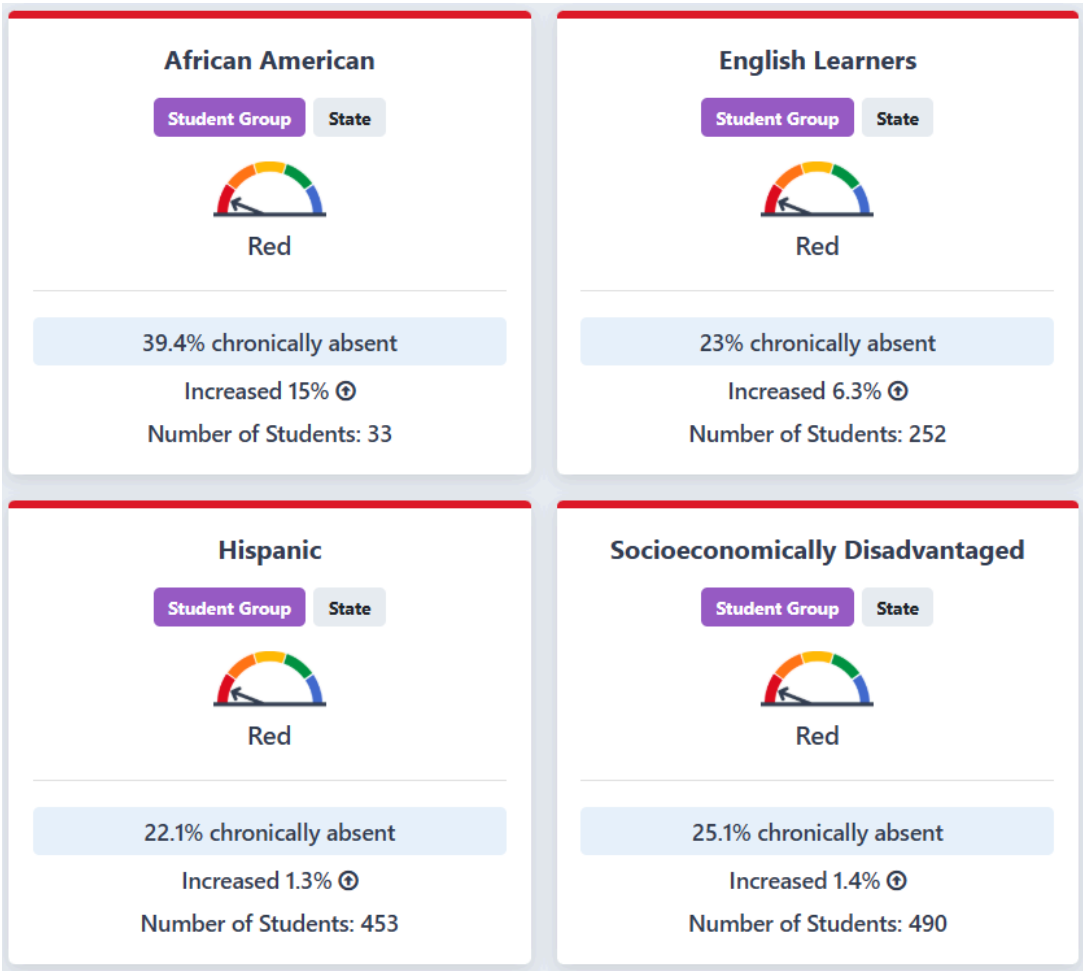
Aspire EPACS:

Ravenswood districtwide:



Data Source: California Dashboard 2025

When looking “Groups by Performance Level”, we can also identify student groups within the Aspire EPACS chronic absenteeism data that have significantly higher rates than others:





Data Source: California Dashboard 2025 - Chronic Absenteeism Student Groups by Performance Level

African American students (39.4%), Students with Disabilities (31.8%), and Pacific Islander students (83.3%) have significantly higher rates of chronic absenteeism than the school's average (25.2%). African American students only make up 5.8% of the charter school's student body, while Pacific Islander students comprise just 2.8%, showing an area of disproportionality. These areas have the opportunity to be more directly targeted. The school-wide average (~25%) does not fully reflect the lived experience of all students, and the petition only highlighted the aggregated improvement, while leaving these differences by student-group unaddressed. We would expect that the charter school would provide more detail in their improvement plan about these student groups, and this type of more detailed analysis.

Additional information about the reason for absences is available via DataQuest:

Name	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
Aspire East Palo Alto Charter	528	517	13.0	51.3%	48.1%	0.6%	0.0%
Ravenswood City Elementary	1,565	1,540	15.7	50.6%	49.2%	0.2%	0.0%
San Mateo	79,468	74,187	10.6	64.3%	34.3%	0.5%	0.9%
Statewide	5,167,417	4,875,414	12.4	54.7%	41.7%	0.8%	2.8%

Data Source: DataQuest 2024-25 Absenteeism by Reason

Both Ravenswood District students and Aspire EPACS students are shown to have a higher percentage of excused absences than unexcused absences, and these percentages are similar to the statewide rates.

There are multiple ways to explore this data such as by grade level, by student group (eg. Homeless Youth, English Learners, Social-economically Disadvantaged), or by Race/Ethnicity. Each approach can tell us something important about the potential barriers that students may be facing, and that information can be used to further consider what interventions might be most applicable for a group or students, or for specific individuals.

The charter school renewal petition did not describe the data protocols used to interrogate their attendance data, the processes that their “Attendance Team” uses to identify students who are at-risk of becoming chronically absent, or how interventions may be targeted towards specific student subgroups, or individual needs.

Academic Performance Data-Use Procedures

Verified Data

Pursuant to California Education Code (EC) Section 47607.2, the California State Board of Education (SBE) approved the criteria to define verified data, and the list of valid and reliable assessments and measures of postsecondary outcomes. While the original provision was sunset, the budget trailer bill AB 126 (July 2026) reinstated it. Verified data is used in the charter school renewal process for schools in the “low” and “middle” performance categories. These charter schools must use verified data to show measurable increases in academic achievement or strong postsecondary outcomes. Increases in academic achievement are defined as showing one-year’s progress for each year in school.

The following describes the data use implementation process recommended by the CDE to support comprehensive and valid analyses of “verified data”:

- **Flexibility:** There is no particular verified data source that is required to be used by either the charter school or charter authority.
 - EPACS used data from the 2025 CA Dashboard, and i-Ready. mCLASS data was provided in supplemental spreadsheets but not discussed in the renewal petition.
- **Multiple measures:** Multiple verified data sources may be presented and considered.
 - EPACS uses the following primary data sources:
 - Reading Grades K-2: mCLASS Reading
 - Reading Grades 3-8: i-Ready
 - Math Grades K-8: i-Ready
 - ELA Grades 3-8: CAASPP
 - Math Grades 3-8: CAASPP
- **Transparency:** The data relied upon for purposes of a renewal shall be shared between the charter school and charter authority in a manner that allows each to understand and verify the data.
 - EPACS has provided additional data in spreadsheet format to support our verification.
- **Security:** The charter school shall affirm that the assessments were administered as intended, consistent with the test publishers’ administration and test security procedures and that the assessment results were obtained by pupils, without assistance other than approved test accommodations necessary to provide the student access to the assessment program and the ability to demonstrate his/her knowledge and skills. Upon request, the charter school shall provide the authorizer with additional information about test administration and security.
 - Tests used for verified data appear to be administered in accordance with the publishers’ procedures and security requirements.

- **Longitudinal progress:** The charter school shall present data based on measuring the same pupils at multiple points in time. The data from different points in time shall not be composed of a different set of pupils.
 - EPACS has used guidance from the publisher that uses “growth targets” to demonstrate the equivalent of “at least one year’s progress for each school year”.
 - Analysis of the information is presented grade-by-grade for iReady.
 - mCLASS student progress was not discussed in the renewal petition.
 - EPACS has not explicitly stated that their data considers the growth of the same students at multiple points in time, and did not share an analysis of cohorted data.

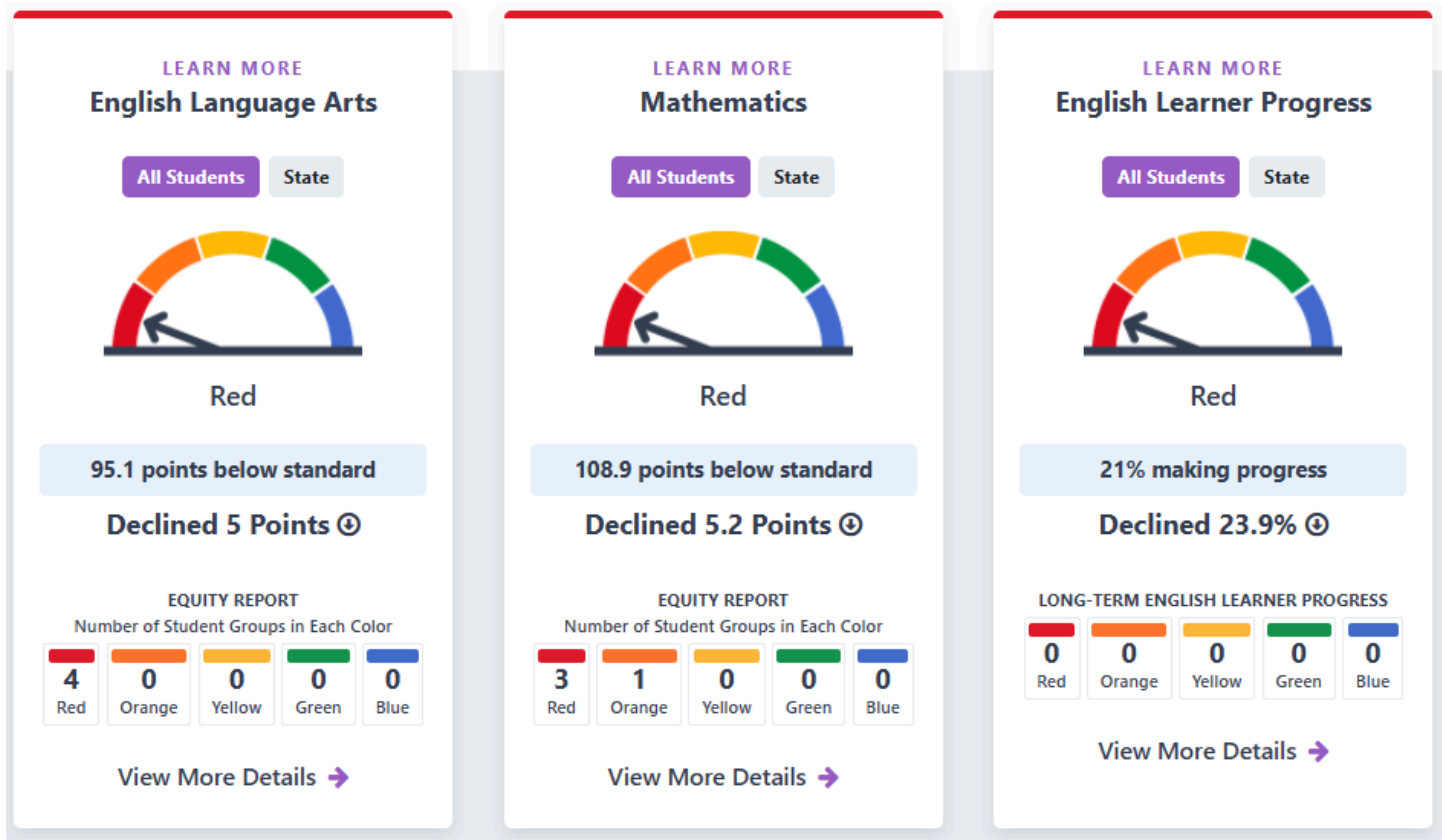
Note: For specific guidance on one year’s growth, refer to published information or seek out additional guidance from the test publisher.

- iReady - A school (groups of students) should aim to exceed 100% median progress towards Typical Growth. Typical Growth describes the growth of students at each grade and placement level. Median progress refers to the “median student” in a group (this is less skewed than the “average” when there is an outlier student achieving much higher or lower than their peers)
 - mCLASS - Individual student level growth can be evaluated using the “Zones of Growth” measure.
- **Differences from California Assessment of Student Performance and Progress (CAASPP):** The charter school shall present data for the student groups whose CAASPP performance placed the school in the “middle” or “low” performance category when appropriate data for those student groups is available. Appropriate data will meet the minimum n-size for the student group, and wherever possible, be considered in terms of student group norms.
 - English Language Arts (ELA) - The following student groups, that have a Color assigned, scored lower than the statewide average for their respective student group:
English Learner students, Hispanic students, Socio-economically Disadvantaged students, Students with Disabilities.
 - Mathematics - The following student groups, that have a Color assigned, scored lower than the statewide average for their respective student group:
English Learner students, Hispanic students, Socio-economically Disadvantaged students, Students with Disabilities.
- **Comparability:** For purposes of reporting postsecondary outcomes, comparisons to similar peers may include, but are not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances, such as school closures and/or evacuation orders for a portion of the academic year, to the extent such information is available.
 - This is not applicable to EPACS, as a TK-8 school.

- **CAASPP for English language arts/literacy and mathematics:** Specified CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results.
 - EPACS has reported the data in a manner consistent with the Dashboard results.
- **Pandemic/natural disaster considerations:** The charter school may present evidence of learning disruptions due to the COVID-19 pandemic and/or natural disasters, which resulted in school closures.
 - Not applicable.

Analysis of Dashboard Academic Progress Indicators

This section reviews Academic Performance data for EPACS as reported on the California School Dashboard. District staff performed an extensive review of EPACS’ Renewal Petition and supporting documents, the California Accountability Dashboard, and CDE’s DataQuest reporting system.



Data Source: California Dashboard 2025 - Academic Performance Overview

The California School Dashboard (Dashboard) reports on how districts, schools, and student groups perform on multiple state and local measures that make up California’s accountability system. The primary Academic Indicators consist of two content areas: English language arts/literacy (ELA) and Mathematics. These indicators are reported on the Dashboard for any district or school who test students on the California Assessment of Student Performance and Progress (CAASPP) and California Alternative Assessments (CAA) in grades three through eight and grade eleven.

The English Learner Progress Indicator (ELPI) represents the percentage of English learner students who are progressing towards English language proficiency. This is measured by comparing English Learner students’ results from the current Summative ELPAC to the prior year’s Summative ELPAC results.

Performance Levels (or colors) for state indicators are determined using current year performance (or Status) and the difference from prior year (or Change) to show growth or decline. This results in five color-coded Performance Levels for each indicator. From highest to lowest, the Performance Levels are: Blue, Green, Yellow, Orange, and Red.

EPACS' performance levels are reported as Red for English Language Arts, Mathematics, and English Learner Progress. For ELA and Mathematics, this color was identified because the Status of their student results is significantly below standard, and the Change from year to year shows decline. For the ELPI, it is because the Status is very low, and the Change shows a significant decline.

Below, we have provided a comparison between EPACS and Ravenswood of student's overall proficiency level achievements on CAASPP test results for the 2024-2025 school year as well as a breakdown of English Learner Progress. The comparison images were sourced from the caaspp-elpac.ets.org website, an official resource from the California Department of Education.

CAASPP Data Comparison for ELA - Percentage of Students at Each Achievement Level:

Reporting Categories	Aspire East Palo Alto Charter	Ravenswood City Elementary
Mean Scale Score	N/A	N/A
 Standard Exceeded (Level 4) ⁱ Percentage of students by grade for level	3.33 %	2.01 %
 Standard Met (Level 3) ⁱ Percentage of students by grade for level	11.82 %	10.07 %
 Standard Nearly Met (Level 2) ⁱ Percentage of students by grade for level	20.30 %	22.15 %
 Standard Not Met (Level 1) ⁱ Percentage of students by grade for level	64.55 %	65.77 %

Data Source: caaspp-elpac.ets.org - CAASPP Comparison

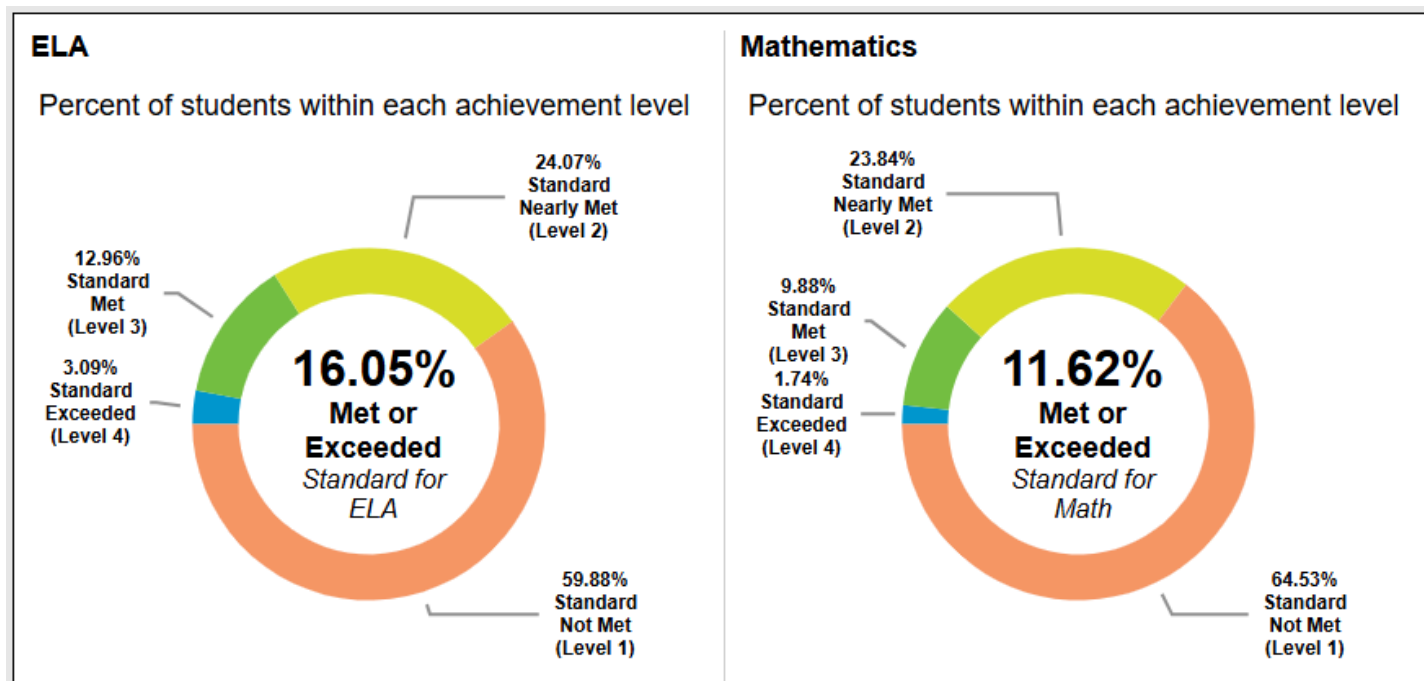
CAASPP Data Comparison for Math - Percentage of Students at Each Achievement Level:

Reporting Categories	Aspire East Palo Alto Charter	Ravenswood City Elementary
Mean Scale Score	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	5.52 %	2.16 %
Standard Met (Level 3) Percentage of students by grade for level	7.98 %	4.97 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	19.33 %	17.19 %
Standard Not Met (Level 1) Percentage of students by grade for level	67.18 %	75.68 %

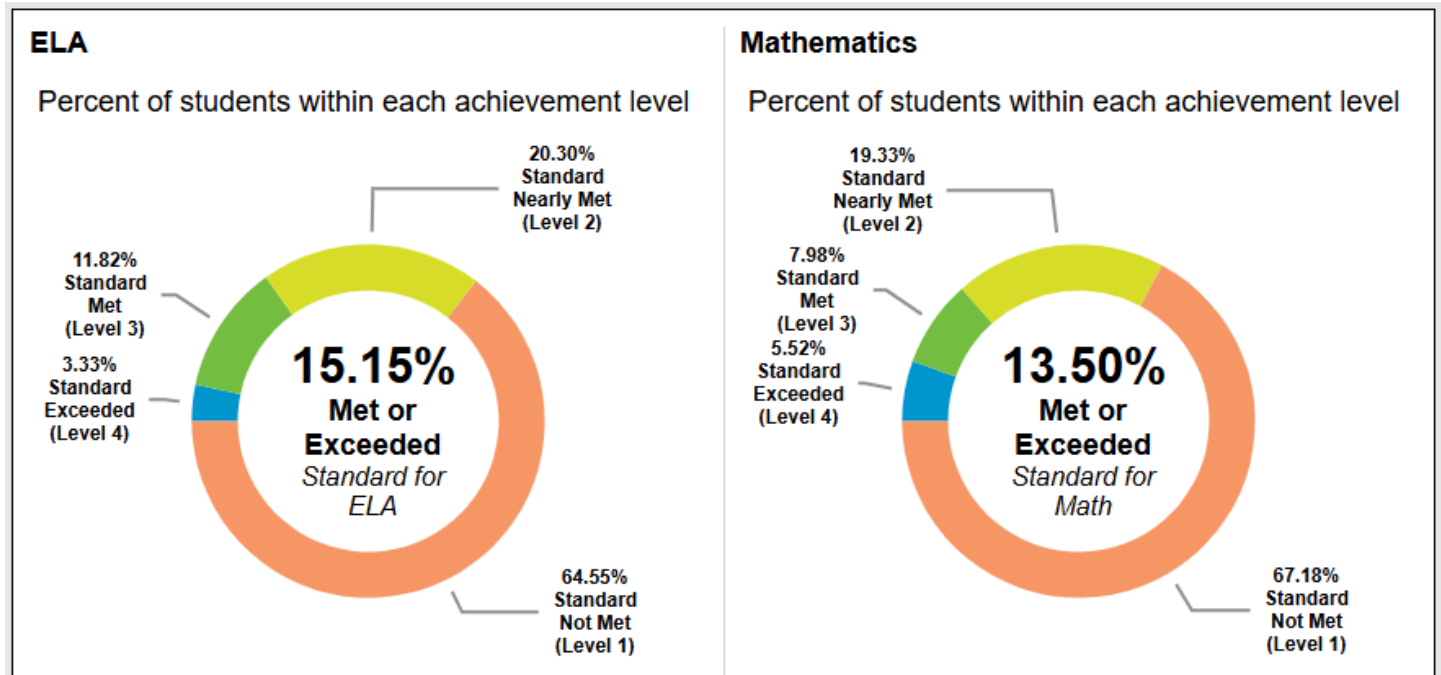
Data Source: caaspp-elpac.ets.org - CAASPP Comparison

Overall the charter school has comparable results to Ravenswood, performing slightly better than the districtwide result in ELA and Mathematics, though their ELA result was slightly lower than Ravenswood's best performing school, Costano Elementary.

Costano Elementary:



Data Source: caaspp-elpac.ets.org - CAASPP Comparison



Data Source: caaspp-elpac.ets.org - CAASPP Comparison

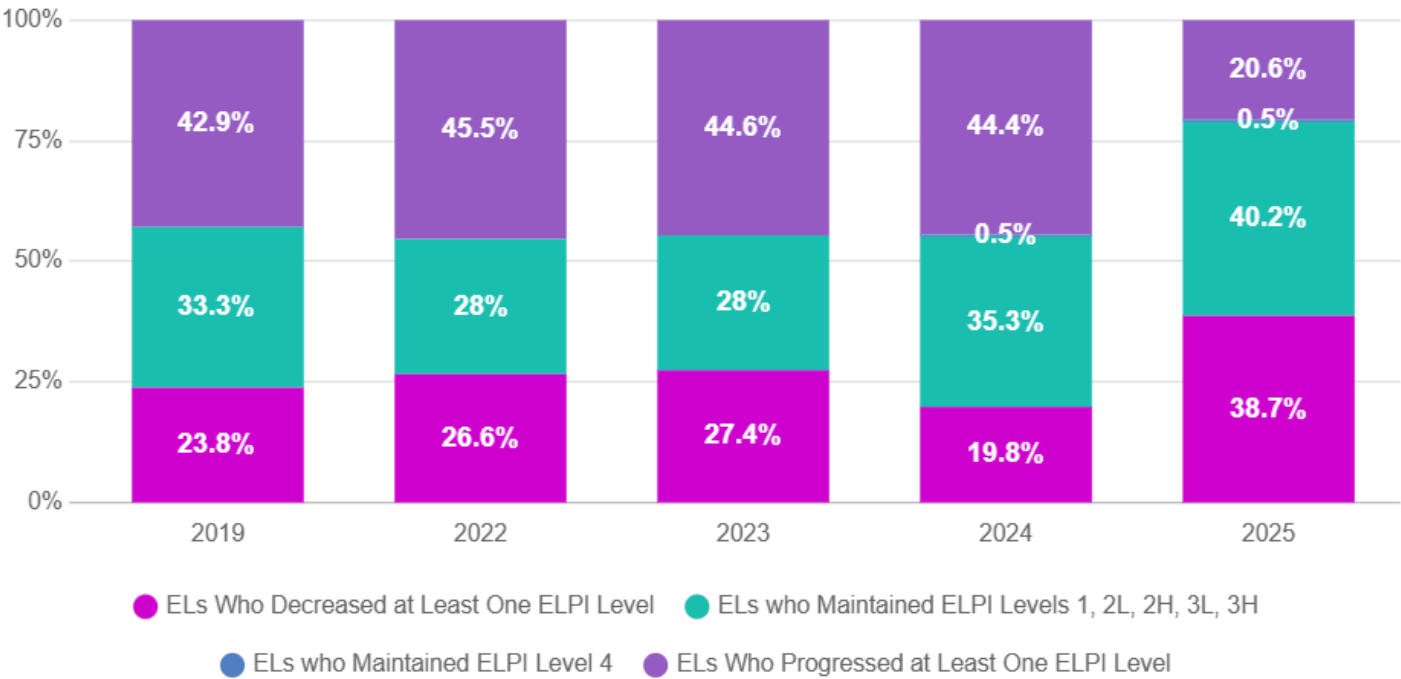
Analysis of English Learner Progress Indicator

The Summative ELPAC is administered to students in grades K-12 who have been identified as an English learner based upon the results of the Initial ELPAC. The Summative ELPAC measures the progress of these students toward English language proficiency in four domains: Listening, Speaking, Reading, and Writing.

As reported on the 2025 California Dashboard for the Summative ELPAC:

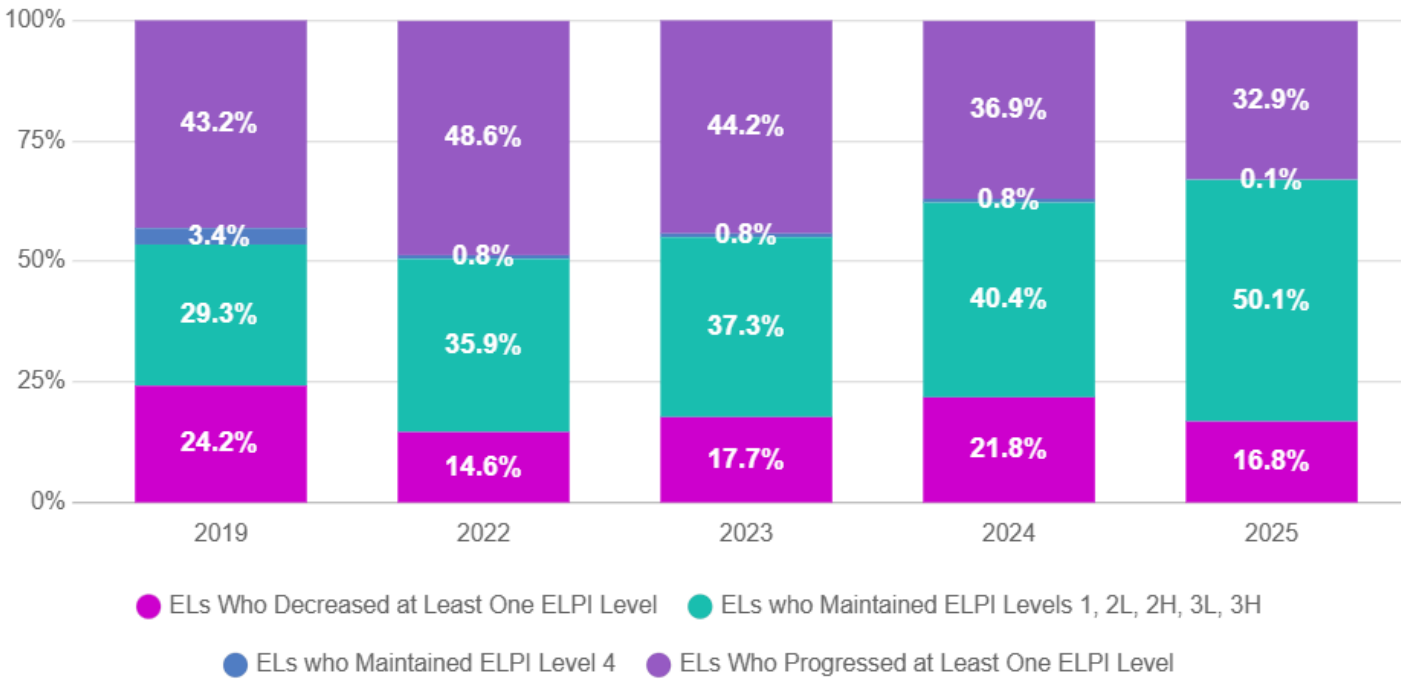
- Aspire EPACS
 - 21.1% of students are “making progress” towards English language proficiency
 - 40.2% of students maintained their level
 - 38.7% of students decreased in their proficiency level
- Ravenswood
 - 33% of students are “making progress” towards English language proficiency
 - 50.1% of students maintained their level
 - 16.8% of students decreased in their proficiency level

Aspire EPACS:



Data Source: California Dashboard 2025 - English Learner Progress Indicator Acquisition Results over time

Ravenswood:



Data Source: California Dashboard 2025 - English Learner Progress Indicator Acquisition Results over time

Ideally we would want all students to progress at least one ELPI level. We would also expect to see very few students “maintain ELPI Level 4”, because we would expect those students to have met the other requirements for reclassification over the year.

On page 17 of the Aspire EPACS Renewal Petition, they have stated “An additional important factor when considering EPACS’s 2025 ELPI performance is that the school serves a unique English learner population. Specifically, 14.3% of our students were classified as “newcomers” in 2024-25. In comparison, the overall percentage of newcomers statewide during the same year was 4.1%. Newcomers’ academic needs tend to be greater in comparison to other English learner subgroups because they tend to start school at lower levels of English proficiency.”

Aspire EPACS attributes this drop to the elimination of their ELL coordinator role, and also to their assistant principal stepping down without a clear handover of the monitoring of potential reclassification process. Ravenswood also serves a “unique English Learner population” - if we use the CDE definition (born outside the US, attended school less than 3 years), then 19.11% of all students during the 2024-2025 school year would be considered Newcomers. Ravenswood was still able to achieve significant, meaningful growth in ELPI performance, despite having an even larger percentage of newcomers than the charter school. This indicates both the strengths of Ravenswood’s EL supports and programming, as well as highlighting that this is a significant area of potential growth for the charter school (which has been identified in their school improvement plan).

We also looked at more detailed test results via the ELPAC dashboard (<https://caaspp-elpac.ets.org/>). These results (below) may show slightly different data to the California Dashboard, due to different inclusion and eligibility rules for including student data in the dataset.

Reporting Level Descriptors

Level	Description
Level 4	Students at this level have well developed English skills. • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
Level 3	Students at this level have moderately developed English skills. • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
Level 2	Students at this level have somewhat developed English skills. • They usually need help using English to learn new things in school and to interact in social situations. • They can often use English for simple communication.
Level 1	Students at this level are beginning to develop their English skills. • They usually need substantial help using English to learn new things in school and to interact in social situations. • They may know some English words and phrases.

Data Source: caaspp-elpac.ets.org - ELPAC Reporting Level Descriptors

Summative ELPAC - All Students:

Aspire EPACS total = 226, Ravenswood total = 804

Percentage of Students at Each Performance Level

Overall Performance

Reporting Categories	Aspire East Palo Alto Charter	Ravenswood City Elementary
Mean Scale Score	N/A	N/A
 Level 4  Percentage of students by grade for level	8.41%	6.34%
 Level 3  Percentage of students by grade for level	26.11%	20.90%
 Level 2  Percentage of students by grade for level	37.61%	26.37%
 Level 1  Percentage of students by grade for level	27.88%	46.39%

Data Source: caaspp-elpac.ets.org - Summative ELPAC Student Data

Summative ELPAC - ELs enrolled less than 12 months:

Aspire EPACS total = 18, Ravenswood total = 98

Reporting Categories	Aspire East Palo Alto Charter	Ravenswood City Elementary
Mean Scale Score	N/A	N/A
 Level 4  Percentage of students by grade for level	5.56%	0.00%
 Level 3  Percentage of students by grade for level	16.67%	6.12%
 Level 2  Percentage of students by grade for level	22.22%	18.37%
 Level 1  Percentage of students by grade for level	55.56%	75.51%

Data Source: caaspp-elpac.ets.org - Summative ELPAC Student Data

Summative ELPAC - Long-Term English Learners:

Aspire EPACS total = 34, Ravenswood total = 90

Reporting Categories	Aspire East Palo Alto Charter	Ravenswood City Elementary
Mean Scale Score	N/A	N/A
 Level 4  Percentage of students by grade for level	2.94%	20.00%
 Level 3  Percentage of students by grade for level	20.59%	27.78%
 Level 2  Percentage of students by grade for level	47.06%	35.56%
 Level 1  Percentage of students by grade for level	29.41%	16.67%

Data Source: caaspp-elpac.ets.org - Summative ELPAC Student Data

ELs enrolled less than 12 months:

- Approximately 8% of the charter school's ELs have been enrolled for less than 12 months
 - 22.23% of these students demonstrated “moderately or well developed” English skills in the standardized assessment (Level 3 or Level 4).
- Over 12% of Ravenswood's students have been enrolled for less than 12 months
 - 6.12% of these students demonstrated “moderately or well developed” English skills in the standardized assessment (Level 3 or 4).

Long-Term-English Learners (LTELs):

- Approximately 15% of the charter school's EL students are considered “long-term English learners”
 - 23.53% of these students demonstrated “moderately or well developed” English skills in the standardized assessment (Level 3 or 4).
- Approximately 11% of Ravenswood's EL students are considered “long-term English learners”
 - 47.78% of these students demonstrated “moderately or well developed” English skills in the standardized assessment (Level 3 or 4).

From this data above, and other similar reports from the caaspp-elpac.ets.org system (“ELs enrolled more than 12 months” and “AR-LTEL: At-Risk of becoming an LTEL”), Ravenswood students are demonstrating as much as, and in many cases more English Language Proficiency than the charter school students.

When looking at “ELs enrolled less than 12 months”, charter school students appear to be demonstrating higher proficiency. However, it is important to note that the charter school students are initially enrolling in school with different levels of English proficiency than their peers who are enrolling at Ravenswood, as demonstrated by data from the Initial ELPAC results:

Number and Percentage of Students at Each Performance Level

Overall Performance

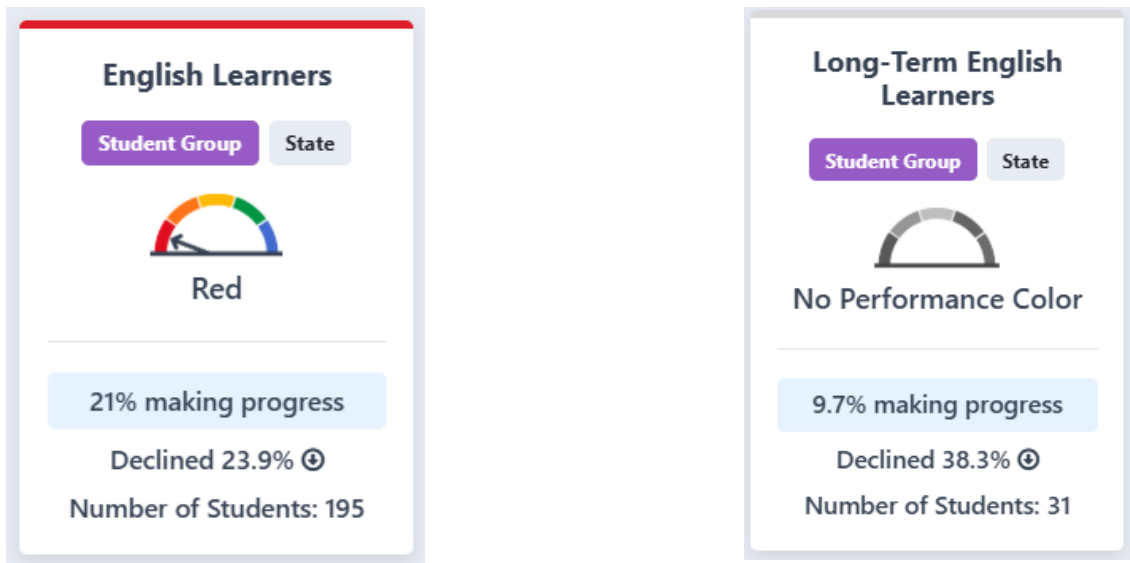
Reporting Categories	Aspire East Palo Alto Charter	Ravenswood City Elementary
Mean Scale Score	N/A	N/A
 Initial Fluent English Proficient (IFEP) Number of students by grade for level	3	5
 Initial Fluent English Proficient (IFEP) ⁱ Percentage of students by grade for level	10.71%	4.35%
 Intermediate English Learner Number of students by grade for level	4	5
 Intermediate English Learner ⁱ Percentage of students by grade for level	14.29%	4.35%
 Novice English Learner Number of students by grade for level	21	105
 Novice English Learner ⁱ Percentage of students by grade for level	75.00%	91.30%
Total Number of students by grade for all levels	28	115

Data Source: caaspp-elpac.ets.org - Initial ELPAC Student Data

Aspire EPACS has a much higher percentage of tested students who are classified as “IFEP” (following the Initial ELPAC these students are not considered ELs, and do not have to take the Summative ELPAC), as well as students who test at the “Intermediate” level. In both cases, the actual number of students is comparable, but the proportion of the student group make-up is very different. Students at the “Intermediate English” level have *somewhat to moderately developed* oral and written English skills (they are still ELs and must take the Summative ELPAC).

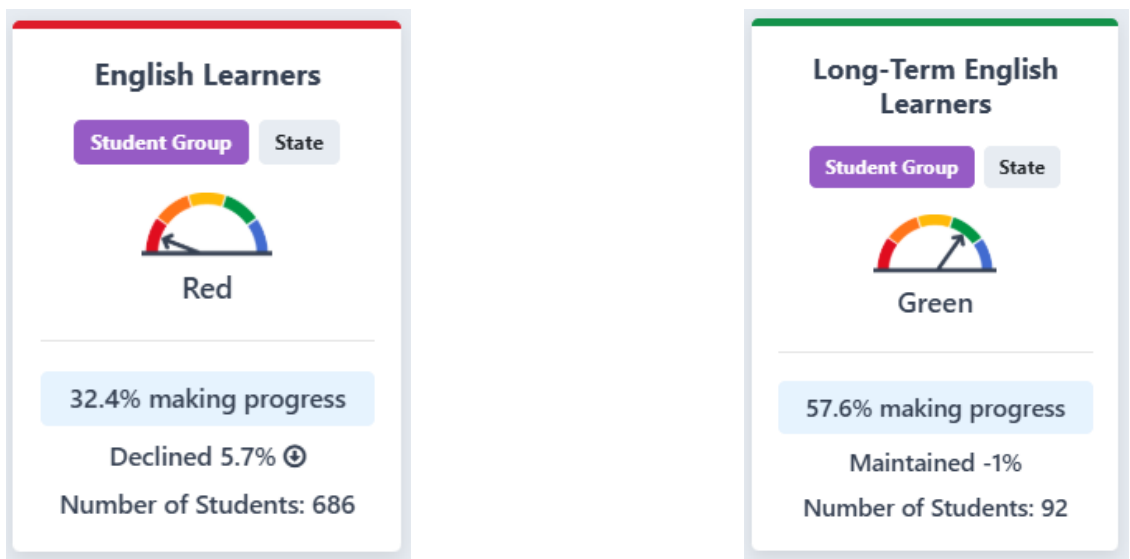
The California Dashboard shows that English Learner students at Ravenswood are making more overall progress than the charter school students, especially when considering the difference in proficiency levels identified when enrolling students for the first time. Ravenswood’s students show improvement for students identified as “Long-Term English Learners”.

Aspire EPACS:



Data Source: California Dashboard 2025 - English Learners by Performance Level

Ravenswood:



Data Source: California Dashboard 2025 - English Learners by Performance Level

Review of Student Group Data

This section reviews student group data from the 2025 California Dashboard, and compares EPACS to both the California state average and Ravenswood City School District averages. Both Ravenswood and EPACS' data demonstrates that the majority of their student achievement scores fall below the statewide average for the respective student groups.

In the tables below, the areas where Ravenswood is comparable to EPACS (less than 7 points between them) have been highlighted in yellow, and areas where Ravenswood student group performance exceeds EPACS have been highlighted in green.

English Language Arts

Group	Number of EPACS Students	Aspire EPACS Distance From Standard	California State Average	Ravenswood Distance From Standard
All Students	316	95.1 Points Below Standard	8.1 Points Below Standard	105.4 Points Below Standard
Current English Learners	129	134.6 Points Below Standard	59.9 Points Below Standard	141.5 Points Below Standard
Reclassified English Learners	67	61.2 Points Below Standard	--	46.3 Points Below Standard
English Only	60	93.8 Points Below Standard	--	75.6 Points Below Standard
Long-Term English Learners	32	136.8 Points Below Standard	104.5 Points Below Standard	125.7 Points Below Standard
Students with Disabilities	54	136.4 Points Below Standard	89.4 Points Below Standard	138 Points Below Standard
Homeless	2	Not displayed for privacy	68.9 Points Below Standard	121.8 Points Below Standard
Socioeconomically Disadvantaged	300	96.6 Points Below Standard	35.3 Points Below Standard	110 Points Below Standard
African American	17	117 Points Below Standard	51.3 Points Below Standard	80.6 Points Below Standard
Hispanic	278	96.7 Points Below Standard	33.7 Points Below Standard	112.2 Points Below Standard
Pacific Islander	9	Not displayed for privacy	29.3 Points Below Standard	89 Points Below Standard

Data Source: California Dashboard 2025 - ELA Student Group Data

Mathematics

Group	Number of EPACS Students	Aspire EPACS Distance From Standard	California State Average	Ravenswood Distance From Standard
All Students	316	108.9 Points Below Standard	42.4 Points Below Standard	132.1 Points Below Standard
Current English Learners	131	146.6 Points Below Standard	86.1 Points Below Standard	151.6 Points Below Standard
Reclassified English Learners	67	64.6 Points Below Standard	--	96.7 Points Below Standard
English Only	58	115.8 Points Below Standard	--	118.4 Points Below Standard
Long-Term English Learners	31	185.2 Points Below Standard	158.9 Points Below Standard	167.2 Points Below Standard
Students with Disabilities	54	152.7 Points Below Standard	120.7 Points Below Standard	157.6 Points Below Standard
Homeless	2	Not displayed for privacy	102.8 Points Below Standard	142.2 Points Below Standard
Socioeconomically Disadvantaged	300	111.8 Points Below Standard	72.9 Points Below Standard	135.3 Points Below Standard
African American	17	129.5 Points Below Standard	95.8 Points Below Standard	115.5 Points Below Standard
Hispanic	280	108.4 Points Below Standard	73.6 Points Below Standard	136.5 Points Below Standard
Pacific Islander	9	Not displayed for privacy	67.5 Points Below Standard	123.4 Points Below Standard

Data Source: California Dashboard 2025 - Mathematics Student Group Data

EPACS students are closer to meeting the California Standard in English Language Arts (ELA) than In Mathematics. This is the same pattern that can be seen amongst the California statewide average as well as in the Ravenswood student data.

LTELs show the largest deficits of any student group in both subjects, and are the lowest performing student group at EPACS, and state-wide. The LTEL status itself signals a student has been identified as an English Learner, and presumably receiving additional language instruction and support for years without reclassification. However LTEL's at Ravenswood actually performed better in ELA than some student groups, which provides an opportunity to identify what is working well for the EL program and Designated English Language Development (ELD) at the District and see if the charter school can use any of these learnings.

Reclassified English Learners perform better than any other student group, across both CAASPP assessments, again this is a pattern consistent at both EPACS and Ravenswood. Further investigation around “time-to-reclassification”, or the identified barriers to reclassification would provide opportunities for EPACS to address any procedural or logistical bottlenecks that may be limiting student access.

While EPACS is showing slightly better student performance than Ravenswood across many of their student groups, there are a few areas where Ravenswood is not just comparable (less than 7 points between them, highlighted in yellow), but exceeds their results, sometimes by a significant margin (highlighted in green).

In two of those groups (African American students, and LTELs), these results occur across both ELA and Mathematics, which is an indicator that there may be structural support (eg. program design, teacher-student relationships, cultural responsiveness, discipline practices, etc.) in place at Ravenswood, that could potentially be developed at EPACS. Considering that the number of students in this subgroup at EPACS is quite small (17 students), we would expect that EPACS is looking more closely not just at academic and assessment data, but also having conversations with families and students.

Analysis of “One Year of Growth” Metric

This section reviews EPACs’ assertion that students are making at least one year of academic progress for every year they are in school. District staff performed a review of EPACS Renewal Petition and supporting documents, the California Accountability Dashboard, and CDE’s DataQuest reporting system.

EPACS has been identified as falling under the “Low” performance category, as their academic indicators on the Dashboard fall below the statewide average. To be renewed in this category, the school must demonstrate that students are making at least one-year’s worth of growth.

On pages 20–21, EPACS presents i-Ready diagnostic data in Reading (grades 3-8) and Mathematics (grades K-8) as its primary evidence of one year’s growth. The text in the first paragraph appears to mislabel this as “2024-2025”, while the following paragraphs and tables refer to 2025-2026. The charter school refers to the publisher’s recommended minimum Median Growth Target Percentage (disaggregated by grade band and subject) as the benchmark. The document they referenced is from 2023, and Ravenswood staff were not able to access the original document to verify the comments. The reference guide document from the publisher that Ravenswood staff accessed is dated 2026, and is attached in the appendix.

i-Ready’s “Median Student’s Typical Growth %” measures whether students grew at the rate that is typical based on their starting percentile/initial result. Typical Growth demonstrates the average annual growth for students who start at a similar level of proficiency. It does not actually indicate whether students have made “one year’s progress”, or that students who are behind grade level are closing the gap towards “grade level” or “proficiency” (known as “stretch growth” in the i-Ready system). Some stretch growth information was available within the additional documentation provided, but was not reported in their petition or analysed further for this report. Typical growth is the measure that is accepted based on guidance for “verified data”, though we also note that it does not necessarily indicate that the achievement gap is narrowing or that students are demonstrating grade-level proficiency.

EPACS reports that it “exceeded i-Ready’s standard of minimum growth expectations for a majority of its grades in both math and ELA,” with exceptions noted in Grade 5 ELA, Grades 4 Math, and Grade 7 Math. While this summary indicates positive results, this information by itself is not sufficient – when referring to additional supporting documents provided by Aspire EPACS, which includes a spreadsheet with more comprehensive student data, we can see up to three years of data (2023-24, 2024-25, 2025-26), providing opportunities to see multi-year trends.

When looking at the “Percent Met Annual Typical Growth” as a schoolwide average, we can see the percentage of students who actually achieved “typical growth”, ranging between 41-54% over multiple years.

The percentages listed on page 20 of the petition only describe the median student’s “typical growth”, not the proportion of students who actually met that target. Ravenswood shows results that are comparable in mathematics, and results for reading that exceed the charter school.

	Aspire EPACS				Ravenswood District			
	Math		Reading		Math		Reading	
	median student's typical growth %	% of students who met growth	median student's typical growth %	% of students who met growth	median student's typical growth %	% of students who met growth	median student's typical growth %	% of students who met growth
2023-24	85%	44%	85%	54%	92%	48%	93%	50%
2024-25	75%	42%	55%	41%	74%	39%	100%	51%
2025-26	91%	47%	89%	48%	86%	45%	100%	53%

Data Source: i-Ready Submission Template shared by Aspire EPACS. i-Ready data from Ravenswood

When considering the “percentage of students who met the typical growth” target, we can see variations in grade level cohorts, as well as for student group classifications. Refer to the tables below for these additional summaries.

- Results lower than 40% have been highlighted in red, while results higher than 55% have been highlighted in green.

Math: % of students who met typical growth	African American	Hispanic / Latino	English Learner	Socioeconomically Disadvantaged	Special Education
2023-24	44%	45%	41%	44%	47%
2024-25	45%	42%	36%	42%	43%
2025-26	23%	49%	52%	48%	34%

Note: On page 21 of the Aspire EPACS petition, they state “As for 2025-26 subgroup performance, with the exception of students with disabilities in math, all of EPACS’s statistically significant subgroups met the median % of typical annual growth targets”.

However they do not clarify what counts as “statistically significant”. The CA Dashboard and DataQuest typically only exclude student groups from public display if the number 11 or less. There are 29 African American students based on their CA Dashboard demographic data, so this student group should have been included in their analysis, particularly as they appear to have the most acute needs.

Reading: % of students who met typical growth	African American	Hispanic / Latino	English Learner	Socioeconomically Disadvantaged	Special Education
2023-24	55%	54%	52%	54%	48%
2024-25	29%	39%	31%	37%	45%
2025-26	52%	48%	47%	48%	62%

While all student groups had a performance “dip” in 2024-25 in Reading, the results in Math were relatively stable, and for some student groups even improved in 2025-26. The exception is the African American student group, which shows a significant distinct decline, specific to this student group, specific to Mathematics.

We can also make some comparisons for the same “cohort” of students from year-to-year.

These were selected to have a group starting with Grade 1, a group ending with Grade 5, a group crossing from elementary to middle school ending in Grade 6, and a group ending in Grade 8.

We have made the assumption that the students are remaining relatively stable from year-to-year, in order to pull this analysis from the raw data the charter school provided:

- For “% of students who met growth” - results lower than 40% have been highlighted in red, while results higher than 55% have been highlighted in green.
- For “median student’s typical growth %” - results lower than 40% have been highlighted in red, while results higher than 125% have been highlighted in green

Reading	median student’s typical growth %	% of students who met typical growth		Math	median student’s typical growth %	% of students who met typical growth
2023-24 (grade 1)	n/a	n/a		2023-24 (grade 1)	91%	40%
2024-25 (grade 2)	n/a	n/a		2024-25 (grade 2)	31%	22%
2025-26 (grade 3)	111%	54%		2025-26 (grade 3)	89%	41%

Reading	median student's typical growth %	% of students who met typical growth		Math	median student's typical growth %	% of students who met typical growth
2023-24 (grade 3)	89%	57%		2023-24 (grade 3)	95%	48%
2024-25 (grade 4)	42%	25%		2024-25 (grade 4)	58%	28%
2025-26 (grade 5)	46%	39%		2025-26 (grade 5)	167%	71%

Reading	median student's typical growth %	% of students who met typical growth		Math	median student's typical growth %	% of students who met typical growth
2023-24 (grade 4)	108%	73%		2023-24 (grade 4)	52%	29%
2024-25 (grade 5)	10%	33%		2024-25 (grade 5)	5%	19%
2025-26 (grade 6)	121%	53%		2025-26 (grade 6)	153%	75%

Reading	median student's typical growth %	% of students who met typical growth		Math	median student's typical growth %	% of students who met typical growth
2023-24 (grade 6)	89%	47%		2023-24 (grade 6)	194%	75%
2024-25 (grade 7)	29%	44%		2024-25 (grade 7)	23%	38%
2025-26 (grade 8)	120%	52%		2025-26 (grade 8)	91%	44%

These tables reveal a pattern - Results in 2024-25 were lower than in 2023-24 or 2025-26 for most cohorts. For example, in Math for the Grade 4→5→6 cohort, the median student achieved just 5% of typical growth, with only 19% of students meeting their typical growth target in the 2024-25 year.

This pattern suggests a schoolwide issue, perhaps operational or instructional in nature. The 2025-26 year did not have the same extremely low results, but this was not universal across all student groups. The charter school’s renewal petition and school improvement plan suggests that the concerns have been addressed, particularly through an emphasis on Tier 1 instruction, though it is too early to tell. Even in the “recovery” year of 2025-26, the percentage of students meeting their typical growth target across grade levels ranged from roughly 30% to 75%. It will be important to review the future data using a variety of approaches, including these cohorted and student group views.

The renewal petition focuses on the “median student’s typical growth %” which describes the size of growth for the average student, not the share of students who achieved a full year’s growth. Using the metric “median student’s typical growth %”, we would expect to see a result of at least 100%, as this is i-Ready’s recommendation for a student by the end of the academic year (after 30 weeks of instruction) for a student to maintain their existing percentile. A growth percentage below 100% means that the typical student is losing ground, relative to their peers (using their nationally norm-referenced diagnostics). At the charter school, we see variability between very low and very high results across different years. This raises questions about the consistency of instruction over time. In the future we would want to see more stable growth patterns before treating year-over-year improvement as evidence of a resolved issue.

Aspire EPACS also provided mCLASS reading data for grades K-2, for the years 2022-23, 2023-24, 2024-25, and 2025-26. We have provided a summary of the 2025-26 data below.

mCLASS Reading (K-2) 2025-2026	Aspire EPACS	Ravenswood
	EoY Proficiency (“at or above benchmark”)	EoY Proficiency (“at or above benchmark”)
Combined K-2	32.6%	54.4%
Kindergarten	31.3%	56.8%
Grade 1	39.4%	63.0%
Grade 2	27.8%	41.0%

A more in-depth analysis of all student academic data (eg. by grade level, student group, grade-cohort etc) should be regularly completed by the charter school. This type of analysis would have been helpful to have been provided as part of their renewal petition to demonstrate that students are making “at least one year’s progress for each school year” under the verified data provisions of the renewal criteria.

Review of School Improvement Plan

Schools identified as "Low" performing are required to develop a school improvement plan and have it approved by their governing board. EPACS developed a plan, which was reviewed and approved by the Aspire Public Schools Board of Directors on September 17, 2026.

The plan covers two years (the current year of 2026-27, and 2027-28) but does not extend through the full potential renewal term (until 2028-29).

Goals are identified in three areas:

1. English Learner Progress and Reclassification
2. English Language Arts (ELA) and Mathematics
3. Chronic Absenteeism

Terminology: In general, the charter school has used the terminology “percentage increase” and “percentage decrease”, however Ravenswood staff have made the assumption that they actually meant to refer to the number of “percentage *points*” increasing and decreasing.

Do the Plan's Priorities Match the Data?

Where the plan aligns:

- Reclassified English Learners perform better than other English Learners. In ELA, they are 61.2 points below standard, compared to 134.6 for Current English Learners and 136.8 for Long-Term English Learners. Because reclassification criteria includes academic performance, this gap is expected and shows that students who achieve reclassification are able to maintain that growth in the following years of “monitoring”.
- Improving Tier 1 consistency is critical for addressing the below-average performance across nearly every subgroup. The strategies for an “Instructional North Star” are a schoolwide approach to a schoolwide concern.
- Improved Early Literacy strategies are necessary to address having 50% of K-2 students “well-below benchmark”. Implementing the Walk to Read model, shared intervention blocks and more systematic phonics instruction are intended to support this goal.
- Staffing instabilities, and the apparent reduction in capacity for instructional coaching could be related to the Tier 1 inconsistencies identified in the plan; the expanded Instructional Leadership Team role and partnership with Leading Educators address this, and include content-area-specific coaching.

Where the plan could be strengthened:

- Long-Term English Learners have the lowest results of any student group on the 2025 Dashboard (136.8 points below standard in ELA and 185.2 in Math). The plan refers to LTELs and at-risk LTELs, and uses LTEL data in walkthroughs. However, the actions are still focused on monitoring and general ELD instruction, rather than LTEL specific strategies or interventions.
- African American students are named in the plan’s attendance strategies but not in its academic strategies. Despite low numbers of students in this student group, their academic results are significantly lower than other student subgroups and should be more directly addressed.

- Students with Disabilities are only named in the attendance strategy and not as a distinct or prioritized student group for the academic goals. The plan does not identify a specific strategy for this population beyond the general Tier 1 and coaching investments.
- Pacific Islanders, despite being a small number of students, have disproportionate outcome data. They should be specifically identified in the Chronic Absenteeism section.
- The plan attributes poor results largely to middle school staffing instability. The data shows low growth across many grade levels in 2024-25, not only in middle school. They have not included any turnover / vacancy or retention data in the plan.
- Chronic absenteeism appears to have increased. The plan's baseline from 2025-26 (26.4%) is marginally higher than the most recent Dashboard rate from 2024-25 (25.2%). This could also be a difference based on where and when the data is collected, but the reader cannot know this without a reference.

Baseline Academic Data and Targets

This plan aims for steady improvement for student achievement, based on a low starting point, but not making the stretch-growth needed to close achievement gaps. The measures are based on annual assessment data from local assessments: i-Ready and mCLASS.

For readability, Ravenswood staff collected the data from their Plan into the following table with comments.

Growth Area	Measure	2025-26 Baseline	2026-27 Target	2027-28 Target	Ravenswood Comment
CA Dashboard "ELPI" and Reclassification Rate	i-Ready Reading: % of At-Risk LTELs and LTELs will reach their "Typical Growth" goal	Not provided	10% increase	10% increase	Without baseline data, the target is unable to be interpreted effectively. AB 2555 changes the requirements for reclassification to automatically reclassify a student when they score a 4 on ELPAC. Therefore, progress on the local indicator is no longer an adequate measure of progress towards a student's ability to reclassify.
English Language Arts (ELA)	mCLASS (K-2): % well below benchmark, end of year	50% of students are well below the benchmark	15% reduction of students who are "well below"	15% reduction of students who are "well below"	It is unclear if the target for 2027-28 for students "well below the benchmark" is a <i>further</i> 15 percentage point decrease (going from 50 → 35 → 20%)

English Language Arts (ELA)	mCLASS (K-2): % at or above benchmark	33% of students are at or above the benchmark	More than 50% of students will be at or above the benchmark	More than 60% of students will be at or above the benchmark	According to Amplify Progress Planning Tool for mCLASS:DIBELS 8th Edition, a starting baseline of 33% of students “at or above benchmark” should yield between 57%-62% proficiency if students were making above-average growth. Therefore the goal should be more than 60% in the 2026-27 school year, with a goal of 70% by 2027-28. Also, combined, these two mCLASS metrics identify that 17% of students are not accounted for in the Baseline.
English Language Arts (ELA)	i-Ready ELA (3-8): median student's typical growth %	In the Improvement Plan = 107% In the Renewal Petition = 89%	The “median” student's “typical growth” should be 110% or more	The “median” student's “typical growth” should be 110% or more	This is the typical growth that the “middle” student made, it does not reflect the actual growth of the majority of the students.
English Language Arts (ELA)	i-Ready ELA (3-8): % of students meeting their stretch growth	17% of students	25% of students will meet their stretch growth goal	30% of students will meet their stretch growth goal	This does not identify the percentage of students who meet their individual “typical growth” target. It also implies that 70% of students will still not be reaching their stretch goal. In order to accelerate student achievement, the goal should be to have 50% of students meeting their stretch-growth target.
Mathematics	i-Ready Math (K-8): median student's typical growth %	In the Improvement Plan = 90% In the Renewal Petition = 91%	The “median” student's “typical growth” should be 100%	The “median” student's “typical growth” should be 100%	This is the typical growth that the “middle” student made, it does not reflect the growth of the majority of the students.
Mathematics	i-Ready Math (K-8): % of students meeting their stretch growth	18% of students	25% of students will meet their stretch goal	30% of students will meet their stretch goal	This does not identify the percentage of students who meet their individual “typical growth” target. It also implies that 70% of students will still not be reaching their stretch goal. In order to accelerate student achievement, the goal should be to have 50% of students meeting their stretch-growth target.
Chronic Absenteeism	Chronic Absenteeism Rate	26.4% of students	Decrease down to 23% of students	Decrease down to 20% of students	This would narrow the gap to the Statewide average (which was 17.1% in 2024-25)

Understanding the i-Ready and mCLASS Measures:

- i-Ready Typical Growth describes how much a student would be expected to grow based on where they started. Meeting “typical growth” keeps students on the same trajectory, but does not close the gap for students who start below grade level.
 - The target reported is the “Median Student’s Typical Growth %” which means that this is the “typical” amount of growth that the “median / middle” student made, it does not tell us the range of growth for a group of students, nor does it tell us how many students are meeting that “typical growth” mark.
- i-Ready Stretch Growth describes the growth needed for students to work towards closing the gap to grade-level proficiency.
- mCLASS is a different assessment from i-Ready. They have reported end-of-year proficiency results and targets for Grades K-2. Half of these students (50%) were well below benchmark, and only 33% were “at or above benchmark”. Because many of EPACS’ youngest students are significantly below grade level to begin with, these students will need to make “above average growth” to achieve grade-level proficiency.

Suggested Revision to the Plan:

It would be useful to include the breakdown of “the median student’s typical growth percentage”, “percentage of students meeting typical growth”, and “percentage of students meeting stretch growth” by grade level, and also by student subgroup. This will help to verify whether the growth rates are evenly distributed or concentrated in particular grades/subgroups, and could support more targeted approaches to student intervention or teacher professional development and coaching.

For readability, Ravenswood staff collected the following “Underlying Cause” and “Action Taken” from their Plan into the following table with comments.

Reported Underlying Cause	Action Taken by EPACS	Ravenswood Comment
Staffing instability, especially in middle school. School leaders spent time recruiting and onboarding instead of coaching.	EPACS have expanded the responsibilities of the Instructional Leadership Team to have a greater emphasis on classroom observations and coaching, and have established a partnership with “Leading Educators” to strengthen and support coaching calibration	This likely contributes, but it does not fully explain the pattern in the data (see “Staffing” below).
Inconsistent Tier 1 instruction. Expectations, curriculum use, and coaching were not consistent across classrooms and grades.	The development of an “Instructional North Star” sets common expectations for every classroom. The implementation of Walk to Read and Math Centers are intended to improve instructional consistency and student achievement.	Staff saw evidence of visible learning objectives, checks for understanding, and exit tickets during the site visit. Increased “academic discourse” as one of the North Star priorities was observed as a gap during the site visit.

Progress monitoring that does not lead to action.	EPACS have added “interim assessment blocks” to their assessment cycle, to shorten the gap between instruction and data review. They have also modified their weekly schedule to create dedicated data-cycle and professional-learning time.	Too early to see the effect of this in the student data.
English Learner and RFEP monitoring not followed up.	With support from SMCOE, EPACS has completed a review of their English Learner program, which identified a gap in tracking their reclassification-eligible students. This responsibility has now been assigned to a new staff member. All staff have had additional professional development on the California ELD Standards and both designated and integrated ELD instruction. The school intends to establish a staff Multilingual Learner Committee in the 2026-27 school year to further strengthen EL progress monitoring and instructional planning. EPACS has established a two-year partnership with Ensemble Learning on the QSSSA (Question, Signal, Stem, Share, Assess) instructional strategies.	The plan gives conflicting statements on whether the reclassification role is currently filled. LTEs are addressed through monitoring rather than distinct instruction. No ELPI or reclassification figures are provided.
Attendance monitoring that was not proactive enough before students became chronically absent.	EPACS has established an Enrollment and Attendance Team that meets weekly to review attendance data and identify at-risk students. They are working to implement additional incentives and family engagement strategies. EPACS also intends to utilize “Coordination of Services Teams” (COST) to provide specific attendance-related interventions, targeting student sub-groups that currently have a high percentage of chronically absent students.	Strategies are mostly incentives and communication; the causes the plan cites (immigration-related stress, mobility, longer commutes) are not directly addressed (See "Chronic Absenteeism" below.)

Staffing

The plan links staffing instability to a decline in 7th and 8th grade math in 2025-26. However this does not fully explain the variation in results across grade levels:

- The 2024-25 dip was not limited to middle school. The cohort analysis showed the same 2024-25 low point in the Grade 1→2 math cohort (22% meeting typical growth) and Grade 3→4 cohorts (25% reading and 28% math are meeting typical growth)
- Grade 8 in 2025-26 does not show the same decline. Its results (91% for the median student’s typical growth, 44% of students are meeting their typical growth) were close to the schoolwide results (91% and 47% respectively).

As part of the responses to Ravenswood’s “Request for Additional Information” (both the request and the responses can be found in the appendix of this report), the charter school disclosed that there were additional teacher vacancies in 3rd grade in 2024-25

Suggested Revision to the Plan:

The plan does not currently provide any information on turnover, vacancy or retention rates of instructional staff, so the potential impacts of staffing are unable to be considered here. Since this is listed as an underlying cause, the data on this topic should be included for review.

Chronic Absenteeism

The plan lists a 2025-26 chronic absenteeism rate of 26.4% as its baseline. The 2025 Dashboard reported 25.2% (for the 2024-25 school year). If both figures are accurate, chronic absenteeism increased in the most recent year, even though the plan describes an attendance strategy that is already underway.

The plan names three groups as the highest need for attendance support in Year 2: Students with Disabilities, African American students, and Long-Term English Learners. This partially matches the Dashboard data, where 39.4% of African American students and 31.8% of Students with Disabilities were chronically absent. African American students also showed the largest decline in math growth in 2025-26.

It is unclear from the plan why the LTEL group was named, as their rates (as reported on the 2025 Dashboard) were 18.9%, which is below the schoolwide average (25.2%). It would be helpful to know the reason they were specifically identified under this growth area, perhaps there is local or anecdotal evidence from the school that would support the inclusion of this student group as a priority. Additionally, the Pacific Islanders, with the highest rate (83.3%) are not mentioned.

Suggested Revision to the Plan:

Include the reason for identifying each student group (Students with Disabilities, African American students, and Long-Term English Learners). Include Pacific Islanders as one of the targeted student groups, or identify why they have been excluded.

Summary

This plan demonstrates that the charter school is moving in the right direction, and provides some narrative and context towards demonstrating improvement over time. Ravenswood staff would like to see a revised School Improvement Plan that is extended to cover the full potential renewal term, and demonstrates greater clarity of measurable outcomes for students, by grade level and student-group. The plan should also include the following:

- Increase the target goals for mCLASS, and i-Ready, and ensure that a more comprehensive table is provided by grade level, and subgroup. It should include student proficiency levels, as well as growth metrics (typical-growth and stretch-growth).
- Replace or supplement the local-indicator measure for LTEL students, to demonstrate these student's progress towards reclassification
- Identify academic strategies or interventions that are LTEL-specific.
- Identify specific academic strategies to support African American students, and Students with Disabilities
- Provide the reason why each named group was identified as a targeted priority for attendance / chronic absenteeism (Students with Disabilities, African American Students, Long-Term English Learners).
- Include Pacific Islander students as a priority group to address within the chronic absenteeism goal, or identify why they were excluded.
- Provide information on the turnover, vacancy or retention rates of instructional staff.

Site Visit Overview and Feedback

Ravenswood City School District employees visited the school in September 2026. During the site visit, the Ravenswood staff were split into small groups, and each visited approximately five classrooms alongside an Aspire staff member. Staff visited 10 general education classes, and 1 OT/sensory room. Ravenswood staff debriefed after the visit and provided observations related to strengths and areas for improvement, which were collated to identify key trends across the school. Overall Ravenswood staff observed a majority of all instructional spaces during this visit.

This section highlights the areas for improvement and observed strengths. Since the information has been gathered from the notes made during observational walkthroughs and team debrief, they should be interpreted as directional evidence to support the quantitative data reviewed in this report, not a definitive judgement.

Areas for Growth and Improvement:

1. *Academic discourse by students:* The classroom observations only show a snapshot of the instructional activities happening over the course of the day, but multiple classrooms were reported to have the limited student discussion, with the teacher doing most of the talking and thinking. When conversation did occur it was brief (“2 mins then eyes back up the front”), or structured to be a teacher-student exchange rather than peer-to-peer.
2. *High reliance on call-and-response:* Across the grade spans and content areas, observers noted that students are expected to provide a choral response to a teacher question or sentence stem. This approach makes it difficult to tell whether all students are genuinely engaged, or if surface-level compliance is masking gaps in student comprehension. This approach is actually developmentally appropriate in K-1 classes, especially for phonics instruction, but is more concerning in the middle and upper grade-level classes.
3. *Low cognitive demand with teacher-centered instruction:* Across many classrooms there was a pattern of the teacher solving math problems on the board, or writing up the annotations/notes on a text for students to copy (displayed via docu-cam). While the teacher would sometimes ask students for a comment, answer, or explanation, it demonstrated an approach where instruction moves at the pace of the teacher, and an expectation that all students are progressing at the same rate.

Areas of Strength and Positivity:

1. *Strong classroom management and routines:* Nearly every classroom showed that there were established and predictable routines. This was demonstrated by teacher and student ability to make quick and smooth transitions between types of classroom activities, students independently distributing or collecting materials, and having clear posted learning objectives and criteria for student success.

2. *Evidence of SEL and culturally responsive practices:* Ravenswood staff observed a student appropriately self-advocating and resolving a peer conflict after some support from a teacher. Another classroom made use of a “hand break” using a squishy fidget tool. Multiple classroom observers described the texts used by students as “culturally rich”, aligning with the charter school’s Instructional North Star commitment to centering students’ cultures, languages, and lived experiences.
3. *Visible evidence of the focus on Tier 1 instructional elements:* Almost every class had the learning objective or criteria for success posted on the board. Teachers made use of tools to support “checks for understanding” (popsicle sticks, thumbs up/down etc), and required “Exit Tickets” from students at the end of the lesson.

Other Items of Note:

1. *Support for multilingual learners was visible in some rooms:* Content and materials were provided in Spanish for some students who were working on the same task as their peers. However, Spanish translation is not sufficient to address the needs of multilingual learners. There needs to be specific research based pedagogy that works to make the curriculum accessible to students.
2. *Special Education and student-specific supports:* The individualized support provided in the OT class was a strong, well-executed example of differentiated support. Some students were being supported by an additional adult in the general education classes - in many cases they had an alternate text or task to complete and seemed to benefit from the more individualized attention.

In one class there was a student with an alternate text at the back of the room - the teacher did not interact with that student during the observational time. Hopefully the student was interacted with prior to and after the time that we were in the classroom, and received more active instructional support, particularly since they received differentiated academic material.

3. *Cold-calling a student:* There was at least one instance that was observed that could be interpreted in multiple ways. We could say that the teacher (and entire class) waited patiently for a student to answer what is considered an “easy” question. We could also say that the teacher contributed to public embarrassment of the student when they didn’t know the answer. Hopefully this was an isolated incident, but we would recommend additional coaching around redirection methods or alternative instructional approaches.

Connections to the Improvement Plan:

The apparent absence of student academic discourse may help to explain the gaps around student “stretch-growth” data. The Improvement Plan identifies that approximately 18% of students are meeting their stretch growth target (based on i-Ready data). If students are largely copying, choral-responding, and watching teacher-modeled problem-solving rather than engaging in self-directed exploration, peer-discussion, and constructing their own understanding independently, then that would be consistent with keeping pace (“typical growth”) with student academic achievement expectations, rather than “closing the gap” towards grade-level proficiency (“stretch growth”).

There is some evidence that the strategies stated in the Improvement Plan are being implemented (such as anchor charts, exit tickets, checks for understanding, and having the learning objectives posted). Structured writing scaffolds were available for students to use (eg. sentence starters, and clear expectations for identifying a claim, providing evidence, and presenting your reasoning). This is an example of scaffolding academic writing that supports both content mastery and language development.

The overall school climate appeared generally positive, with demonstrations of students supporting each other, and positive teacher-student interactions across the campus.

Staffing

Teacher Credentialing and Years of Experience

Ravenswood requested additional information on the charter school’s teachers after attending the site visit. The following tables provide a summary of the data we received. Ravenswood staff are currently in the process of verifying the data received, including confirming that all teachers are appropriately credentialed and assigned.

Years of Experience	Number of Teachers	Percentage of Teachers
0-3 years	12	52.17%
4-7 years	6	26.09%
8+ years	5	21.74%
Total	23	100%

Teaching Credential Type	Number of Teachers	Percentage of Teachers
Short Term Staff Permit	1	4.35%
Intern Credential	6	26.09%
Preliminary Credential	8	34.78%
Clear Credential	8	34.78%
Total	23	100%

School Climate and Culture

Winter 2026 Survey Results via Panorama

The Charter School provided the Panorama Education Winter 2026 student (grades 6-8), teacher, and family survey reports, conducted within the 2025-26 school year. EPACS reported lower participation during the Winter survey period (45% of students and 56% of teachers; a family rate was not provided), which may affect the extent to which these responses reflect their community. Additionally, the comparison data reflects all Aspire Public Schools (all regions of the Bay Area, Central Valley, and Los Angeles), rather than a demographically matched set of schools. The Panorama system typically uses a 5-point rating scale, and identifies “favorable” results as a percentage of the respondents who answer positively - and does not include the “neutral” / middle answer.

Family Survey (125 responses)

Family results are comparable with the Bay Area and Aspire comparison averages on the Family Engagement category (21% vs 22% and 21%), and 4 to 10 points below them on the other three topics.

- *Barriers to Engagement.* Families were asked how big a problem each issue is for becoming involved at school. Most categories had “favorable” results (76% to 96%).
 - "How busy your schedule is" was the lowest, at 50% favorable, with about 18% of respondents (21 families) calling it a "large" or "very large" problem.
 - "Childcare needs" followed, at 70% favorable, with about 14% (16 families) calling it a large or very large problem.
- *Family Engagement.* These self-reported results indicate that in-person contact with teachers has fallen significantly compared to the prior survey (down 31 points).
 - 34% of respondents said they visit the school weekly or more, while 37% visit only "every few months."
- *Family LCAP.* Two questions had the largest share of "neutral" responses (on the 5-point scale):
 - "I am encouraged to share my opinion and feedback in the school decision making process" (36%) and "I feel connected to families from different racial backgrounds at my school" (34%). Though in both cases the combined “favorable” share was larger (54% and 51%).

- *School Fit*. This section asks questions about "your child's sense of belonging" and "how well you feel they are being prepared for the next academic year", which had 68% and 63% "favorable" results (the top two response options).
 - Three questions had the largest shares of "somewhat"/neutral responses: "do the activities match your child's interests?" (34%), "how comfortable is your child in asking for help from school adults?" (32%), and "does the overall approach to discipline work for your child?" (31%).

Overall, three of the four topics declined. In particular, there was a 31-point drop in "favorability" regarding meeting with teachers. The attendance strategies in the charter school's improvement plan describe family engagement work as "already being underway". We would expect to see improvement in the targeted student groups and their families first, then extending to the whole student body and community.

Teacher Survey (15 responses)

Teacher scores are well below the Aspire Network comparison averages, especially for the "School Climate" score, which dropped 24 points to 33% (31 points below the Aspire average). Only 40% of teachers (6 of 15) are confident they can help the most struggling students learn, and another 53% are only "somewhat confident." 47% of teachers believe that when the school makes important decisions, they do not have much input. 53% identified communicating with the families of their students as "somewhat challenging." just

With 15 respondents, each teacher represents about 7 percentage points, so these results are directional but there is not enough data to draw further conclusions.

Student Survey - Grades 6-8 (116 responses)

The comparison scores are generally lower at EPACS, especially for the "School Climate" score (28%). The exception is the "Teacher-Student Relationships" category.

- *School Climate*. This category has a low overall score (28%) because the largest share of responses on all five questions falls in the middle option, which is not counted as favorable.
 - For the question "how well do students follow the rules", the results were 11% favorable, 47% neutral, and 42% unfavourable.
- *School Safety*. Approximately 28% of students say that people are "almost always" disrespectful to others at school, with another 24% saying "frequently," for a combined unfavorable score of 52%.
 - At the same time, 60% of students said they "almost never" or only "once in a while" worry about violence at school.
- *Sense of Belonging*. Only 33% reported feeling like they "completely" or "mostly" belong at school. This report does not identify responses by student-group, which could provide greater clarity and insight into this result, and identify particular student groups to focus on first.
- *Teacher-Student Relationships*. This overall result (57%) is largely impacted by one question: "how respectful are your teachers towards you," where 86% reported either "extremely" or "very" respectful.
 - The other three questions in this category had overall results that were 43% to 50% favorable.

Summary

Results differ across the three groups. For example, families report higher belonging (68%) and safety (67%) for their children than students report for themselves (33% and 49%). These differences may reflect differences in how the questions were worded, and what grade the student is in. Ravenswood staff expect that higher participation rates would help to clarify some of these questions, and mitigate the impact that a single response could have on the overall percentages.

II. Is the Petition Reasonably Comprehensive?

Review of the 15 Required Elements

A charter petition must contain a reasonably comprehensive description of the fifteen elements (EC Section 47605(b)(5)).

This petition was reviewed using the San Mateo County Office of Education Petition Tool, and resources from the CCAP Charter Renewal Toolkit. CCAP (California Charter Authorizing Professionals) developed the toolkit to support California authorizers in conducting rigorous, transparent, and legally sound renewal processes.

Element 1: Description of educational program

California Education Code Section 47605(c)(5)(A) requires that a charter petition describe the educational program the school will offer. This includes information about the school's mission, goals, instructional methods, and how the school will meet the needs of all students, including those who are academically low-achieving, English learners, and students with disabilities. This element must also include the annual goals for all pupil-groups and for each numerically significant student group, aligned to the state priorities, and the specific actions to achieve those goals. The purpose of this requirement is to ensure that the school provides a high-quality educational program aligned with state standards, tailored to the needs of the community, and designed to help all students succeed.

Pages 23-72:

This petition meets the minimum requirements of this section, if we consider the inclusion of documents in their appendix, and additionally requested information.

Information about their instructional minutes was requested and provided. Further information about their curriculum was requested and provided, particularly when relating to Transitional Kindergarten. The petition provides a general description of the curriculum approach by content area, but does not provide an easy-reference table of curricula per grade-level.

The broad education program has been described, predominantly with reference to “Aspire Student Learning Framework”, with a further emphasis on their equity focus, commitment to diversity and belonging practices, their culturally responsive teaching approach, and the “Liberatory Education Framework” to be used across the Aspire Public Schools Bay Area network.

They have included projected attendance/enrollment information, with the maximum enrollment identified as 474 in the school year 2028-2029, and the 2027-2028 year projected to have 460 students. They have provided a school calendar and bell schedule (in their appendix), and have also included their “portrait of a graduate” which describes their aspirations for all students.

There are separate sections commenting on English Learners, Interventions and Tiered Supports (Universal - Tier 1, Targeted - Tier 2, Intensive - Tier 3), Enrichment, Special Education, and the school's approach to Grading.

There is a section describing the "Student Population to be Served" which describes a student body that is reflective of East Palo Alto's demographic data. The differences between Ravenswood and EPACS demographic data here shows significant differences for the Native Hawaiian/Pacific Islander student subgroup, as well as the Homeless Youth student subgroup. Comparisons of demographic data, and the importance of being consistent when reporting on this data is further discussed in the section of this report titled "Is the School Serving All Students Who Wish to Attend?".

Element 1 is intended to ensure that the charter school identifies and meets the needs and challenges of the student groups to be served. This section could be improved by more explicitly identifying the target student groups to be served, the needs that these student groups typically have, the historically identified needs and challenges of these student groups at the charter school over the prior charter term, and how these needs and challenges will be specifically addressed through the instructional design and approach to the implementation of the educational program at the school.

The charter school should also demonstrate how the current and projected EL population impacts their ability to identify and meet the needs of these students. English Learner (EL) students make up 46.4% of their student population. Including information about the approximate percentage of EL students entering at each English Language proficiency level, in each grade span band would strengthen their petition and support an education program that all students who are English learners will have access to the resources to become proficient in the English language as quickly as possible.

This element must also include the annual goals for all pupils and for each numerically significant student group, aligned to the state priorities, and the specific actions to achieve those goals. Some intentions for 8th grade students are identified via the "portrait of a graduate". Overall the goals and actions are not clearly identified in this section, though the Local Control and Accountability Plan (LCAP) in their Appendix is referred to as evidence under this requirement. A separate review of the LCAP would be required to ensure that the charter school has *comprehensively* met the requirements of this section, however the minimum requirements have been met.

Element 2: Measurable pupil outcomes / Element 3: Methods for assessing pupil progress

California Education Code Section 47605(c)(5)(B), often referred to as Element 2 in charter petitions, requires a charter school to define the measurable pupil outcomes it aims to achieve. These outcomes should clearly articulate the expectations for student performance, align with state standards, and include academic and non-academic goals for all student groups. The goal of this element is to ensure that the school is held accountable for student achievement and that progress can be tracked through objective, measurable criteria.

California Education Code Section 47605(c)(5)(C) requires that a charter petition outline the methods by which the school will measure student outcomes. This includes how the school will assess student progress toward achieving the academic and non-academic goals specified in Element 2 (Measurable Pupil Outcomes). The methods must include the use of standardized assessments, as well as any additional assessments or evaluation tools the school will employ to gauge student learning and development.

Pages 73-79:

These two elements were addressed together.

The renewal petition meets the minimum requirements of Element 2 through the inclusion of their Local Control and Accountability Plan (LCAP) on pages 49-142 of their appendix. The measurable pupil outcomes are annually reassessed, and defined in the Local Control and Accountability Plan (LCAP) which is to be shared with both the Ravenswood City School District and the San Mateo County Superintendent of Schools on or before July 1st each year.

The renewal petition meets the requirements of Element 3, through the description of both “Internal Assessments” that are consistent across the Aspire Public Schools network (mCLASS, i-Ready ELA, i-Ready Math, Smarter Balanced Interim Assessments “IAB”, and the Panorama SEL Screener), and the “State Required Assessments” (SBAC for ELA and Math, also known as “CAASPP”, California Science Test “CAST”, English Language Proficiency Assessments for California “ELPAC”, and the Physical Fitness Test “PFT”).

There is an overview of assessment types, assessment frequency, and the grade levels or specific student groups that each assessment is relevant for. This section also describes how staff collect and respond to student data. They have intentional and regular opportunities to share this data with students, families, staff, and their wider network.

The petition states that if any student is not making sufficient progress to meet the Aspire benchmarks, their teachers, parents, or administrators begin Student Success Team processes, where an action plan is created to support the student. This section could be strengthened by additional descriptions of progress monitoring processes, especially when a student has perhaps stalled in their progress, but is not yet needing the focused support of a Student Success Team.

The petition describes an annual review of data metrics on a "dashboard" for the charter school's leadership team to evaluate. This section could be strengthened by highlighting the non-academic goals that students in each grade level are expected to work towards, to support a review of their overall health and development.

Element 4: Governance Structure

California Education Code Section 47605(c)(5)(D) requires that a charter petition describe the governance structure of the school, including the process for making decisions, the roles and responsibilities of key stakeholders, and how the school will be managed and operated. The governance structure must ensure that the school is effectively run, accountable to stakeholders, and compliant with all legal and regulatory requirements.

Pages 80-88:

The renewal petition meets the requirements of this section. EPACS is governed by the Aspire Public Schools Board of Directors. Their Bylaws, Articles of Incorporation, and Conflict of Interest Policies were attached as appendices to their petition. The selection and evaluation of the Board, as well as their roles and responsibilities are clearly outlined. This section also outlines parental involvement in governance, specifically through a Parent Advisory Committee, and an English Learner Advisory Committee, both which are specific to this school site, rather than to the governance across the Aspire Public Schools network.

They reiterate that parent volunteering is not a condition of admission and/or continued enrollment at the Charter School. In order to ensure that parents understand that there is no volunteer requirement, this information will be sent home annually via PowerSchool Messenger in any language that 15% or more families indicate is the home language. Additionally, the printout of the message will be printed in those same languages and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

Element 5: Employee Qualifications

California Education Code Section 47605(c)(5)(E) mandates that a charter petition must describe the qualifications required of employees at the school. This includes the types of credentials and certifications that teachers and other staff members must hold, ensuring that they are qualified to fulfill their roles effectively. The purpose of this requirement is to guarantee that students receive high-quality instruction and support from well-trained and competent professionals.

Pages 89-115:

The renewal petition meets the requirements of this section. This section describes the qualifications to be met by employees (instructional staff, school leadership, special education, paraeducators, mental health specialists). This section could be improved by more clearly identifying which roles are school-site based, and by providing a more holistic evaluation plan that encompasses more than just the teaching staff.

Element 6: Health and Safety Procedures

California Education Code Section 47605(c)(5)(F) requires that a charter petition include a comprehensive description of the health and safety procedures that the school will implement. These procedures must ensure a safe learning environment for students and staff, adhering to all applicable state and federal health and safety regulations. The goal is to protect the physical and emotional well-being of the school community.

Pages 116-123:

The renewal petition meets the requirements of this section, specifically including that each employee is subject to a background check, as well describing the development and approval of a comprehensive school safety plan in compliance with the relevant education codes.

Element 7: Student Population Balance

California Education Code Section 47605(c)(5)(G) mandates that a charter petition must include a description of the means by which the school will achieve a student population that is reflective of the racial and ethnic balance of the broader community in which the school is located. The goal is to ensure that charter schools are accessible to all students and do not contribute to racial or ethnic segregation.

Pages 124-126:

This renewal petition meets the minimum requirements of this section. They identify the different venues where student recruitment may occur in the community, ensure bilingual communications, and conduct an annual diversity needs-assessment to create diversity goals that may impact their outreach/marketing strategy.

While the school's student population is moderately comparable to the demographic distribution of Ravenswood students, there are groups that are underrepresented, namely Native Hawaiian/Pacific Islander students. There are also other aspects of balance that need to be considered, such as the proportion of students identified as homeless under the McKinney-Vento Act, the relative needs of students with disabilities as compared to students attending Ravenswood District schools, and the likely differences in the percentage of students enrolling throughout the school year at Ravenswood compared to EPACS. There may be opportunities to increase outreach to these groups. There is also an opportunity to work together with Ravenswood to have further transparency and collaboration around students who may enrol after the first day of school.

Element 8: Admission Policies and Procedures

California Education Code Section 47605(c)(5)(H) requires that a charter petition describe the admission policies and procedures the school will use to enroll students. These policies must be non-discriminatory and ensure that all students have an equal opportunity to apply and enroll, regardless of their background. The legislation intends to ensure that charter schools are open to all students, with admissions conducted fairly and transparently.

Pages 127-130:

The petition meets the requirements of this section. They have described an open, non-discriminatory admission procedure, with a lottery (public random drawing) if more students apply than there are seats available. The admissions preference order is (1) children of Aspire full-time employees, (2) siblings of enrolled students, (3) District residents, (4) other California residents.

The application must state that parental involvement is not a requirement for acceptance to, or continued enrollment at the charter school. Admission preferences are consistent with Education Code Section 47605(e)(2)(B)(i)-(iv). In order to be part of the lottery, a family must complete the school’s application in full and submit it by the stated open enrollment deadline. This notice appears to be available if someone clicks on the link that says “make a complaint”, but is not directly identified on their application, or in their non-discrimination disclaimer on their application webpage.

This section could be improved by clarifying that students who are identified under the The McKinney-Vento Homeless Assistance Act are not prohibited from participating in the random drawing due to an incomplete application (The McKinney-Vento Act requires schools to enroll students experiencing homelessness immediately, even if the student is unable to provide documents that are typically required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation (42 U.S.C. §11432(g)(3)(C)).

In their response to the Ravenswood request for additional information, they provided some detail around how they use their beginning of year packet to identify housing insecurity, however this is an opportunity for improvement with regard to identifying these students prior to / as their families are applying. In response to questions from Board members at the Public Hearing, the charter school provided a summary of the “city of residence” for each of their current year (2026-27) students, based on zip code.

City (zip code)	Number of Students	Percentage of Student Population
East Palo Alto (94303)	383 Students	87.8%
Menlo Park (94025)	19 Students	4.4%
Other (various)	34 Students	7.8%
<i>Total</i>	436 Students	100%

Element 9: Financial Audit

California Education Code Section 47605(c)(5)(I) requires that a charter petition include provisions for an annual independent financial audit. This audit must be conducted in accordance with generally accepted accounting principles (GAAP) and the results of the audit must be reported to the chartering authority, the California Department of Education, and other relevant agencies. The purpose of this requirement is to ensure transparency, fiscal responsibility, and the proper use of public funds by the charter school.

Page 131:

The renewal petition meets the requirements of this section and follows the applicable governing law.

This section states that an independent financial audit will be conducted annually, with the results forwarded to the District, County Superintendent, and California Department of Education. The independent financial audit is considered a public record that is available to the public upon request.

In the Appendix of this Staff Report we have included copies of the letters provided to Aspire Public Schools following our review of their First Interim Financial Report for 2025-2026, their Second Interim Financial Report for 2025-2026, and their 2026-2027 Adopted Budget.

Element 10: Student Discipline, Suspension, And Expulsion Procedures

California Education Code Section 47605(c)(5)(J) requires that a charter petition include a comprehensive description of the school's policies and procedures for student discipline, including suspension and expulsion. These procedures must ensure that disciplinary actions are fair, consistent, and aligned with the rights of students. The goal is to maintain a safe and productive learning environment while respecting the due process rights of students.

Pages 132-156:

The renewal petition meets the minimum requirements of this section, though additional clarity and suggestions for improvement have been provided under the "Special Education" section of this Staff Report. They explicitly refer to their processes relating to Education Code Section 47605(c)(5)(J)(i) and Section 47605(c)(5)(J)(ii). There is a local emphasis on restorative practices, positive behavior supports, and social-emotional learning, prior to initiating suspension or expulsion procedures.

Element 11: Retirement Systems

California Education Code Section 47605(c)(5)(K) requires that a charter petition include information about the retirement systems in which the school's employees will participate. This includes whether employees will participate in the State Teachers' Retirement System (STRS), the Public Employees' Retirement System (PERS), or another retirement system. The intent of this requirement is to ensure that charter school employees have access to retirement benefits that are comparable to those available to employees in traditional public schools.

Page 157:

The renewal petition meets the requirements of this section. Employees have the option to participate in the State Teachers' Retirement System (STRS) or Public Employees' Retirement System (PERS), or Social Security based on their eligibility. If the Public Employees' Retirement System (PERS) is unavailable to non-certificated employees, the charter school will offer an alternative retirement plan option.

Element 12: Public School Attendance Alternatives

California Education Code Section 47605(c)(5)(L) requires that a charter petition include a description of the public school attendance alternatives for students residing within the school district who choose not to attend the charter school. This ensures that families are aware of their options and understand that they have the right to enroll their children in other public schools if they do not wish to attend the charter school. The intent of this requirement is to protect the educational rights of students and to ensure that all families have access to clear information about their school choices.

Page 158:

The renewal petition meets the requirements of this section. This section states that no students shall be required to attend this charter school. Additionally, the students of this charter school have no automatic rights to be admitted to any particular Ravenswood City School District program or school, except as provided by law (e.g. the student is resident within District boundaries). This information is reportedly included on the admission forms, which was not included in the Appendix of the Renewal Petition.

Element 13: Employee Return Rights

California Education Code Section 47605(c)(5)(M) requires that a charter petition include a description of the rights of employees who leave traditional public schools to work at the charter school, particularly regarding their ability to return to their previous positions in the public school system. This element is designed to protect the employment rights of public school employees who choose to work at a charter school and ensure that they are fully informed about their options if they decide to return to the district.

Page 159:

The renewal petition meets the requirements of this section. This section states that any employees who leave Ravenswood employment to work at the charter school have no guaranteed rights to return to District employment, unless specifically granted by the District through a special agreement.

This section could be improved by including information about how and when prospective employees are informed of this information.

Element 14: Dispute Resolution Procedures

California Education Code Section 47605(c)(5)(N) requires that a charter petition include a description of the procedures to be followed for resolving disputes between the charter school and the chartering authority, as well as disputes that may arise between the charter school and its employees, students, or parents. The goal of this requirement is to ensure that there is a clear, fair, and efficient process in place for addressing conflicts that may arise, thereby maintaining positive relationships and ensuring the smooth operation of the school.

Pages 160-161:

The renewal petition meets the minimum requirements of this section. They include a description of the processes to be used when attempting to resolve disputes between the charter school and the chartering authorizer. There is an emphasis on attempting to resolve any disputes amicably without moving towards formal procedures. It is important to identify the nature of the dispute in writing, followed by an informal meeting with representatives from both the charter school and the District. The charter school also identifies that internal disputes will follow established resolution processes and policies that are available in their family and staff handbooks. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX Complaint Procedures as required by state and federal law, respectively.

Element 15: School Closure Procedures

California Education Code Section 47605(c)(5)(O) requires that a charter petition include a detailed description of the procedures the school will follow in the event of closure. These procedures must ensure an orderly process for winding down school operations, safeguarding student records, and handling the school's financial and legal obligations. The goal of this requirement is to protect students, staff, and public funds, ensuring that the closure process is managed responsibly and transparently.

Pages 162-163:

The renewal petition meets the requirements of this section. This section includes a description of the steps to be implemented in the case of the school closing. They address all necessary aspects, including notification, student records transfer, asset management, and final audits.

Miscellaneous Charter Provisions

EPACS describes the additional required charter provisions on pages 163-167. This information is discussed below.

Financial Plan and Position

Aspire EPACS has provided sufficient information about their financial model and projections, business and management structure, as well as their cash flow and fund balance statuses. The charter school is intended to be self-sufficient from the Aspire Public Schools network, receiving per-pupil revenue from state, local, and federal sources. They have provided multi-year projections on pages 262-268 of their appendix, and a “Budget Narrative” document on page 353 of their appendix. They have also provided assurances that all fiscal reporting requirements required by Ed.Code Sections 47604.33 and 47605(m) will continue to be met.

Insurance

The Charter School shall acquire and finance general liability, workers’ compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School’s insurer.

Administrative Services

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Facilities

EPACS currently operates within the geographic boundaries of the District at 1286 Runnymede Street, East Palo Alto. This facility has a sufficient number of classrooms, office space, and other shared spaces to serve all the maximum stated enrollment of the charter school.

If a charter school is authorized by the District, the District has certain oversight obligations and an additional obligation to provide physical space for the school that is comparable to existing District facilities.

There is an active Facilities Use Agreement (FUA) for the charter school to occupy the property located at 1286 Runnymede Street, East Palo Alto. The term of the FUA was amended in May 2025 to align with their charter petition term.

Should the charter renewal petition be approved, the Parties have expressed a mutual desire to

- 1) keep EPACS at their current site; and
- 2) continue to align the facilities use agreement with the term of the charter renewal.

Transportation

Aspire EPACS does not provide transportation to or from school, except when required by law.

Attendance Accounting

The charter school uses an attendance recording and accounting system that complies with state law.

Civil Liability

Pursuant to Education Code Section 47604(d), the charter authorizer shall not be liable for the debts or obligations of the charter school, if the authority has complied with all oversight responsibilities required by law. The corporate bylaws of Aspire shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks. The Charter School Board shall also institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Authorizer Oversight Obligations

California Education Code Section 47604.32 identifies the duties of a charter authorizing entity. Specifically, the charter authorizing entity must:

- Identify at least one staff member as a contact person for the charter school.
- Visit each charter school at least annually.
- Ensure that each charter school under its authority complies with all reports required of charter schools by law.
- Monitor the fiscal condition of each charter school under its authority.
- Provide timely notification to the CDE if the charter is revoked or if the charter school will cease operation for any reason.

In addition to the oversight responsibilities described above, "supervision" can include providing the charter school with general guidance and assistance on various issues. A charter school may opt to contract with its charter authorizing entity or other sources to provide additional services such as administrative, insurance, maintenance, payroll, etc., on a fee-for-service basis.

In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the revenue of the Charter School. The District may charge up to 3% of the revenue of the charter school if the school is also able to obtain substantially rent free facilities from the District.

Ravenswood is currently the Authorizer for the Aspire East Palo Alto Charter School, and the District is meeting these obligations.

Material Revisions and Amendments

This petition may be materially revised only by mutual agreement of the Charter School and the District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

The Renewal Petition's Appendix

The Appendices list 20 supporting documents, resulting in over 3000 pages of additional content to review. Many of these documents provide additional context for the governance and structure of the school, policies for staff, students, and families, details of student subgroup goals and measurable outcome results (via the LCAP), and detailed "Verified Data" information.

III. Is the 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. This section uses student enrollment and demographic data, alongside suspension and expulsion data to review whether or not EPACS is meeting this requirement.

Comparison of Student Demographics

The table below reports the number and percentages of different student groups between EPACS and Ravenswood. The renewal petition has some inconsistency between the reported demographic figures on pages 6, 12, and 32, partially due to EPACS not maintaining a consistent source material, and also because they have selected to use 2024-25 data for Ravenswood, and 2025-26 data for Aspire EPACS. There are also methodological differences in data collection between different source materials.

This data in the table below was sourced from the 2025 California Dashboard in an effort to maintain consistency and continuity when making comparisons.

Student Group	Number of Aspire EPACS Students	Percentage of Aspire EPACS Students	Number of Ravenswood Students	Percentage of Ravenswood Students	Absolute Percentage Difference (red = Ravenswood higher, yellow = EPACS higher)
All Students	496	n/a	1,449	n/a	n/a
English Learners	230	46.4%	806	55.6%	9.2%
Foster Youth	0	0%	1	0.1%	0.1%
Homeless	6	1.2%	267	18.4%	17.2%
Socioeconomically Disadvantaged	455	91.7%	1,330	91.8%	0.1%
Students with Disabilities	74	14.9%	228	15.7%	0.8%
African American	29	5.8%	71	4.9%	0.9%
American Indian	1	0.2%	5	0.3%	0.1%
Asian	1	0.2%	10	0.7%	0.5%
Filipino	2	0.4%	3	0.2%	0.2%
Hispanic	428	86.3%	1,194	82.4%	3.9%
Two or More Races	6	1.2%	29	2%	0.8%
Pacific Islander	14	2.8%	114	7.9%	5.1%
White	3	0.6%	22	1.5%	0.9%

Data Source: California Dashboard 2025

In reviewing the demographic data above, the charter school serves a lower percentage of Pacific Islander students than Ravenswood. District staff would like to see a more targeted recruitment plan, or evidence of their annual diversity needs-assessment that is more specific to these groups in an effort to further promote enrollment balance. We also note that their school has a slightly larger percentage of Hispanic students in their student demographic data. There are also differences in the English Learner student group, and students identified as Homeless according to the McKinney-Vento Act. This size of this difference may be partly due to methodological differences in how and when data around homelessness is collected, or potential barriers to enrollment at the charter school by homeless students.

However, the charter school does run their primary enrollment process comparatively earlier than Ravenswood - formal recruitment of incoming students begins as early as fall of each calendar year for the following school year, with the lottery conducted in January. Families with a stable living situation are more likely to be able to sign up for school five to twelve months in advance, than those in an unstable living situation, which could explain some of the observed difference. Additionally, Ravenswood continues to enroll students throughout the entirety of the school year, while the charter school only accepts students during their initial enrollment period until the classes for each grade level are full. In some cases, this means that there are available seats for students throughout the year. Based on their currently reported (436 - from their Data Slides following the Public Hearing Board Presentation) and projected enrollment data (460 - page 32 of their renewal petition), and reported waitlist (7 students - from the Additionally Requested Information), it is possible that the charter school will be able to accept more students after the school year has started. This is likely to vary significantly from year to year.

The District would encourage EPACS to ensure that their identification of McKinney-Vento students is completed prior to asking for other student enrollment documents. The McKinney-Vento Act requires schools to enroll students experiencing homelessness immediately, even if the student is unable to provide documents that are typically required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation [42 U.S.C. §11432(g)(3)(C)].

Special Education Level of Need

Students who are classified as 'SPED' are identified as having either 'Mild/Moderate Support Needs' (MMSN) or 'Extensive Support Needs' (ESN) in the state of California. Students who are identified as MMSN are often students with disabilities that primarily require academic support, such as learning disabilities and ADHD. Students with MMSN can often function in a general classroom with accommodations or the support of an inclusion teacher. Students who are identified as ESN are students with disabilities that may require more comprehensive support, and often require a smaller student to teacher ratio. Students with ESN may sometimes be better served in self-contained settings or in inclusive settings with support (often with a personal aide or paraeducator).

The majority of this charter school's SPED students fall under the MMSN category. The ratio of students who require more extensive support is much higher at the District.

Information was pulled CALPADS, using the "Extensive Support Needs Tag" as the criteria:

	Aspire EPACS		Ravenswood District	
	MMSN Mild-Moderate	ESN Mod-Severe	MMSN Mild-Moderate	ESN Mod-Severe
2025-2026	62 Students (~94%)	4 Students (~6%)	145 Students (~81%)	33 Students (~19%)
2026-2027	61 Students (~92%)	5 Students (~8%)	183 Students (~84%)	35 Students (~16%)

Data Source: CALPADS as reported by Aspire EPACS, CALPADS as reported by Ravenswood

The renewal petition describes EPACS as operating an inclusion model, where students stay in the general education classroom as much as possible (aligned with the least-restrictive-environment principle). The school's inclusion support team consists of nine special education instructional assistants, three case managers, a school psychologist, a mental health technician, and an occupational therapist.

We have provided recommendations for 17 areas where the charter school's petition could be strengthened and additional clarity around protections for students with disabilities can be added:

1. The definition of a "change of placement" is incomplete
 - a. Concern: The current language focuses on a student being suspended for more than 10 school days, but IDEA also considers a series of removals that constitutes a pattern as a change of placement.
 - b. Recommendation: Add that a change of placement may occur when:
 - i. the removal is for more than 10 consecutive school days; or
 - ii. a series of removals constitutes a pattern based on factors such as the length of each removal, total days removed, proximity of removals, and similarity of behavior.

2. The current language could be interpreted as applying only to suspensions
 - a. Concern: IDEA discipline protections apply to disciplinary removals, not simply formal out-of-school suspensions.
 - b. Recommendation: Use the broader term “disciplinary removal” throughout and clarify when an in-school suspension or other removal constitutes a disciplinary removal under IDEA.
3. The 10-day language should distinguish services from change of placement
 - a. Concern: The current statement says students suspended for more than 10 days will receive services, but it does not explain the obligations that arise after the student has been removed for more than 10 cumulative days or when a change of placement occurs.
 - b. Recommendation: Clarify that, after the applicable 10-day threshold, the student continues to receive services necessary to:
 - i. participate in the general education curriculum;
 - ii. progress toward IEP goals; and
 - iii. receive behavioral support/services when appropriate.
4. IDEA and Section 504 procedures are blended together
 - a. Concern: The petition repeatedly refers to an “IEP/504 Team” as though the IDEA and Section 504 disciplinary processes are identical. They are not.
 - b. Recommendation: Separate the procedures:
 - i. IDEA students → IDEA manifestation determination procedures.
 - ii. Section 504 students → applicable Section 504 disciplinary protections and Aspire's 504 procedures.

The petition can still explain that Aspire will coordinate the applicable process with the appropriate team.

5. The manifestation determination language needs to be more precise
 - a. Concern: The current language is generally correct, but should more closely track IDEA terminology and identify who participates in the determination.
 - b. Recommendation: State that the LEA, parent/guardian, and relevant members of the IEP Team determine whether:
 - i. the conduct was caused by, or had a direct and substantial relationship to, the student's disability; or
 - ii. the conduct was the direct result of the LEA's failure to implement the IEP.

6. The timeline for the manifestation determination should be tied to the decision to change placement
 - a. Concern: The current language in section “Student discipline” (pages 153-156) says the review occurs within 10 school days of a “recommendation for expulsion or any decision to change placement.” A recommendation for expulsion does not necessarily, by itself, establish the federal trigger.
 - b. Recommendation: Use the IDEA standard: the manifestation determination must occur within 10 school days of the decision to change the student’s placement because of a violation of the student code of conduct.
7. The “return to placement” language needs an exception
 - a. Concern: The current language says that if behavior is a manifestation, the student returns to the prior placement. That is generally the rule but needs to recognize the IDEA’s special-circumstances exceptions and situations where the parent and LEA agree to a change.
 - b. Recommendation: Add “subject to the special circumstances provisions described below and any agreement between the parent/guardian and the LEA.”
8. The special-circumstances provision should be more precise
 - a. Concern: The three circumstances listed are generally consistent with IDEA, but the statutory references and terminology should be tightened.
 - b. Recommendation: Reference the federal definitions for:
 - i. Weapons;
 - ii. illegal drugs/controlled substances; and
 - iii. serious bodily injury.
 - c. For example, the weapon definition can specifically reference 18 U.S.C. § 930(g)(2), as incorporated by IDEA.
9. The IAES (“interim alternative educational setting”) language should clarify who determines the setting
 - a. Concern: The petition says the IAES “shall be determined by the student’s IEP/504 Team,” which is too broad and again blends IDEA and 504.
 - b. Recommendation: For IDEA students, state that the IEP Team determines the appropriate interim alternative educational setting, consistent with IDEA. The petition should also describe the educational services the student will receive in that setting.

10. The IAES (“interim alternative educational setting”) should explicitly address educational and behavioral services
 - a. Concern: The petition identifies IAES but does not fully explain what students receive while there.
 - b. Recommendation: State that the student will continue to:
 - i. receive access to the general education curriculum;
 - ii. make progress toward IEP goals; and
 - iii. receive behavioral intervention/services and supports designed to address the behavior when appropriate.
11. The “stay-put” language for students not yet eligible is too broad
 - a. Concern: The petition says that a student with a basis of knowledge may receive “any protections available to IDEA-eligible children, including the right to stay-put.”
 - b. Recommendation: Remove the blanket reference to “stay-put.” Instead, state that students meeting the IDEA “basis of knowledge” requirements receive the disciplinary protections applicable under IDEA, subject to the statutory exceptions and limitations.
12. The “basis of knowledge” section should not suggest Child Find ends when a parent refuses an evaluation
 - a. Concern: The current language states there is no basis of knowledge when a parent did not allow evaluation or refused services. While those circumstances can affect the IDEA disciplinary protections under 34 CFR § 300.534, the language could be read too broadly as eliminating Aspire’s continuing Child Find responsibilities.
 - b. Recommendation: Qualify the language by saying that the circumstances affect whether the student is considered to have a “basis of knowledge” for purposes of IDEA disciplinary protections, while preserving Aspire’s independent Child Find obligations.
13. The petition should explicitly address the “pattern of removals” analysis
 - a. Concern: There is no procedure for determining whether multiple removals constitute a pattern.
 - b. Recommendation: Require Aspire to consider and document:
 - i. length of each removal;
 - ii. total amount of time removed;
 - iii. proximity of removals to one another; and
 - iv. similarity of the student’s behavior across incidents.
14. The section should address disagreements about the manifestation determination
 - a. Concern: The current language may imply that the team must reach unanimous agreement.
 - b. Recommendation: Clarify the school’s responsibility to document the determination and provide the parent/guardian with applicable procedural safeguards and dispute-resolution rights if there is disagreement.

15. "Involuntary removal" needs an explicit disability-protection safeguard

- a. Concern: Because the heading includes involuntary removal, the petition should make clear that Aspire cannot use disenrollment, transfer, withdrawal, or another involuntary-removal mechanism to circumvent IDEA/504 protections.
- b. Recommendation: Add language stating that any involuntary removal of a student with a disability will comply with applicable IDEA, Section 504, and state requirements and will not be used to avoid required disciplinary procedures or the provision of FAPE.

16. The section should cross-reference California discipline requirements

- a. Concern: The section focuses heavily on IDEA but does not clearly connect these procedures to Aspire's broader California suspension, expulsion, and involuntary-removal procedures.
- b. Recommendation: Add a statement that these special education procedures operate in conjunction with Aspire's general discipline/expulsion policies and all applicable California Education Code requirements.

17. SELPA notification should be tied to SELPA procedures

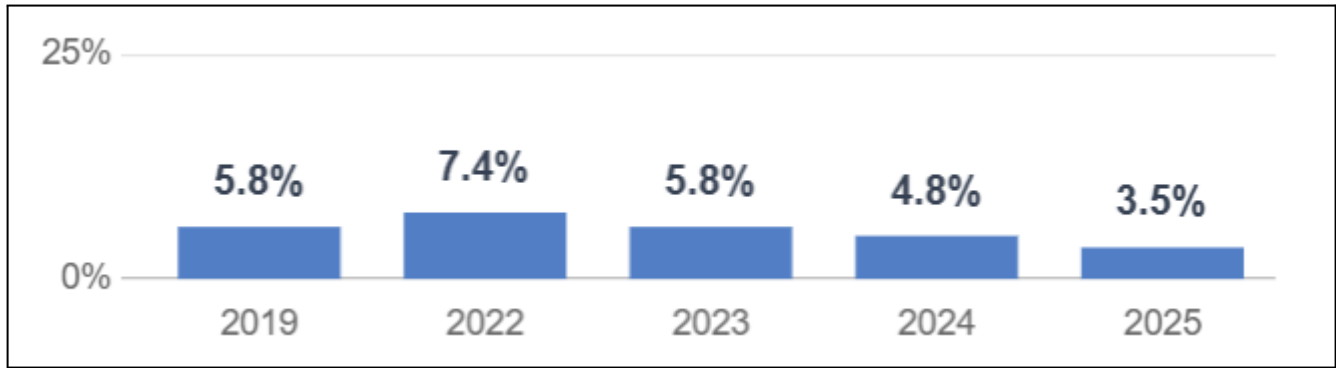
- a. Concern: The requirement to immediately notify the SELPA is reasonable, but the petition does not explain whether this is an Aspire-specific practice or a SELPA-required procedure.
- b. Recommendation: Retain the provision, but state that Aspire will notify and coordinate with the El Dorado County Charter SELPA in accordance with SELPA policies and procedures.

Suspensions & Expulsion

Suspensions

The Suspension Rate data presented in the charter school renewal petition looks to be sourced from the California Dashboard, which identifies “the percentage of students who have been suspended for at least one day”. Students who are suspended multiple times, or for multiple days are only counted once.

Aspire EPACS schoolwide “Suspension Rate by Year” as reported on the 2025 CA Dashboard:

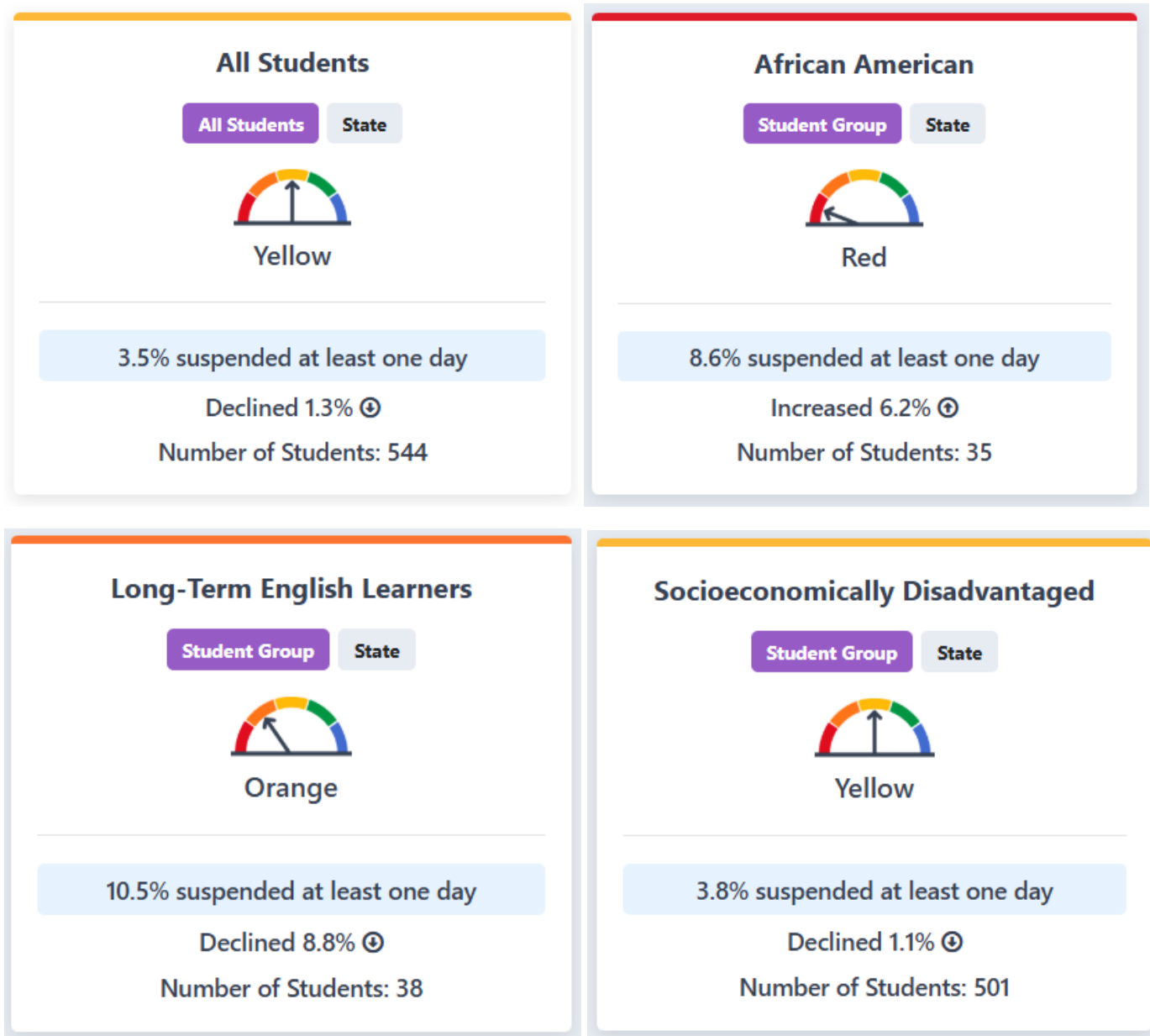


Data Source: California Dashboard 2025 - Suspension Rate by Year

EPACS attributed their improvements to expanded Tier 1 classroom behavior interventions and tools enabling teachers to manage classroom-level issues before requiring escalation, and using alternatives to suspension such as Saturday School.

When comparing the different student groups on the California Dashboard, we noticed that the suspension rates for Black African American students (8.6%), Long-Term English Learners (10.5%), and Socio-economically Disadvantaged students (3.8%) are higher than their school-wide average for all students (3.5%).

Notably, the rates for African American students are also disproportionate to the student demographic data. African American students made up 5.8% of the charter school’s student population based on the 2025 CA Dashboard, and this student group had a suspension rate of 8.6%.



Data Source: California Dashboard 2025 - Suspension Rate Student Group Details by Performance Level

We have also provided a breakdown of suspension rate by grade span / school in the table below. By sharing more detail, we can develop a greater understanding of what the suspension rate is like across schools and between grade levels, and how those differences can impact the overall suspension rate.

Grade Span	TK-3	4-6	7-8	Overall
Suspension Rate %	1.7%	0.5%	11.2%	3.5%

Data Source: DataQuest 2024-25 Suspension Rate per school

Expulsions

The most recent expulsion data available on DataQuest is for the year 2024-25. The charter school has not had any formal expulsions since 2020-2021. During the same timeframe, Ravenswood has also not conducted any expulsion proceedings.

Academic Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
2024-25	544	0	0	0.0%
2023-24	589	0	0	0.0%
2022-23	551	0	0	0.0%
2021-22	612	0	0	0.0%
2020-21	643	0	0	0.0%
2019-20	695	2	2	0.3%
2018-19	692	3	3	0.4%
2017-18	778	3	3	0.4%
2016-17	808	0	0	0.0%

Data Source: DataQuest Multi-Year Expulsion Rate for Aspire EPACS

Admissions

Admissions

The renewal petition asserts that the charter school admits all students who wish to attend, provided that there is capacity for them. They do not test or screen students prior to enrollment, and they use a public random drawing “lottery” when they have more applications than seats available. As of September 2026, 7 students are currently on the waitlist because there are no available seats in their respective grade levels.

In future, we would like to see the grade-by-grade capacity, enrollment, and waitlist figures for the prior 2 years as of both the first day of school, and “census day” (the first Wednesday in October). It would also be helpful to include the number of students enrolled/admitted in each month throughout the school year.

IV. Appendix

1. Timeline of Authorization
2. Observational Walkthrough Protocol used for the site visit in September
3. iReady “Typical Growth” Datasheet
4. Winter 2026 Survey Data from Panorama
 - a. Family
 - b. Teacher
 - c. Student
5. Financial Report Review Letters
 - a. First Interim Financial Report for 2025-2026
 - b. Second Interim Financial Report for 2025-2026
 - c. 2026-2027 Adopted Budget.
6. Ravenswood’s Request for Additional Information
 - a. EPACS response (and attachments)
7. EPACS Data Slide Deck based on questions from the Ravenswood Board at the Public Hearing
8. Public Comments received from Aspire EPACS families and supporters

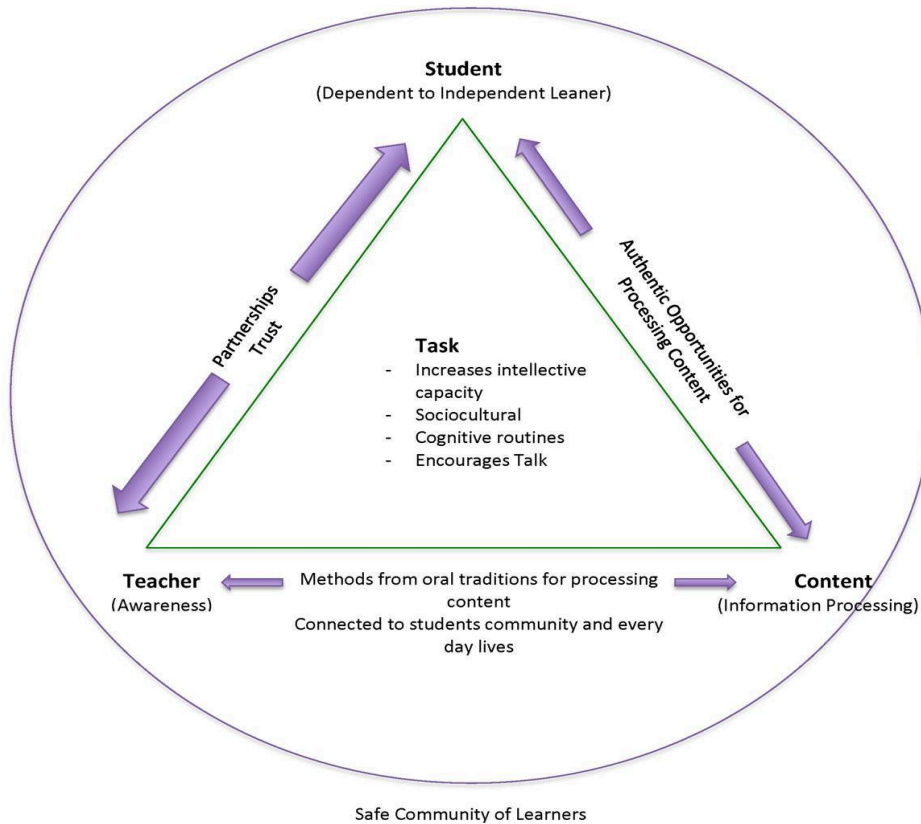
Timeline of Authorization

- 1997 - East Palo Alto Charter School founded as a K-8 school ("EPACS") by parent and community advocates with start-up funds from the School Futures Research Foundation, a non-profit education foundation started by John Walton of WalMart
- 2003 - EPACS merged with Aspire Public Schools
- 2008 - Grades 9-12 High School charter granted by Sequoia Union High School District for Aspire East Palo Alto Phoenix Academy ("EPAPA")
- 2014 - Ravenswood City School District granted a TK-12 charter to combine the programs of EPACS and EPAPA
- 2015 - Aspire East Palo Alto Phoenix Academy ("EPAPA") closed
- 2018 - Charter renewal petition submitted to Ravenswood for reauthorization of TK-8 school. Authorized until 2024.
- 2020 - CDE provided automatic charter term extensions to all schools during the pandemic.
- 2026 - Charter renewal petition submitted to Ravenswood

Observational Walkthrough Protocol used for the site visit in September

Walkthrough Protocol

Using Richard Elmore's Instructional Core and Zaretta Hammond's Ready for Rigor Framework as the lens to observe instruction, we can find patterns:



Observer Norms:

- Save conversations and questions for the time in-between classrooms
- Approach our visit with an open mind and respect differences.
- Refrain from making interpretations and/or judgmental or evaluative comments
- Focus on the evidence and be as explicit as possible

Guidelines in the Classroom:

- Observe for 8-12 minutes per class.
- Review student work samples in folders, portfolios, or displays, as appropriate.
- Talk to students and/or teachers, if appropriate (only during group work or independent work time, and not during direct instruction)
- Ensure that all class visits are for the same amount of time and that you engage in consistent activities.
- Be mindful of your body language and presence in the classroom

When talking to students, Observers might ask:

- What are you learning?
- Why do you need to know that?
- Where can you go if you need help / you get stuck?
- What do you enjoy about this class / topic?

Classroom 1			
Grade Level/ Subject Area:		Teacher Name:	
Subject Matter Being Taught:		Standard / Learning Objective:	

What is the task? What is the standard?	What is the relationship between the teacher and the students? Students to students? Who is doing the heavy lifting/thinking?
What are the students doing? <i>Observations of student actions, behaviors, engagement, and interactions</i>	What are the students saying? <i>Notes on student dialogue, questions, responses, and discussions</i>
What is the teacher doing? <i>Observations of teacher actions, instructional strategies, classroom management, and facilitation techniques</i>	What is the teacher saying? <i>Notes on teacher instructions, feedback, questions, explanations, and interactions with students</i>

Overall Impressions:

Classroom 1

Ravenswood Promise Focus: To what extent are teachers cultivating classroom environments where students are encouraged and guided “to approach their learning with a growth mindset”?

As you observe the classroom, please take notes on **what** is happening, not your **feelings** about what is happening. (eg. “10 of 22 students are working on a worksheet individually” vs “most students are distracted and not working on the task”)

Ravenswood Promise	Ravenswood Promise Indicators	Check off each look-for you observe in a classroom:	Strengths/Areas of Growth Related to the Ravenswood Promise
I discover and explore with an open mind.	- I engage in a variety of new experiences that may become important passions to me. - I build relationships with people who help me navigate my future. - I am preparing for future challenges and successes in my career, finances, and physical/mental health.	☐ Students tackle tough problems and understand them by asking questions, discussing, and writing about what they're learning. ☐ Students back up their ideas with evidence from the text. ☐ Most of the work involves students talking and thinking.	
I choose to approach my learning with a growth mindset.	- I set and achieve grade-level learning goals in partnership with my family, educators, and peers. - I take on new challenges and learn from my mistakes and feedback. - I communicate confidently and advocate for myself and others.	☐ Students keep trying even when it is hard. ☐ Students use feedback from classmates and teachers to improve their work. ☐ Students talk and ask questions to better understand each other's thoughts and improve their own understanding.	
I find joy in who I am and the communities I am a part of.	- I know and celebrate where I come from and who I am. - I trust adults and peers at school to help me. - I contribute to a safe and welcoming, and inclusive school environment where I feel connected.	☐ Text students are reading is culturally and instructionally rich. ☐ Students ask friends and adults for help when they're stuck. ☐ Students are kind to themselves and others.	

iReady “Typical Growth” Datasheet



FAQ

Using Growth and Proficiency Data

Overview

When using *i-Ready Inform*™ data, look at growth and proficiency together. Use placement and growth data for your class and individual students side by side to make informed instructional decisions to help all students move toward proficiency. Ultimately, grade-level proficiency or higher is the goal for every student.

What is a student growth measure?

A student growth measure tells you how much a student has progressed and helps you determine if a student is on track to meet growth goals.

How can I use *i-Ready* as a student growth measure?

After students complete their baseline *i-Ready Inform*, *i-Ready* generates two growth measures for every student:

Typical Growth	The average growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.
Stretch Growth†	The growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth® benchmarks to advance to or maintain above-grade level proficiency.

How should I use Typical Growth and Stretch Growth to set goals?

While the specific goals you set for student growth should be based on your school's and district's objectives and informed by your deep understanding of your students, the following guidance can help guide goal setting.

We recommend that by the end of the academic year:

	Individual Students	Groups of Students
Typical Growth	Aim to exceed 100%** of their Typical Growth measure	Aim to exceed 100% median progress toward Typical Growth
Stretch Growth†	Aim to meet their Stretch Growth measure. Nationally, between 25%–35%** of students achieve these aspirational measures.	Aim for as many students as possible reaching Stretch Growth. <i>Note: Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.</i>

Growth Model Example

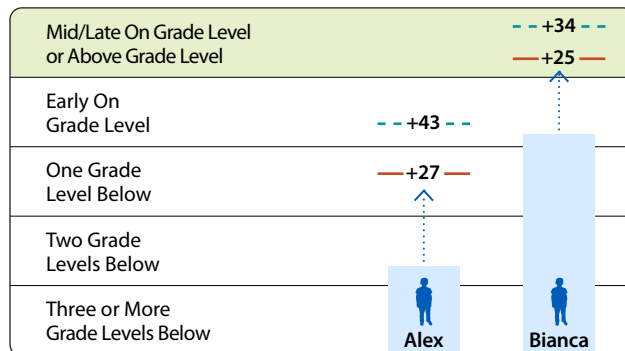
Two Grade 3 Students. Alex placed Two Grade Levels Below on his baseline *i-Ready Inform*. Bianca placed Early On Grade Level on her baseline *i-Ready Inform*.

— Typical Growth - - - Stretch Growth

**i-Ready Inform* was formerly named *i-Ready Diagnostic*.

***i-Ready* growth measures assume 30 weeks of instruction between a student's first and last *i-Ready Inform*. Progress to growth measures may vary if actual weeks of instruction differ.

†Stretch Growth is not available for *i-Ready Inform* de lectura during SY 2026–27.



Winter 2026 Survey Data from Panorama

- a. Family
- b. Teacher
- c. Student



Aspire East Palo Alto Charter School

**Family Survey
Winter 2026**



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
Barriers to Engagement Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded to the question, "How big of a problem are the following issues for becoming involved with your child's current school?"	83% ▼ 2 since last survey	87% Bay Area 87% Aspire Public Schools
Family Engagement The degree to which families become involved with and interact with their child's school.	21% ▼ 9 since last survey	22% Bay Area 21% Aspire Public Schools
Family LCAP	62% ▼ 6 since last survey	66% Bay Area 70% Aspire Public Schools
School Fit Families' perceptions of how well a school matches their child's developmental needs.	60% ▲ 1 since last survey	66% Bay Area 70% Aspire Public Schools

125 responses



Barriers to Engagement

Your average

83%

125 responses

Change

▼ **2**

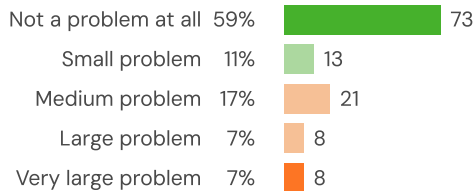
since last survey

Aspire Regions average: **87%** Bay Area

District average: **87%** Aspire Public Schools

How did people respond?

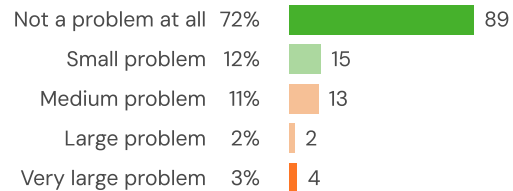
Q.1: How big of a problem is the following issue for becoming involved with your child's current school: Childcare needs?



▼ **14** from last survey

Favorable: **70%**

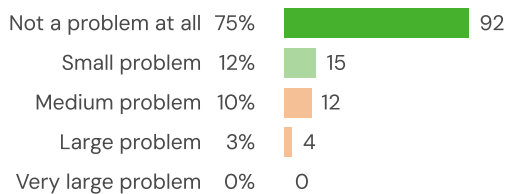
Q.2: How big of a problem is the following issue for becoming involved with your child's current school: Transportation-related challenges?



▼ **4** from last survey

Favorable: **85%**

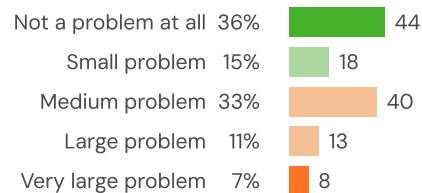
Q.3: How big of a problem is the following issue for becoming involved with your child's current school: Concerns about getting to the school safely?



▼ **6** from last survey

Favorable: **87%**

Q.4: How big of a problem is the following issue for becoming involved with your child's current school: How busy your schedule is?

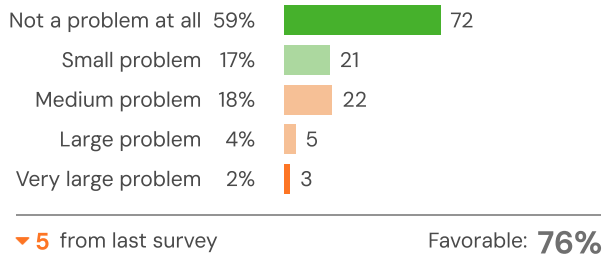


▼ **5** from last survey

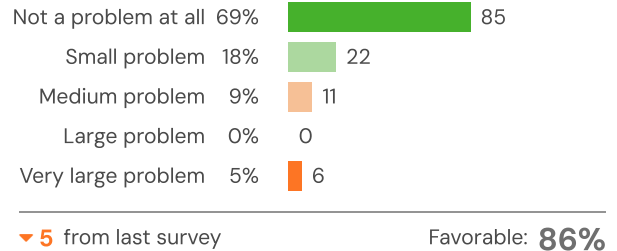
Favorable: **50%**



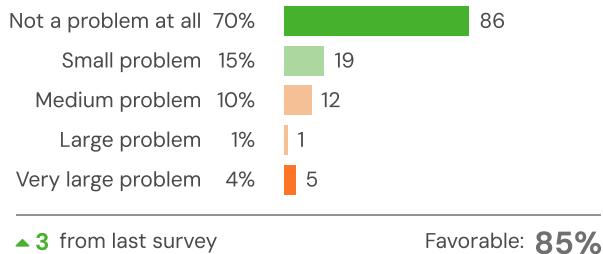
Q.5: How big of a problem is the following issue for becoming involved with your child's current school: School staff seem too busy?



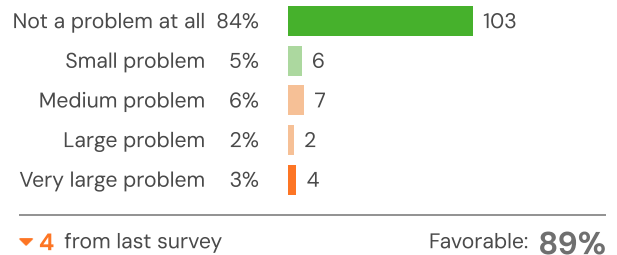
Q.6: How big of a problem is the following issue for becoming involved with your child's current school: You feel unsure about how to communicate with the school?



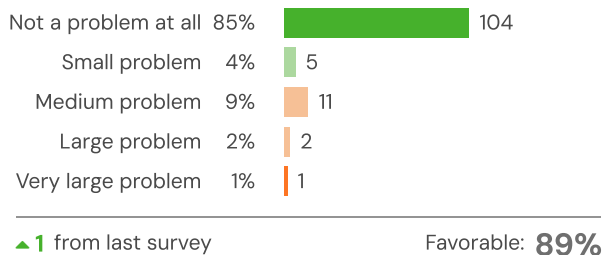
Q.7: How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities?



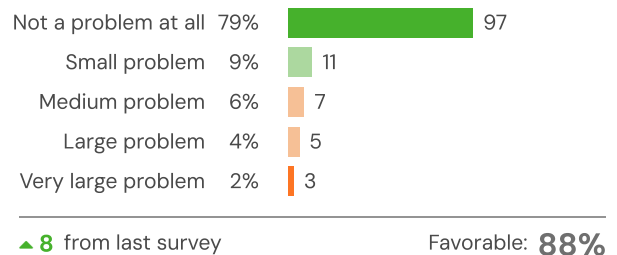
Q.8: How big of a problem is the following issue for becoming involved with your child's current school: The school is not welcoming to parents?



Q.9: How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture?

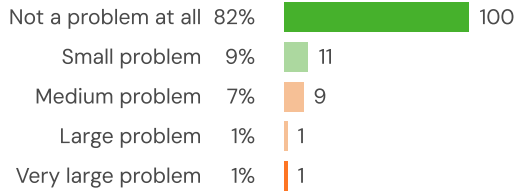


Q.10: How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community?





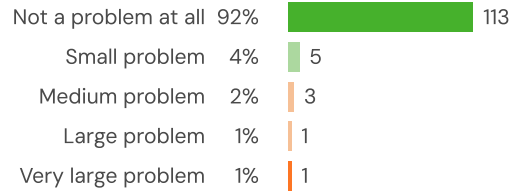
Q.11: How big of a problem is the following issue for becoming involved with your child's current school: Negative memories of your own school experience?



▼ 2 from last survey

Favorable: **91%**

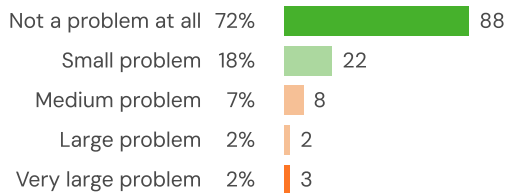
Q.12: How big of a problem is the following issue for becoming involved with your child's current school: Your child does not want you to contact the school?



▲ 3 from last survey

Favorable: **96%**

Q.13: How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern?



▲ 3 from last survey

Favorable: **89%**



Family Engagement

Your average

21%

125 responses

Change

▼ **9**

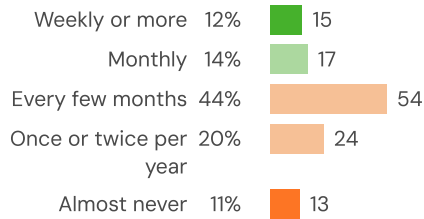
since last survey

Aspire Regions average: **22%** Bay Area

District average: **21%** Aspire Public Schools

How did people respond?

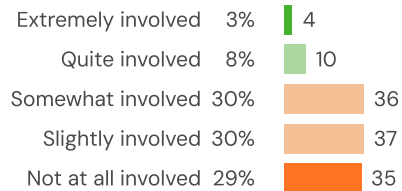
Q.1: How often do you meet in person with teachers at your child's school?



▼ **31** from last survey

Favorable: **26%**

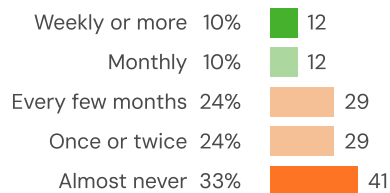
Q.2: How involved have you been with a parent group(s) at your child's school?



▲ **0** from last survey

Favorable: **11%**

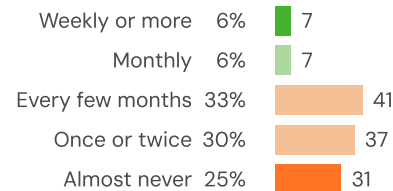
Q.3: In the past year, how often have you discussed your child's school with other parents from the school?



▼ **10** from last survey

Favorable: **20%**

Q.4: In the past year, how often have you helped out at your child's school?

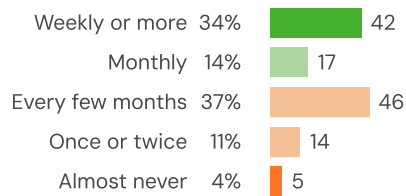


▼ **9** from last survey

Favorable: **11%**



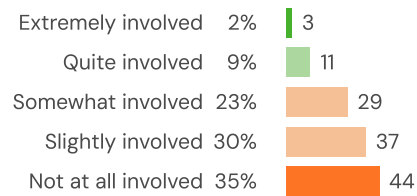
Q.5: In the past year, how often have you visited your child's school?



▼ 4 from last survey

Favorable: **48%**

Q.6: How involved have you been in fundraising efforts at your child's school?



▲ 2 from last survey

Favorable: **11%**



Family LCAP

Your average

62%

125 responses

Change

▼ **6**

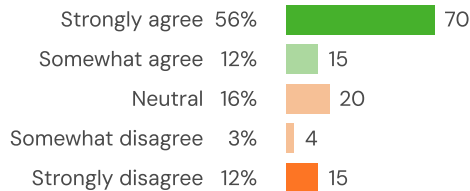
since last survey

Aspire Regions average: **66%** Bay Area

District average: **70%** Aspire Public Schools

How did people respond?

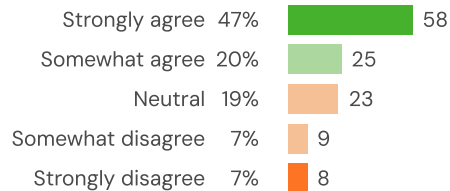
Q.1: I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff.



▲ **1** from last survey

Favorable: **69%**

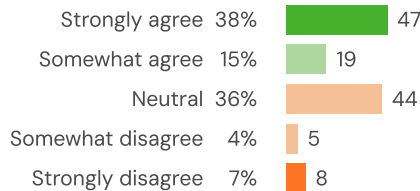
Q.2: The school provides a safe environment for my child(ren).



▼ **6** from last survey

Favorable: **67%**

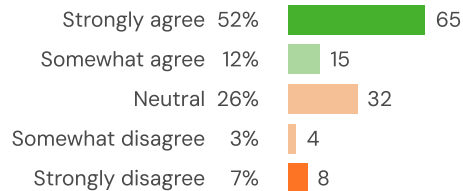
Q.3: I am encouraged to share my opinion and feedback in the school decision making process.



▼ **5** from last survey

Favorable: **54%**

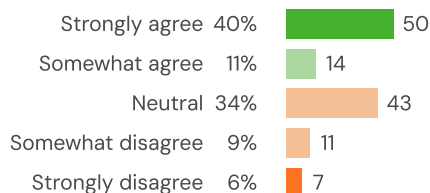
Q.4: My child(ren)'s school values the diversity of students' backgrounds.



▼ **9** from last survey

Favorable: **65%**

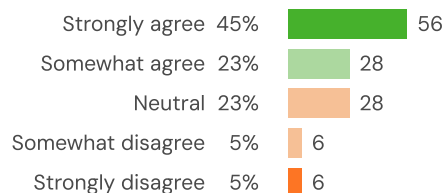
Q.5: I feel connected to families from different racial backgrounds at my school.



▼ **8** from last survey

Favorable: **51%**

Q.6: My child is (children are) excited to come to school.



▼ **5** from last survey

Favorable: **68%**



School Fit

Your average

60%

125 responses

Change

▲ 1

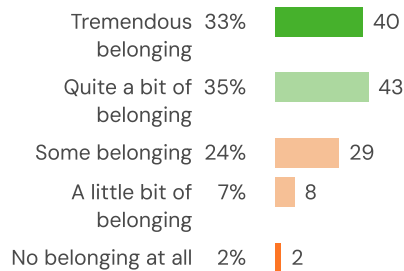
since last survey

Aspire Regions average: **66%** Bay Area

District average: **70%** Aspire Public Schools

How did people respond?

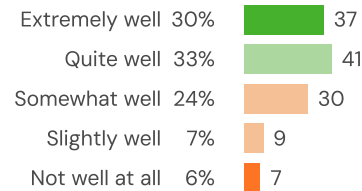
Q.1: How much of a sense of belonging does your child feel at his/her school?



▲ 0 from last survey

Favorable: **68%**

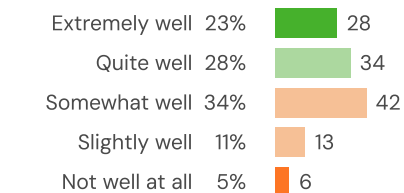
Q.2: How well do you feel your child's school is preparing him/her for his/her next academic year?



▲ 8 from last survey

Favorable: **63%**

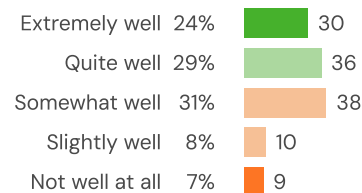
Q.3: How well do the activities offered at your child's school match his/her interests?



▼ 5 from last survey

Favorable: **50%**

Q.4: At your child's school, how well does the overall approach to discipline work for your child?

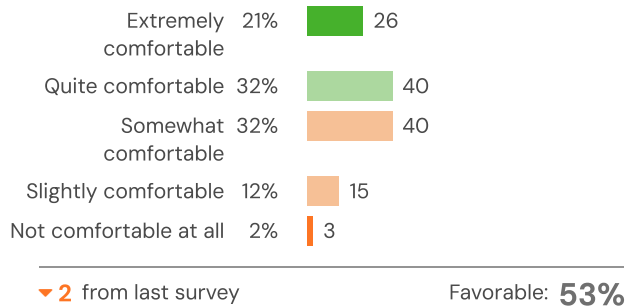


▲ 2 from last survey

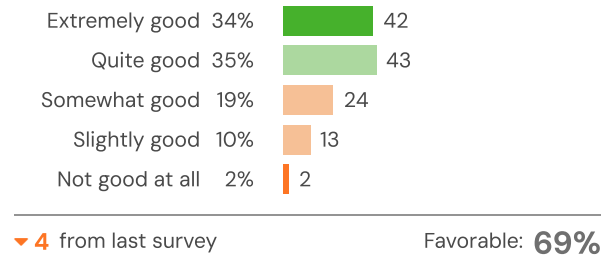
Favorable: **54%**



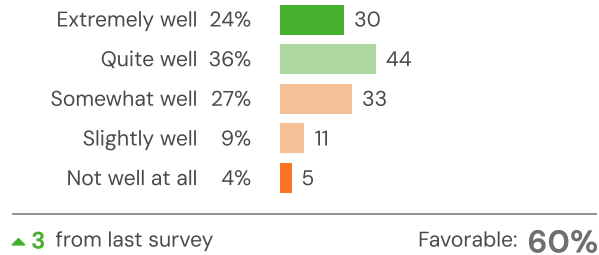
Q.5: How comfortable is your child in asking for help from school adults?



Q.6: Given your child's cultural background, how good a fit is his/her school?



Q.7: How well do the teaching styles of your child's teachers match your child's learning style?

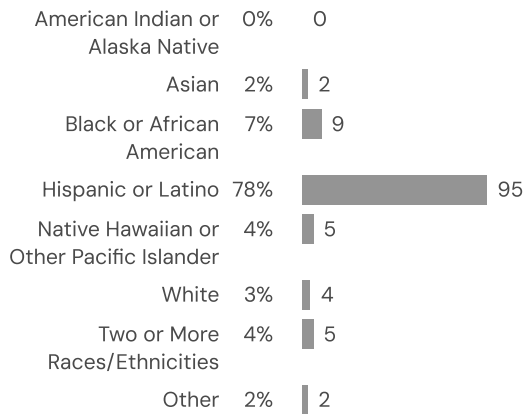




Background Questions

How did people respond? _____

Q.1: What is your race or ethnicity?





Aspire East Palo Alto Charter School

Teacher Survey
Winter 2026



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
Additional Questions	27% ▲ 6 since last survey	46% Aspire Public Schools
Educating All Students Faculty perceptions of their readiness to fully support all learners.	53% ▲ 10 since last survey	73% Aspire Public Schools
Home Office Feedback	53%	77% Aspire Public Schools
School Climate Perceptions of the overall social and learning climate of the school.	33% ▼ 24 since last survey	64% Aspire Public Schools
School Leadership Perceptions of the school leadership's effectiveness.	17% ▼ 3 since last survey	41% Aspire Public Schools
Teaching Efficacy Faculty perceptions of their professional strengths and areas for growth.	40% ▲ 7 since last survey	66% Aspire Public Schools

15 responses



Additional Questions

Your average

27%

15 responses

Change

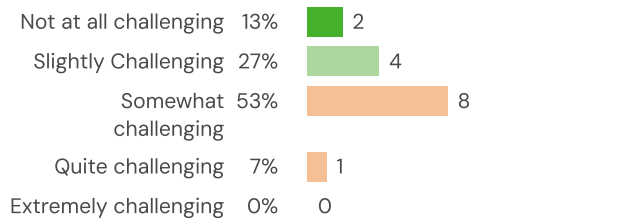
▲ 6

since last survey

District average: **46%** Aspire Public Schools

How did people respond?

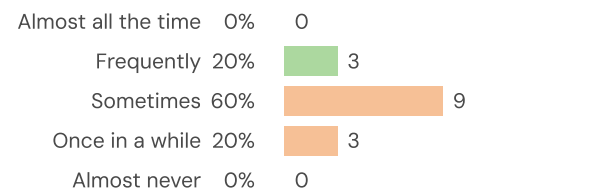
Q.1: How challenging is it to communicate with the families of your students?



▲ 11 from last survey

Favorable: **40%**

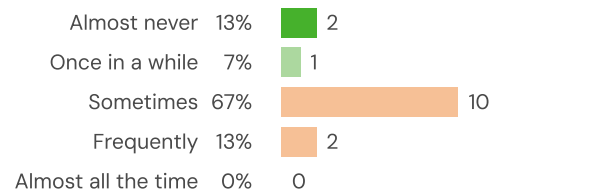
Q.2: How often do you meet in person with the families of students?



▲ 6 from last survey

Favorable: **20%**

Q.3: When students need help from an adult, how often do they have to wait to get that help?



▲ 1 from last survey

Favorable: **20%**



Educating All Students

Your average

53%

15 responses

Change

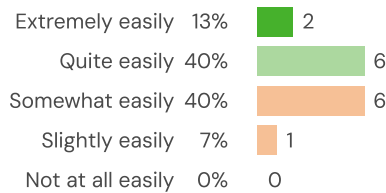
▲ **10**

since last survey

District average: **73%** Aspire Public Schools

How did people respond?

Q.1: When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?



▲ **10** from last survey

Favorable: **53%**



Home Office Feedback

Your average

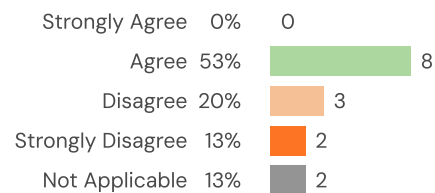
53%

15 responses

District average: **77%** Aspire Public Schools

How did people respond?

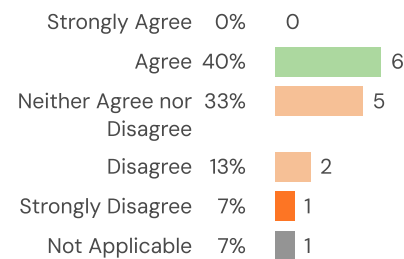
Q.1: I am generally satisfied with the support I receive from the Home Office



▼ **13** from last survey

Favorable: **62%**

Q.2: I am generally satisfied with my ability to contact Home Office through the Aspire Help Center. (Even if you're not sure who in Home Office to reach out to, you can always submit a ticket through the Aspire Help Center)



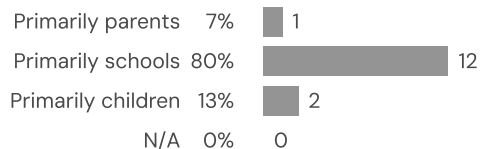
Favorable: **43%**



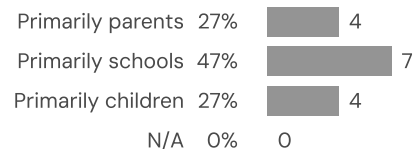
Roles and Responsibilities

How did people respond? _____

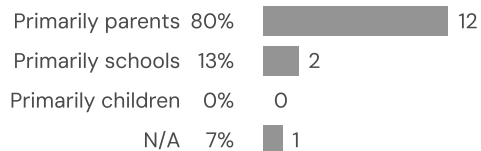
Q.1: Who do you think is principally responsible for...making sure that the children understand what is being taught at school?



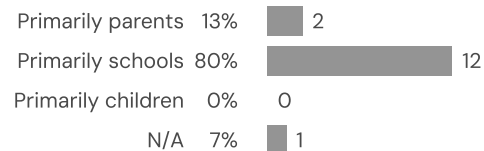
Q.2: Who do you think is principally responsible for...ensuring children have good relationships with their peers?



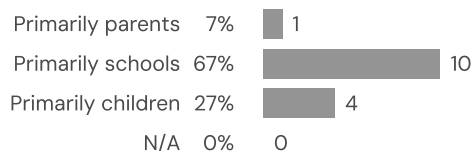
Q.3: Who do you think is principally responsible for...making time for doing fun activities that are unrelated to schoolwork?



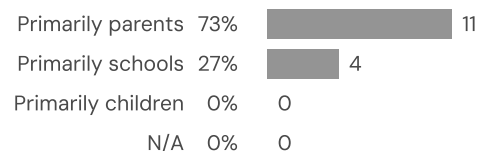
Q.4: Who do you think is principally responsible for...making sure that the children have an adult to talk to at school?



Q.5: Who do you think is principally responsible for...identifying what children are most interested in learning?

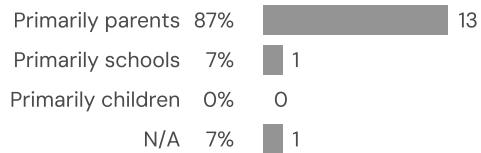


Q.6: Who do you think is principally responsible for...making sure that children have enough time set aside to do all of their school-related work?

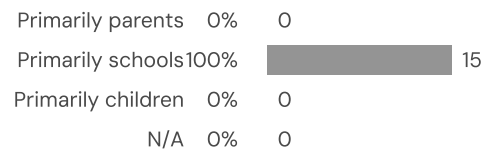




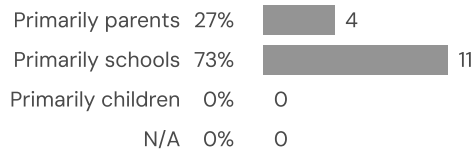
Q.7: Who do you think is principally responsible for...helping children deal with their emotions appropriately?



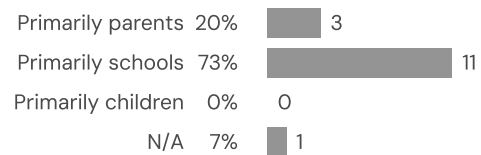
Q.8: Who do you think is principally responsible for...making sure the children's learning environment is safe?



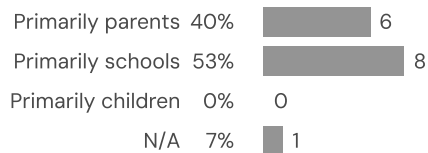
Q.9: Who do you think is principally responsible for...ensuring good communication between home and school?



Q.10: Who do you think is principally responsible for...calling attention to decisions about learning that do not seem to be in the best interest of the children?



Q.11: Who do you think is principally responsible for...making sure children are supported to do their best in school?





School Climate

Your average

33%

15 responses

Change

▼ **24**

since last survey

District average: **64%** Aspire Public Schools

How did people respond?

Q.1: How respectful are the relationships between teachers and students?

Extremely respectful	0%	0
Quite respectful	33%	5
Somewhat respectful	33%	5
Slightly respectful	33%	5
Not at all respectful	0%	0

▼ **24** from last survey

Favorable: **33%**



School Leadership

Your average

17%

15 responses

Change

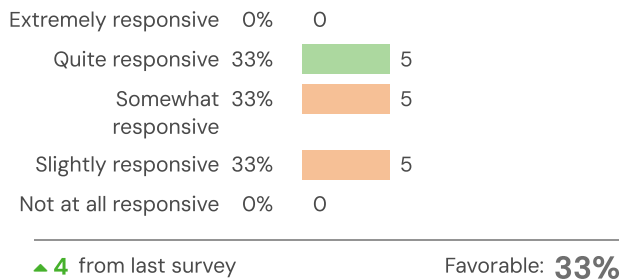
▼ **3**

since last survey

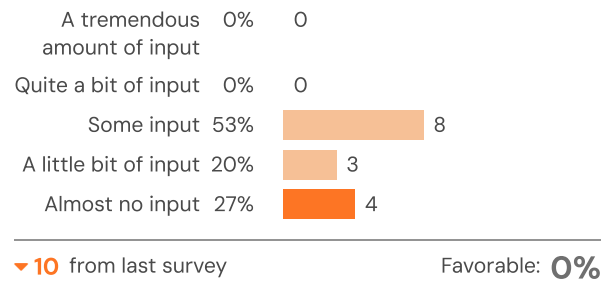
District average: **41%** Aspire Public Schools

How did people respond?

Q.1: How responsive are school leaders to your feedback?



Q.2: When the school makes important decisions, how much input do teachers have?





Teaching Efficacy

Your average

40%

15 responses

Change

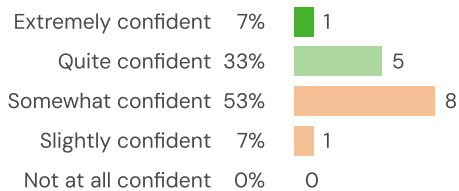
▲ 7

since last survey

District average: **66%** Aspire Public Schools

How did people respond?

Q.1: How confident are you that you can help the most struggling students learn?



▲ 7 from last survey

Favorable: **40%**



Aspire East Palo Alto Charter School

Grades 6-12
Winter 2026



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
School Climate Perceptions of the overall social and learning climate of the school.	28% ▼ 2 since last survey	41% Aspire Public Schools
School Safety Perceptions of student physical and psychological safety at school.	49% ▲ 2 since last survey	55% Aspire Public Schools
Sense of Belonging How much students feel that they are valued members of the school community.	35% ▲ 2 since last survey	45% Aspire Public Schools
Teacher–Student Relationships How strong the social connection is between teachers and students within and beyond the classroom.	57% ▲ 6 since last survey	53% Aspire Public Schools

116 responses



School Climate

Your average

28%

116 responses

Change

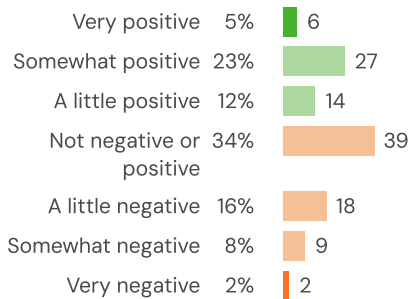
▼ **2**

since last survey

District average: **41%** Aspire Public Schools

How did people respond?

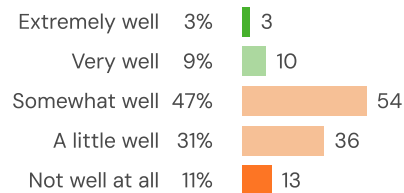
Q.1: How positive or negative is the mood at your school?



▲ **0** from last survey

Favorable: **41%**

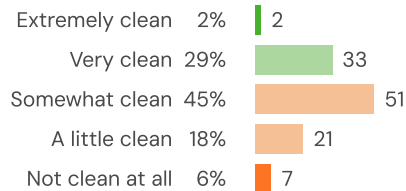
Q.2: How well do students follow the rules of your school?



▼ **5** from last survey

Favorable: **11%**

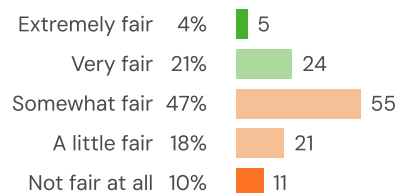
Q.3: How clean is the building where you go to school?



▲ **0** from last survey

Favorable: **31%**

Q.4: How fair are the rules at this school?

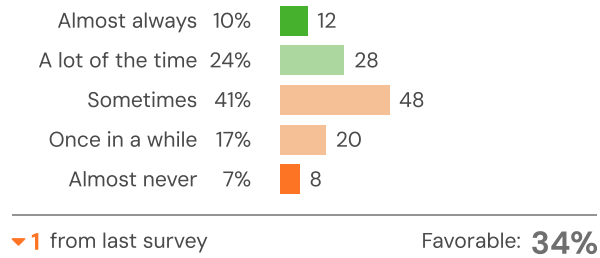


▼ **2** from last survey

Favorable: **25%**



Q.5: How often do your teachers seem excited to be teaching your classes?





School Safety

Your average

49%

116 responses

Change

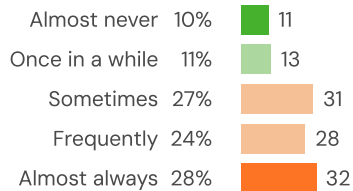
▲ 2

since last survey

District average: **55%** Aspire Public Schools

How did people respond?

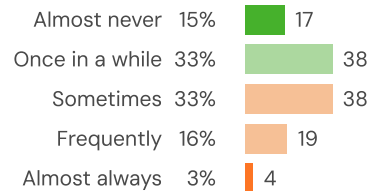
Q.1: How often are people disrespectful to others at your school?



▲ 0 from last survey

Favorable: **21%**

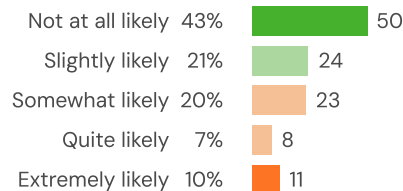
Q.2: How often do students get into physical fights at your school?



▲ 3 from last survey

Favorable: **47%**

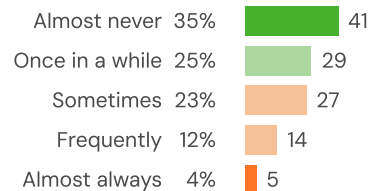
Q.3: How likely is it that someone from your school will bully you online?



▼ 4 from last survey

Favorable: **64%**

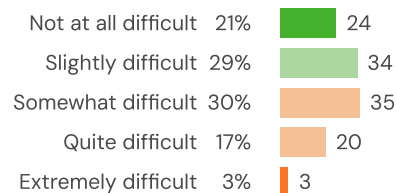
Q.4: How often do you worry about violence at your school?



▲ 6 from last survey

Favorable: **60%**

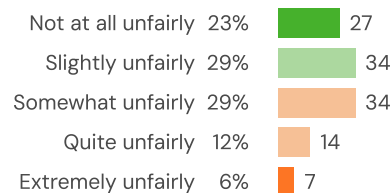
Q.5: If a student is bullied in school, how difficult is it for him/her to get help from an adult?



▲ 0 from last survey

Favorable: **50%**

Q.6: At your school, how unfairly do the adults treat the students?



▲ 6 from last survey

Favorable: **53%**



Sense of Belonging

Your average

35%

116 responses

Change

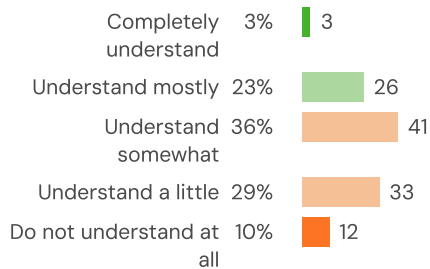
▲ 2

since last survey

District average: **45%** Aspire Public Schools

How did people respond?

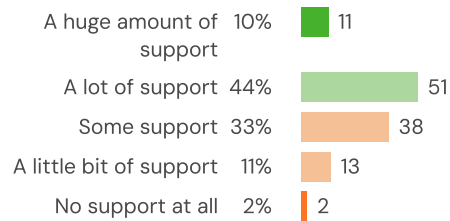
Q.1: How well do people at your school understand the kind of person you are?



▼ 7 from last survey

Favorable: **25%**

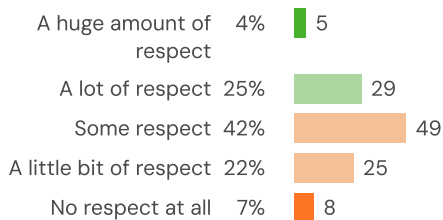
Q.2: How much support do the adults at your school give you?



▲ 10 from last survey

Favorable: **54%**

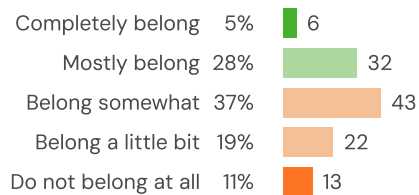
Q.3: How much respect do students at your school show you?



▲ 1 from last survey

Favorable: **29%**

Q.4: When you are at school, how much do you feel like you belong?



▲ 4 from last survey

Favorable: **33%**



Teacher-Student Relationships

Your average

57%

116 responses

Change

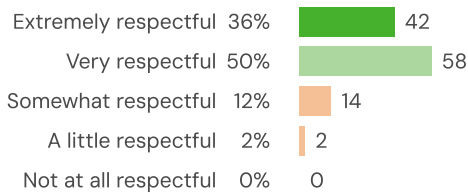
▲ 6

since last survey

District average: **53%** Aspire Public Schools

How did people respond?

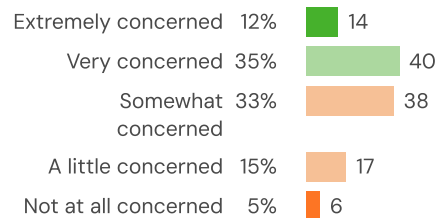
Q.1: How respectful are your teachers towards you?



▲ 17 from last survey

Favorable: **86%**

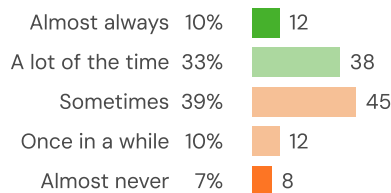
Q.2: If you were upset when you came into class, how concerned would your teachers be?



▲ 4 from last survey

Favorable: **47%**

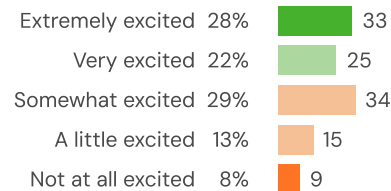
Q.3: When your teachers ask, "How are you?", how often do you feel they really want to know your answer?



▼ 1 from last survey

Favorable: **43%**

Q.4: How excited would you be if you could have your same teachers in the next grade too?



▲ 3 from last survey

Favorable: **50%**

Financial Report Review Letters

- a. First Interim Financial Report for 2025-2026
- b. Second Interim Financial Report for 2025-2026
- c. 2026-2027 Adopted Budget



12/8/2025

TO:

Holly Maddox, Director of Finance
Aspire Public Schools

FROM:

Jesse Ladomirak, Director of Finance
Ravenswood City School District

SUBJECT:

2025–26 First Interim Financial Review – Aspire East Palo Alto Charter Academy

Dear Ms. Maddox,

Ravenswood City School District has completed its review of **Aspire East Palo Alto Charter Academy's 2025–26 First Interim Financial Report**, submitted pursuant to Education Code §47604.33. The purpose of this review is to evaluate the school's financial condition, assess material variances from the adopted budget, and identify any potential fiscal risks.

[Summary of Financial Condition](#)

Aspire East Palo Alto Charter Academy reports **Total Revenues of \$10,094,749.60** and **Total Expenditures of \$10,060,972.59**, resulting in a **positive operating surplus of \$33,777.01** at First Interim.

The school projects a **June 30, 2026 ending fund balance of \$4,936,619.96**, consisting of:

- **Restricted Fund Balance:** \$1,271,183.36
- **Unrestricted Fund Balance:** \$3,665,436.60
 - Including a **\$503,048.63 Economic Uncertainty Reserve**, which exceeds the state minimum requirement for a charter school of this size.

The school continues to utilize the **accrual basis** of accounting.

Given these results, the District assigns a **Positive Certification**, indicating the charter school is projected to meet its financial obligations in the current and two subsequent fiscal years.



Material Variances

Significant changes between the July 1 adopted budget and the First Interim include:

Revenues

- **LCFF Revenues decreased by \$798,575:** primarily reduced State Aid – Current Year.
- **Federal Revenues remained stable:** negligible overall variance (-\$61).
- **Other State Revenues increased by \$38,615:** largely due to higher-than-budgeted State Special Education apportionments.
- **Local Revenues decreased by \$100,000:** reduced expectations for local contributions.

Expenditures

- **Total Expenditures decreased by \$888,201,** driven by:
 - Lower actual spending in certificated/non-certificated salaries through October.
 - Reductions in Services & Operating Expenses (-\$75,110).
 - Lower Other Outgo (-\$100,343).
 - Updated depreciation expense (+\$16,098).

Net Change in Fund Balance

- The **net increase in fund balance at First Interim is \$33,777**, compared with the Adopted Budget's projected \$5,597 increase.

Multi-Year Projection

The school's multi-year projections (2026–27 and 2027–28) indicate:

- **Positive operating margins** of \$137,820.02 in 2026–27 and \$160,230.43 in 2027–28.
- Ending Fund Balances increasing to:
 - **\$5,074,439.98 (2026–27)**
 - **\$5,234,670.41 (2027–28)**

These projections demonstrate the school's ability to maintain adequate reserves and fiscal stability over the planning horizon.



Fiscal Risks & Considerations

Ravenswood City School District notes the following items for ongoing monitoring:

1. **LCFF Revenue Sensitivity**

LCFF is the school's largest funding stream and is sensitive to enrollment and ADA changes. The reduction in State Aid at First Interim underscores the importance of closely monitoring student attendance trends.

2. **Special Education Costs**

While State Special Education revenues increased, Special Education expenditures continue to be significant. The District recommends continued monitoring of SELPA contributions and service delivery costs.

3. **Local Revenues**

\$100,000 decline should be tracked to ensure no structural imbalance develops.

At this time, none of these factors rise to the level of jeopardizing fiscal solvency, but they should remain areas of active oversight.

Conclusion

Based on our review, **Aspire East Palo Alto Charter Academy remains fiscally stable**, and the 2025–26 First Interim Report supports a **Positive Certification**. The school maintains strong reserves and adequate cash flow and is projected to meet all financial obligations for the current and two subsequent fiscal years.

If you have any questions regarding this review, please contact:

Ravenswood City School District

Jesse Ladomirak, Director of Finance

Email: jladomirak@ravenswoodschools.org; Phone: (650) 329-2800 x173

We appreciate your continued collaboration.

Sincerely,

Jesse Ladomirak

Director of Finance

Ravenswood City School District



4/1/2026

TO:

Holly Maddox, Director of Finance
Aspire Public Schools

FROM:

Jesse Ladomirak, Director of Finance
Ravenswood City School District

SUBJECT:

2025–26 Second Interim Financial Review – Aspire East Palo Alto Charter Academy

Dear Ms. Maddox,

Ravenswood City School District has completed its review of **Aspire East Palo Alto Charter Academy's 2025–26 Second Interim Financial Report**, submitted pursuant to Education Code §47604.33. The purpose of this review is to evaluate the school's financial condition, assess material variances from the adopted budget, and identify any potential fiscal risks.

[Summary of Financial Condition](#)

Aspire East Palo Alto Charter Academy reports **Total Revenues of \$10,198,749.13** and **Total Expenditures of \$10,108,343.97**, resulting in a **positive operating surplus of \$90,405.16** at Second Interim.

The school projects a **June 30, 2026 ending fund balance of \$4,864,946.16**, consisting of:

- **Restricted Fund Balance:** \$1,569,891.14
- **Unrestricted Fund Balance:** \$3,295,055.02
 - Including a **\$505,417.20 Economic Uncertainty Reserve**, which exceeds the state minimum requirement for a charter school of this size.

The school continues to utilize the **accrual basis** of accounting.

Given these results, the District assigns a **Positive Certification**, indicating the charter school is projected to meet its financial obligations in the current and two subsequent fiscal years.



Material Variances

Significant changes between the First Interim and Second Interim Reports include:

Revenues

- **LCFF Revenues remained stable**
- **Federal Revenues increased by \$148,643.12**, largely due to receipt of a one-time supplemental federal grant.
- **Other State Revenues increased by \$24,454.41**, largely due to revised estimate for SB740 revenues.
- **Local Revenues decreased by \$69,098.00**, largely due to the mid-year loss of the staff member in charge of fundraising.

Expenditures

- **Total Expenditures increased by \$47,371.38 driven by:**
 - Lower actual spending in certificated/non-certificated salaries and benefits
 - Lower actual spending in Books and Supplies
 - Increase in Services & Operating Expenses, largely due to contracted vendors in the expanded learning programming funded by the one-time federal grant.

Net Change in Fund Balance

- The **net increase in fund balance at Second Interim is \$56,628.15** compared with First Interim's projected \$33,777.01 increase.

Multi-Year Projection

The school's multi-year projections (2026–27 and 2027–28) indicate:

- **Positive operating margins** of \$101,779.54 in 2026–27 and \$129,065.65 in 2027–28.
- Ending Fund Balances increasing to:
 - **\$4,966,725.70 (2026–27)**
 - **\$5,095,791.35 (2027–28)**

These projections demonstrate the school's ability to maintain adequate reserves and fiscal stability over the planning horizon.



Fiscal Risks & Considerations

Ravenswood City School District notes the following items for ongoing monitoring:

1. **LCFF Revenue Sensitivity**
LCFF is the school's largest funding stream and is sensitive to enrollment and ADA changes. It is important for Aspire to closely monitor student attendance trends.
2. **Local Revenues**
The decline should be tracked to ensure that the impact of the missing staff member is rectified so that no structural imbalance develops.

At this time, none of these factors rise to the level of jeopardizing fiscal solvency, but they should remain areas of active oversight.

Conclusion

Based on our review, **Aspire East Palo Alto Charter Academy remains fiscally stable**, and the 2025–26 Second Interim Report supports a **Positive Certification**. The school maintains strong reserves and adequate cash flow and is projected to meet all financial obligations for the current and two subsequent fiscal years.

If you have any questions regarding this review, please contact:

Ravenswood City School District

Jesse Ladomirak, Director of Finance

Email: jladomirak@ravenswoodschools.org; Phone: (650) 329-2800 x173

We appreciate your continued collaboration.

Sincerely,

Jesse Ladomirak

Director of Finance

Ravenswood City School District



7/9/2026

TO:

Holly Maddox, Director of Finance
Aspire Public Schools

FROM:

Jesse Ladomirak, Chief Financial Officer
Ravenswood City School District

SUBJECT:

2026–27 Adopted Budget Financial Review – Aspire East Palo Alto Charter Academy

Dear Ms. Maddox,

Ravenswood City School District has completed its review of **Aspire East Palo Alto Charter Academy's 2026–27 Adopted Budget**, submitted pursuant to Education Code §47604.33. This review evaluates fiscal condition and assesses the school's financial sustainability for the current and subsequent fiscal years.

Summary of Financial Condition

Based on the materials submitted, Aspire East Palo Alto Charter Academy reports:

- **Total Budgeted Revenues:** \$10,206,520.46
- **Total Budgeted Expenditures:** \$10,181,518.81
- **Budgeted Operating Surplus / (Deficit):** \$25,001.65

The school projects an **ending fund balance of \$4,693,654.30** on June 30, 2027, consisting of:

- **Restricted Fund Balance:** \$1,888,756.73m
- **Unrestricted Fund Balance:** \$2,804,897.57

Aspire East Palo Alto Charter Academy submitted a **Positive Certification**, indicating the school anticipates meeting its financial obligations in the current and two subsequent fiscal years.



Material Variances & Budgetary Trends

Key observations from the Adopted Budget include:

Revenues

- SY27 projected revenues are **slightly higher than Prior Year revenues** (\$10.2m vs. \$10.0m), reflecting a projected increase in LCFF revenue.

Expenditures

- SY27 Projected expenditures are stable, reflecting a small decrease from the Prior Year

Net Operating Result

- The school is projecting a balanced budget at the end of SY27, up to \$25,000 surplus from a small deficit (\$100,000) the Prior year.

The school is trending in a positive direction. It has closed its operational deficit and maintains a fund balance sufficient to support its Positive Certification.

Multi-Year Outlook

Aspire East Palo Alto Charter Academy is forecasting balanced budgets in the next two years (~\$20,000 surpluses) and will maintain a positive fund balance through the 28-29 school year. These projections demonstrate the school's ability to maintain adequate reserves and fiscal stability over the planning horizon.

Fiscal Risks & Considerations

Ravenswood City School District notes the following items for ongoing monitoring:

1. LCFF Revenue Sensitivity

LCFF is the school's largest funding stream and is sensitive to enrollment and ADA changes. It is important for Aspire to closely monitor student attendance trends.



2. Special Education Costs

These remain a high-growth cost area for most charter schools and should continue to be reviewed against funding streams.

Conclusion

Based on our review of the SY27 Adopted Budget submission, **Aspire East Palo Alto Charter Academy remains fiscally stable** and the submission supports a **Positive Certification**. The school maintains strong reserves and adequate cash flow and is projected to meet all financial obligations for the current and two subsequent fiscal years.

If you have any questions about this review, please contact:

Ravenswood City School District

Jesse Ladomirak, Chief Financial Officer

Email: jladamirak@ravenswoodschools.org

Phone: (650) 329-2800 ext. 60173

Thank you for your ongoing partnership and commitment to responsible fiscal stewardship.

Sincerely,

Jesse Ladomirak

Chief Financial Officer

Ravenswood City School District

Ravenswood's Request for Additional Information

- a. EPACS response (and attachments)



Hello

After conducting an initial review of your petition documentation, including the school improvement plan and appendices, we have some requests for additional information or clarification. If this information is already described in your documentation, please direct us to the specific page number of each document as relevant, otherwise please provide a concise answer or additional evidence as requested.

Please provide a response by Sept 17th, so that we have sufficient time to include this information in our staff report. This letter has also been included as an attachment to the email.

Families

- Describe what role parents have in the governance of the school. Pages 85-88 refer to the PAC and ELAC, however it was unclear if these function at the EPACS school-site level, or at the Aspire Public Schools level.
- How are parents generally involved in the annual review and revision of the LCAP? (mentioned very briefly on pg 87) How are families engaged specifically for the LCAP or other planning processes?
- How are families engaged throughout the year?
- Is there any data about family satisfaction with the school? How did you get this data? (Healthy Kids Survey, own surveys, etc)

Attendance

- Racial/ethnic/demographic data is listed on page 33. Please identify the means by which the Charter School will use to address any underrepresented groups.
- Provide an example of the document to parents/community that includes the notice on “not discouraging” or “counselling out” students.
- Pages 127-129 identifies your admissions procedures, specifically for when a lottery is used
 - Do you maintain the ability to continue to enrol students throughout the year?
 - Have you used the lottery process in the last 2 years? If yes, how far down the preferences list have you gone before all the seats are full?
- Please provide an example of your enrollment application
- Identify when and how parents are notified (both on their initial application, and annually), that volunteerism is not required for acceptance or continued enrollment at Aspire EPACS.
- Please provide information on the number of people who applied but were not accepted at Aspire EPACS, and why (including things like, “didn’t get picked in the lottery”). This supports the assertion that the “charter school serves all students who wish to attend”.

Staffing

- Page 110 only references teacher hiring - can you clarify how the process for staff selection differs for non-classroom-teachers?
- With reference to page 115, please clarify the measure of assessment of staff performance for non-classroom-teachers
- With reference to page 115, please identify how teachers will learn the curricula. It is clear that new teachers are supported through an induction program, but not how teachers who are already experienced are provided with curricula support.
- What is your process to hold team members accountable?

School Improvement Plan

- Was this school improvement plan adopted by your Board? When?

Academic Comparison *(Pages 11-22)*

- Please provide your analysis of grade level differences for Math and ELA using the CA Dashboard Data.
- You provided comparison graphs for ELA/Math against Ravenswood District however these did not compare ELPI or ELPAC data for Ravenswood District or Comparison schools - please provide comparison graphs similar to ELA/Math, using your same calculations for “weighted schools”
- What is your definition of “newcomer” since there are different local/state/federal definitions?
 - How are you serving newcomers specifically (compared with ELs, or LTELs), and how long are they served by any special programming?
- Please provide your student subgroup breakdown for chronic absenteeism
- Provide a similar subgroup comparison of CAASPP/Dashboard data for Aspire schools with similar demographics – is there one?

Discipline

- What is the procedure for involving parents, students and staff in designing and implementing a discipline policy?
- With reference to pages 149-150, what education alternatives are provided to suspended students?
- Please identify the process by which the charter school will notify the superintendent of the school district of the expelled student’s last known address within 30 days and send a copy of student’s cumulative record, including transcripts of grades and health records to the school district, or explain why this is not relevant to you

Academics

- Identify how many students you have per classroom, per grade level
- Do you have any “independent study” students? If yes, please provide the means for determining / recording attendance and the means of determining that it is the student doing the work, and also what amount of work/time counts as a “day” of attendance
- “Educated Person in the 21st Century” - please identify where we can find a clear list of general academic skills and qualities important for an “educated person in the 21st Century”.
- Page 46 references “ongoing professional development” for teachers. Please clarify with more detail about what this entails. How frequently? Is it conducted in grade level or subject-matter cohorts? Do the teachers meet with other Aspire schools teachers for PD?
- Please provide your minimum instructional time calculations
- Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students - please provide more information about this topic
- With reference to pages 58-66, please provide more detail about your reclassification metric used for “student comparison”. Which assessments are used? Are these assessments provided to all students?
- Please describe how the reclassified English Learners are monitored
- Please provide evidence that Designated ELD is provided for ELs
- Please provide evidence that Integrated ELD is included in all content areas (not just ELA/Math/Science)

Special Education

- Please provide the breakdown of Mod/Severe and Mild/Mod student numbers for both 2025-2026 and 2026-2027. Please also identify these as a percentage of SPED students.

Regards,

Ravenswood City School District

EPACS Charter Renewal
Ravenswood Data Request - Due 9/17

Families	
Question	Response
• Describe what role parents have in the governance of the school. Pages 85-88 refer to the PAC and ELAC, however it was unclear if these function at the EPACS school-site level, or at the Aspire Public Schools level. • How are parents generally involved in the annual review and revision of the LCAP? (mentioned very briefly on pg 87) How are families engaged specifically for the LCAP or other planning processes? • How are families engaged throughout the year?	Parents have a meaningful role in school-site governance and decision-making at EPACS through the Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC). Both are EPACS school-site committees, not Aspire-wide committees. At EPACS, the Parent Advisory Committee (PAC) serves the function of the school's School Site Council (SSC). The PAC is composed of the principal, staff representatives, students where applicable, and parents of students attending EPACS. Any parent or guardian of an enrolled student is welcome to participate. As described in the charter petition, the PAC assesses student needs, analyzes student data and makes programmatic recommendations, collaborates on the development of the school's Local Control and Accountability Plan (LCAP), and reviews the allocation of available supplemental categorical funds, including Title I funds. In its role as the school's SSC, the PAC also reviews school goals and improvement strategies, monitors their effectiveness, and helps ensure alignment between school priorities and the use of resources. The PAC also provides input on and approves the school's Family Engagement Policy and Home/School Compact. Through this structure, parents participate directly in reviewing school priorities, improvement efforts, and the allocation of resources. Family participation in the LCAP is an ongoing and iterative process rather than a single annual event. Throughout the annual LCAP development, review, and revision process, EPACS solicits feedback from multiple educational partner groups, including teachers, the PAC/SSC, ELAC, and families through broader family meetings and engagement opportunities. Families are provided opportunities to review school priorities, student needs and data, and proposed goals and actions and to provide feedback that informs revisions to the plan. The charter petition specifically commits to providing parents with at least two opportunities to give detailed input on the LCAP and identifies family information nights as another structure for obtaining input on the educational program and LCAP goals. The English Learner Advisory Committee (ELAC) is also an EPACS school-site committee and provides an additional formal avenue for parent voice specifically regarding programs and services for English learners.

EPACS Charter Renewal

Ravenswood Data Request - Due 9/17

	ELAC advises the Principal and PAC on services for English learners and assists with the school's needs assessment and efforts to make families aware of the importance of regular school attendance. Parent representation is structured so that the proportion of parents of English learners on ELAC is at least equal to the proportion of English learners enrolled at the school, and only parents of English learners vote for ELAC representatives. Beyond these formal structures, EPACS engages families through Cafecito with Admin, family information nights, family surveys, school events, and other engagement opportunities. The Performance Improvement Plan further strengthens family partnership through caregiver feedback, family needs assessments, regular sharing of attendance and other student data, and family input that informs the refinement of school improvement strategies.
● Is there any data about family satisfaction with the school? How did you get this data? (Healthy Kids Survey, own surveys, etc)	EPACS administers a Family-School Relationships Survey through Panorama Education twice each year to gather family feedback about their experience with the school. During the most recent administration, 125 families completed the survey, with a racial/ethnic distribution that broadly reflects the school community; 78% of respondents identified as Hispanic or Latino, 7% as Black or African American, and the remaining respondents represented several other racial and ethnic groups. The survey provides several indicators of family satisfaction and experience. Overall, 60% of families responded favorably to questions related to School Fit, which measures families' perceptions of how well the school meets their child's developmental needs. Within that category, 68% reported that their child experiences a strong sense of belonging at EPACS, and 69% reported that the school is a good fit for their child given their cultural background. Families also reported increasing confidence in academic preparation: 63% responded favorably that EPACS is preparing their child for the next academic year, an 8-point increase from the previous survey administration. The survey also reflects strengths in family trust, belonging, and communication. 89% of families indicated that the school being unwelcoming to parents was not a barrier to their involvement, and 88% indicated that lack of belonging within the school community was not a barrier, an 8-point improvement from the previous administration. Additionally, 89% indicated that communication across cultures was not a barrier

EPACS Charter Renewal
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	to engagement. The data also identifies opportunities for continued growth. In particular, EPACS is focused on deepening family participation and voice in school decision-making. While families generally report feeling welcomed and connected to the school, 54% responded favorably that they are encouraged to share their opinions and feedback in school decision-making, and 36% responded neutrally. EPACS is using this feedback to strengthen opportunities for meaningful family leadership and participation through structures such as PAC, ELAC, monthly cafecitos, and other family workshops and meetings, with an emphasis on ensuring that families not only feel welcomed but also have meaningful opportunities to shape school priorities and improvement efforts.
--	--

Attendance	
Question	Response
Racial/ethnic/demographic data is listed on page 33. Please identify the means by which the Charter School will use to address any underrepresented groups.	EPACS's student population is generally reflective of Ravenswood City School District's demographic composition, with two notable areas of underrepresentation: Native Hawaiian and Pacific Islander students are underrepresented by approximately 5 percentage points, and students experiencing homelessness represent approximately 18.4% of Ravenswood City School District enrollment compared with approximately 2% of EPACS enrollment. Given the current demographic data, EPACS will use the annual process of conducting a diversity needs assessment to pay particular attention to outreach and access for Native Hawaiian and Pacific Islander students and families, including considering targeted outreach through community organizations and locations that serve these families. EPACS will build upon existing efforts to affirm and celebrate AAPI and Pacific Islander identities within the school community, including its Asian American-Pacific Islander student group and annual AAPI Heritage Month celebration in May. These efforts help foster a school environment in which students and families from these communities see their identities represented, valued, and celebrated. For students and families experiencing homelessness, EPACS uses its Beginning-of-Year (BoY) Packet and

EPACS Charter Renewal
Ravenswood Data Request - Due 9/17

	ongoing, family outreach to identify housing insecurity and reduce barriers to enrollment and continued participation in school. EPACS and the ASPIRE Regional Office of Student Services provide annual training to staff, Business Managers, and Deans of Students on McKinney-Vento eligibility, sensitive communication with families, immediate enrollment requirements, and allowable expenditures. A designated site liaison coordinates identification, enrollment, and access to services, while designated resources may be used for allowable supports to ensure housing instability does not prevent students from enrolling, attending, or fully participating at EPACS. We are very interested in partnering with Ravenswood City to understand their process used to identify families that qualify for MKV support and update our process so we are not overlooking families that might be eligible.
● Provide an example of the document to parents/community that includes the notice on “not discouraging” or “counselling out” students.	The notice is posted on our enrollment landing page at https://aspirepublicschools.org/enroll/ Questions? Find the Aspire school phone number here to speak to a school representative. You may also email info@aspirepublicschools.org. To submit a complaint, complete the Charter School Complaint form here. The notice is also posted in the school’s main office.
Pages 127-129 identifies your admissions procedures, specifically for when a lottery is used ○ Do you maintain the ability to continue to enrol students throughout the year? ○ Have you used the lottery process in the last 2 years? If yes, how far down the preferences list have you gone before all the seats are full?	Yes. We continue to enroll students throughout the school year whenever seats are available. We have used the lottery and waitlist process within the past two years when applications exceeded the number of available seats in specific grade levels. Offers were extended according to the established enrollment preferences and waitlist order until all seats were filled.
● Please provide an example of your enrollment application	EPACS Application.pdf A PDF of the application has been shared.

EPACS Charter Renewal
Ravenswood Data Request - Due 9/17

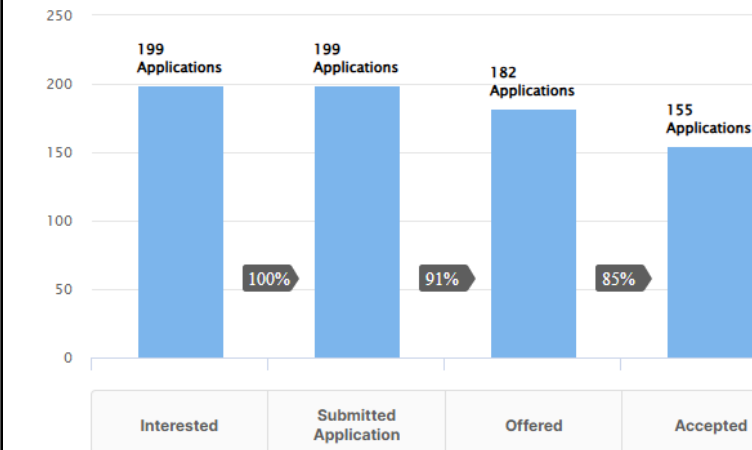
● Identify when and how parents are notified (both on their initial application, and annually), that volunteerism is not required for acceptance or continued enrollment at Aspire EPACS.	During the registration process, families are encouraged to engage with and contribute to the school community in ways that are meaningful and accessible to them. Staff communicate that volunteering and participating in school activities are welcomed opportunities for family engagement; however, participation is entirely voluntary and has no bearing on a student's acceptance, enrollment, or continued attendance. The enrollment application, school website and beginning of year family welcome letter do not state or imply that volunteer service is a requirement for admission. During our annual Family Orientation, we introduce families to the many ways they can partner with our school and contribute to the life of our community. We highlight opportunities to connect with teachers through conferences, participate in school celebrations and heritage month events, attend Back-to-School Night, and share their time and talents through volunteering. Families may support field trips, classrooms, or the school community by contributing supplies or other resources when they are able. A key part of our family partnership approach is deepening two-way communication between families, teachers, and staff. We want families to feel that their knowledge, experiences, and perspectives are valued. Through ongoing conversations, family meetings, teacher conferences, and school-based engagement opportunities, we create space for families and educators to share insights, identify needs, celebrate student progress, and determine how we can best support each student's success. We emphasize that family engagement can look different for every family and that participation in events or volunteering is always optional. Our goal is to create multiple, welcoming opportunities for families to engage in ways that feel meaningful and accessible to them. We also celebrate and recognize families who reach 40 hours of participation on campus with a community breakfast, honoring the time, energy, and partnership they contribute to our school community.
● Please provide information on the number of people who applied but were not accepted at Aspire EPACS, and why (including things like, "didn't get picked in the lottery"). This supports the assertion that the "charter school serves all students who wish to attend".	Aspire East Palo Alto Charter School (EPACS) is open to all students who wish to attend, subject to available enrollment capacity by grade level. EPACS does not screen for or use academic performance, student need, disability status, English learner status, or other student characteristics as criteria for admission. As of September 2026, 7 students are currently on the waitlist because there are no available seats in their respective grade levels. These students were not denied admission based on eligibility or any selective admissions criteria; rather, they have not yet been offered a seat because the number of

**EPACS Charter Renewal
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applicants for those grade levels exceeded the number of seats available.

When applications exceed available capacity, EPACS follows its established enrollment and public random lottery procedures to determine admission and waitlist order. Students who are not offered a seat through that process are placed on the waitlist and may receive an offer if a seat subsequently becomes available.

The graph below shows the **application and enrollment funnel for the 2026–27 school year**, including applications received, offers extended, and enrollment outcomes. This data demonstrates that the students who have not received an offer are awaiting available space rather than being excluded through selective admissions criteria.



Staffing

Question

Response

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● Page 110 only references teacher hiring - can you clarify how the process for staff selection differs for non-classroom-teachers?	While page 110 provides additional detail regarding the teacher hiring process, the selection process for all school-site positions, including non-classroom positions, is described at the top of page 111: “The selection process for all school site positions is first a screening from a regional recruiter, followed by an interview by the direct supervisor for the role and an optional team interview.” Accordingly, non-classroom school-site positions follow the same general selection process: candidates are first screened by a regional recruiter and then interviewed by the direct supervisor for the position. The interview process is tailored to the responsibilities of the position and, depending on the role, may also include a panel interview with school-site teammates and/or families. This allows relevant members of the school community to provide additional perspectives on the candidate's qualifications and readiness to fulfill the duties of the position. Reference checks are also conducted and include a current or former supervisor as part of the candidate vetting process.
With reference to page 115, please clarify the measure of assessment of staff performance for non-classroom-teachers	All EPACS teammates participate in Aspire’s annual Professional Learning Plan (PLP) process. The PLP is a continuous improvement process designed to support teammate development through reflection, goal setting, observation, feedback, and coaching aligned to individual, school, and organizational goals. For non-teaching staff, performance and professional growth are assessed through Beginning-of-Year, Mid-Year, and End-of-Year PLP touchpoints with their direct supervisor. At the beginning of the year, teammates reflect on their practice and establish SMART goals aligned to their role and school or organizational priorities. At Mid-Year, teammates and supervisors reflect on progress and update goals as appropriate. At End-of-Year, they review progress and reflect on performance and growth over the course of the year. Supervisors also conduct regular check-ins with their direct reports throughout the year. The cadence is differentiated according to goals and performance needs.

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	For school-site staff who provide instruction, the measures are tailored to their responsibilities. Education Specialists follow the teacher PLP process and are assessed on both instructional practice and their Special Education responsibilities. Their PLP includes a goal rooted in the Aspire Student Learning Framework (ASLF) and a goal rooted in the IEP Coaching Rubric, allowing the process to assess both instructional delivery and case-management responsibilities. Teachers in integral subjects follow the same teacher PLP process as grade-level and content-area teachers, including goal setting, classroom observation, feedback and coaching using the ASLF as the primary instructional framework. Teacher observations specifically identify areas of strength and growth connected to PLP goals and are followed by a supervisor debrief. Therefore, while the specific performance measures and goals vary according to the responsibilities of each position, all EPACS teammates participate in a structured annual cycle of goal setting, supervisor feedback, reflection, and assessment of progress toward role-specific goals.
• With reference to page 115, please identify how teachers will learn the curricula. It is clear that new teachers are supported through an induction program, but not how teachers who are already experienced are provided with curricula support.	Teachers receive ongoing curriculum support through a combination of professional development, collaborative planning, curriculum internalization, content-specific Professional Learning Communities (PLCs), and individualized coaching. While teachers who are new to Aspire receive additional onboarding support, curriculum learning and implementation support continue throughout the year for both new and experienced teachers. Teachers who are new to Aspire participate in New2Aspire, a four-day summer onboarding and professional development experience designed to build familiarity with Aspire’s instructional approach, expectations, resources, and curriculum. The training includes a two-part Regional Instructional Overview; grade- and content-specific learning; introduction to lesson planning and planning for diverse learners; facilitated “Lesson Planning in Action”; and dedicated time for teachers to learn the key instructional tools, materials, and resources for their grade level or content area and how to access them. For all teachers, including experienced teachers, curriculum learning is an ongoing process throughout the school year. Teachers engage in curriculum and module/unit internalization to develop a shared understanding of standards, learning goals, assessments, instructional tasks,

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	and the progression of learning within a unit. Teachers then continue this work through regular collaborative planning and content- or grade-level PLCs, where they examine upcoming lessons and assessments, analyze student work and performance data, and make instructional adjustments based on student needs. For example, during Aspire Bay Area Regional Professional Development Days, K–2 teachers have engaged in a sustained learning cycle focused on foundational literacy and phonics. Teachers have internalized Open Court Reading (OCR) lessons together and applied learning from Science of Reading best practices to their curriculum implementation. During the most recent Fall Regional Day, K–2 teachers extended this learning by deepening their understanding of the use of decodable texts within foundational literacy instruction. Learning opportunities are differentiated based on teacher experience, implementation needs, and student data, allowing experienced teachers to deepen their practice. This creates an ongoing cycle of learning, implementation, feedback, and refinement. Teachers also have access to differentiated AIM Pathways Essentials courses, which provide targeted learning in the science of reading based on educators’ roles, grade levels, and areas of need. These courses allow teachers to deepen their understanding of evidence-based literacy practices and apply that learning directly to classroom instruction. In addition, every teacher is assigned a coach, who may or may not also be the teacher’s direct supervisor. Coaching provides individualized support with instructional planning and implementation, including opportunities for observation, feedback, reflection, and refinement of practice. This support is reinforced through Aspire’s Professional Learning Plan (PLP) process, which includes goal setting, observation, and feedback cycles throughout the year. Teachers are also supported by Lead Teachers within their grade level and/or content area. Lead Teachers serve as members of EPACS’s Instructional Leadership Team and help strengthen instructional coherence across classrooms. Depending on the needs of the team, Lead Teachers may support colleagues through collaborative planning, observation and feedback, curriculum implementation, and analysis of student data. This provides teachers with an additional school-based layer of instructional support and creates opportunities for teachers to learn alongside colleagues who are working with the same curriculum and students. Together, these structures ensure that learning the curriculum is not a one-time onboarding
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	activity. New2Aspire provides an intensive entry point for teachers who are new to Aspire, while ongoing professional development, curriculum internalization, PLCs, collaborative planning, coaching, and Lead Teacher support provide continued curriculum learning and implementation support for all teachers throughout the year.
• What is your process to hold team members accountable?	We hold team members accountable through a consistent cycle of clear expectations, coaching, progress monitoring, and follow-up. All teammates have a regular cadence of 1:1s with their supervisor to discuss priorities, progress, and areas for support. We use our PLP process when additional structure or accountability is needed, and we provide ongoing coaching and live coaching to address performance or instructional needs in the moment. Leaders also regularly monitor key deliverables, such as WAGs, emergency sub plans, environmental print, and other role-specific expectations. When there are gaps, we address them directly, establish clear next steps and timelines, and follow up to ensure progress and completion. Our goal is to balance support and accountability while ensuring that every team member is meeting the expectations of their role.

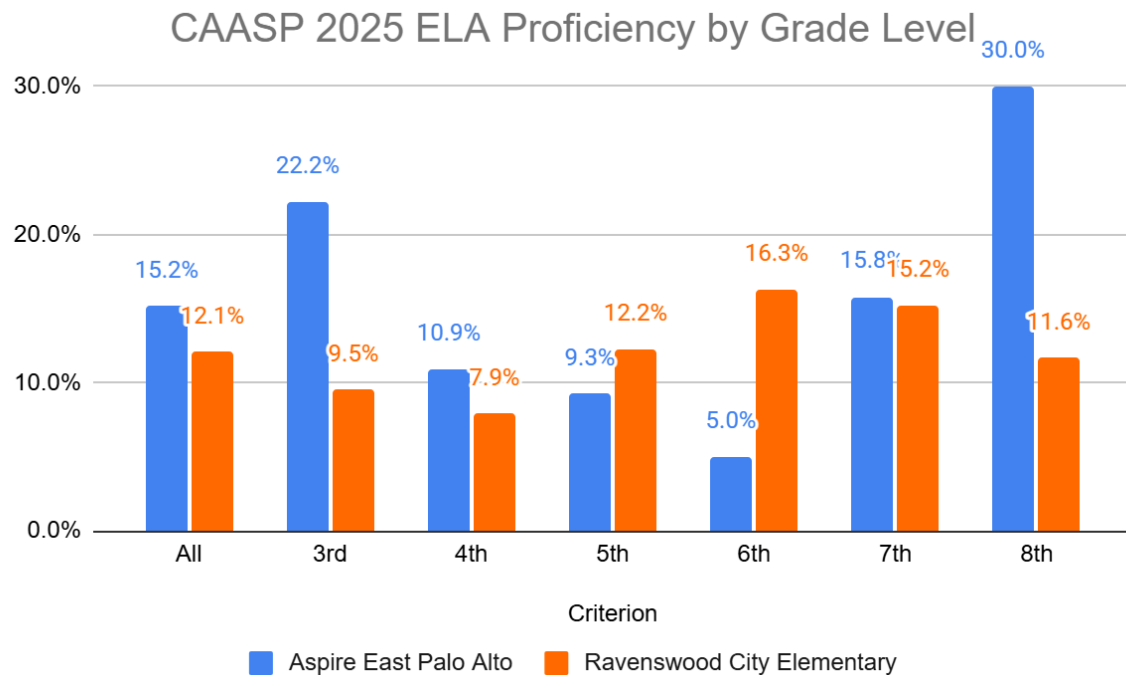
School Improvement Plan	
Question	Response
• Was this school improvement plan adopted by your Board? When?	The School Improvement Plan is being brought to the Aspire Board for final approval at the meeting on September 17, 2026. Prior to the formal approval, the Board engaged in discussions regarding the school climate data, identified areas of need, and the proposed action plan. These discussions provided an opportunity for the Board to review and provide input on the priorities and strategies outlined in the plan before formally approving.

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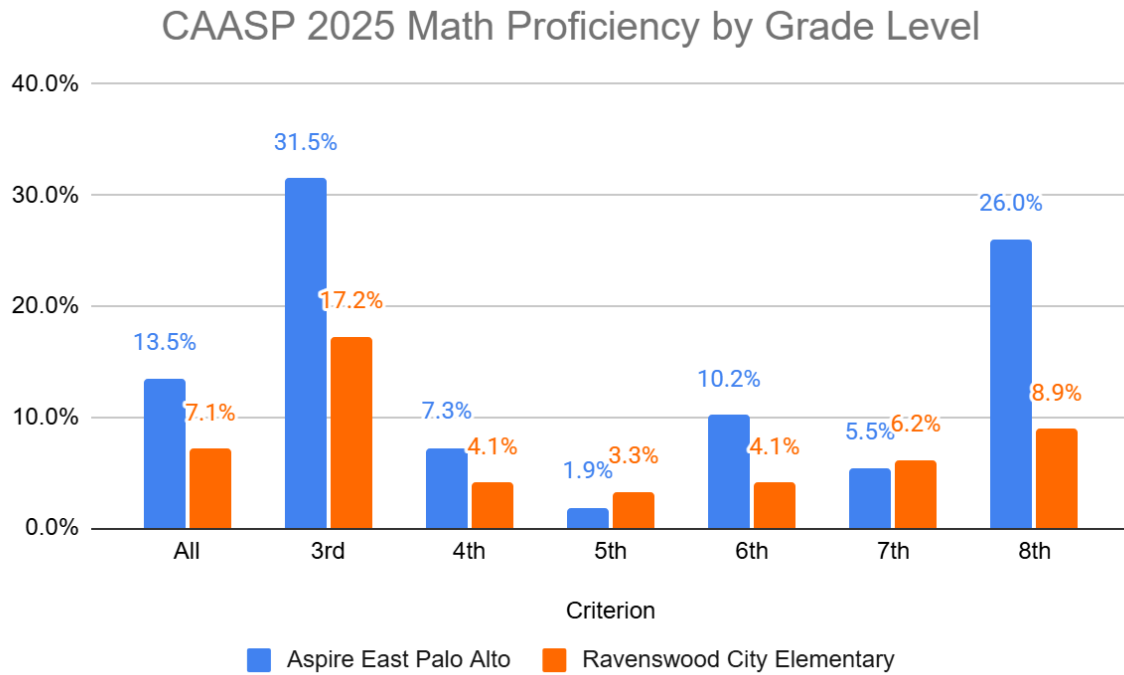
Academic Comparison (Pages 11-22)	
Question	Response
• Please provide your analysis of grade level differences for Math and ELA using the CA Dashboard Data.	In ELA, 15.2% of EPACS students in grades 3–8 met or exceeded standard on the 2025 CAASPP. Performance varied considerably by grade level. Third and eighth grade demonstrated the highest proficiency rates, at 22.2% and 30.0%, respectively, while sixth grade demonstrated the lowest proficiency rate at 5.0%. Fourth and fifth grades were also below the schoolwide rate, at 10.9% and 9.3%, while seventh grade was approximately aligned with the schoolwide rate at 15.8%. In Math, 13.5% of EPACS students in grades 3–8 met or exceeded standard. Similar to ELA, third and eighth grades demonstrated the strongest outcomes, with proficiency rates of 31.5% and 26.0%, respectively. Fifth and seventh grades demonstrated the lowest proficiency rates, at 1.9% and 5.5%, while fourth and sixth grades were at 7.3% and 10.2%, respectively. When compared with Ravenswood City School District results, EPACS students demonstrated higher proficiency rates in four of the six tested grade levels in both ELA and Math. In ELA, EPACS proficiency was higher in grades 3, 4, 7, and 8; in Math, it was higher in grades 3, 4, 6, and 8. At the same time, the grade-level variation within EPACS—particularly the lower outcomes in sixth-grade ELA and fifth- and seventh-grade Math—underscores the need for greater consistency in access to strong, grade-level instruction across classrooms and grade levels. The stronger outcomes in third and eighth grades are also important in the context of staffing challenges during the 2024–25 school year. Both grade levels experienced teacher vacancies that required members of the administrative team to provide direct instructional coverage. Rather than relying on intermittent coverage, school leadership developed a strategic coverage plan to maintain continuity of instruction and ensure students continued to receive consistent academic programming. While multiple factors contribute to student achievement and we would not attribute the results solely to this staffing approach, the outcomes in these grades provide evidence that students were able to make progress despite significant staffing disruptions. EPACS is using these grade-level differences to inform its improvement work for 2026–27. The school is focused on strengthening Tier 1 instructional consistency across grades, using assessment

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and classroom-level data to identify specific instructional needs, and providing targeted coaching and support where outcomes indicate the greatest need. This includes differentiated coaching, an instructional coach and peer coaching models, additional collaborative learning opportunities (PLC/GLT) to support stronger data cycles and content delivery, expansion of small-group instructional structures, and continued attention to strategic staffing and assignments so that students have more consistent access to high-quality instruction across grade levels.



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● You provided comparison graphs for ELA/Math against Ravenswood District however these did not compare ELPI or ELPAC data for Ravenswood District or Comparison schools - please provide comparison graphs similar to ELA/Math, using your same calculations for “weighted schools”

The 2025 Dashboard’s English Learner Progress Indicator (ELPI) shows a decline of 23.9 percentage points from 2024. The drop in the English Learner Progress Indicator most likely stemmed from (1) the difficult decision to eliminate the ELL interventionist role to create a stronger balanced budgets during the final years of the current charter term, and (2) our assistant principal stepping down in 2024-25 while there were pending potential reclassification cases.

EPACS preliminary 2026 ELPI data shows an approx 8% increase in students making progress from 21% to 29.3%. And we have worked in partnership with SMCOE to build our MLL programming.

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	English Learner Progress <table><thead><tr><th>Year</th><th>Aspire East Palo Alto</th><th>Ravenswood</th><th>Comparison Schools Average</th></tr></thead><tbody><tr><td>2020</td><td>42.9%</td><td>46.6%</td><td>49.3%</td></tr><tr><td>2022</td><td>45.5%</td><td>49.6%</td><td>45.1%</td></tr><tr><td>2023</td><td>44.2%</td><td>45.1%</td><td>40.3%</td></tr><tr><td>2024</td><td>45.0%</td><td>39.2%</td><td>39.6%</td></tr><tr><td>2025</td><td>21.0%</td><td>33.1%</td><td>33.1%</td></tr><tr><td>2026</td><td>29.3%</td><td></td><td></td></tr></tbody></table> Aspire East Palo Alto Ravenswood Comparison Schools Average	Year	Aspire East Palo Alto	Ravenswood	Comparison Schools Average	2020	42.9%	46.6%	49.3%	2022	45.5%	49.6%	45.1%	2023	44.2%	45.1%	40.3%	2024	45.0%	39.2%	39.6%	2025	21.0%	33.1%	33.1%	2026	29.3%		
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● What is your definition of “newcomer” since there are different local/state/federal definitions?	We use the definition of “Immigrant Children and Youth, Title III, Part A” ● (A) are aged 3 through 21; ● (B) were not born in any State; and ● (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.																												
○ How are you serving newcomers specifically (compared with ELs, or	EPACS currently serves 20 newcomer students. We recognize that “newcomer,” “English Learner (EL),” and “Long-Term English Learner (LTEL)” describe different aspects of a student's experience																												

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LTEs), and how long are they served by any special programming?	and needs. Newcomers are students who have recently arrived in the United States. EL designation is based on a student's English-language proficiency, while LTEL status reflects students who have remained classified as English Learners for an extended period. Because of these differences, EPACS does not approach newcomer support as a separate academic track. Newcomers participate in grade-level instruction and receive the English Learner supports for which they are eligible, with additional academic, linguistic, social-emotional, and transition supports based on their individual needs. This approach aligns with U.S. Department of Education guidance found in the NCELA toolkit, emphasizing that newcomers developing English proficiency should simultaneously develop English proficiency and grade-level concepts and skills. Current newcomer-specific practices at EPACS include: ● Early identification of literacy strengths and needs. For Spanish-speaking newcomers, EPACS is implementing the mCLASS DIBELS Lectura screener, which provides information about students' foundational literacy skills in Spanish. This helps educators better understand what literacy knowledge students already possess in their home language and identify appropriate instructional supports. ● Targeted literacy intervention. In the lower grades, newcomers may participate in ABC Bootcamp or SIPPS groups when assessment data indicates a need for additional Tier 2 foundational literacy support. These interventions supplement, rather than replace, students' access to grade-level instruction. ● Newcomer affinity and peer connections. Teachers intentionally create opportunities for newcomers to connect with peers, including newcomer affinity pairing within classrooms. These connections support students in navigating a new school environment, developing relationships, and building a sense of belonging. The <i>Newcomer Tool Kit</i> identifies peer mentoring and peer social networks as valuable supports for newcomers' academic and social-emotional development. ● Newcomer-responsive instructional strategies. Through EPACS's partnership with the San Mateo County Office of Education (SMCOE), educators are implementing strategies to strengthen support for newcomers within core instruction, including scaffolds that allow students to develop academic language while engaging with grade-level content. This reflects federal guidance that newcomers should have access to ambitious, high-quality
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	instruction rather than being separated from rigorous academic learning while acquiring English. ● Social-emotional and mental health support. Particularly in the upper grades, newcomers are intentionally included in mental health counseling rounds so the team can identify students who may need additional support related to adjustment, belonging, or other social-emotional needs. The <i>Newcomer Tool Kit</i> emphasizes that effective newcomer support includes both academic programming and purposeful social-emotional supports. ● Family communication and home-language access. EPACS recognizes that supporting newcomers also means helping families understand and navigate a new school system. The school works to ensure that key school communications and information are translated into families' home languages, and interpretation is provided when needed to support meaningful participation in meetings and conversations. This helps families understand school expectations, available supports, and their student's progress while creating opportunities for two-way partnership between families and the school. The <i>Newcomer Tool Kit</i> specifically emphasizes communicating important information to newcomer families in their home languages and developing sustained, culturally responsive family partnerships. ● Individualized monitoring and support. Newcomers arrive with different levels of prior schooling, literacy, English proficiency, and social-emotional needs. EPACS therefore uses student data and ongoing observation to determine which additional supports are appropriate rather than making assumptions based solely on newcomer status. This is consistent with the Department's asset-based guidance, which emphasizes newcomers' cultural backgrounds, linguistic resources, experiences, and prior knowledge as foundations for new learning. The duration of these supports is based on student need rather than a fixed period of participation in a separate newcomer program. Newcomer-responsive supports are typically most intensive as students initially transition into EPACS and are adjusted as students demonstrate greater linguistic, academic, and social-emotional independence. Students identified as English Learners continue to receive appropriate designated and integrated English language development and other EL supports based on their English-language proficiency and progress, even as their newcomer-specific transition needs decrease. Similarly, Tier 2 literacy, counseling, and other targeted supports continue or conclude based on student data and demonstrated need rather than newcomer status alone.
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● Please provide your student subgroup breakdown for chronic absenteeism	2025 Chronic Absentee Rate by Subgroup <table><thead><tr><th>Subgroup</th><th>Aspire East Palo Alto</th><th>Ravenswood</th></tr></thead><tbody><tr><td>Overall</td><td>25.0%</td><td>35.5%</td></tr><tr><td>SocioEconomic...</td><td>25.0%</td><td>36.5%</td></tr><tr><td>English Learner</td><td>23.0%</td><td>32.5%</td></tr><tr><td>LTEL</td><td>19.0%</td><td>36.0%</td></tr><tr><td>SWD</td><td>31.5%</td><td>39.0%</td></tr><tr><td>African American</td><td>39.0%</td><td>38.5%</td></tr><tr><td>Hispanic/Latino</td><td>22.0%</td><td>34.5%</td></tr></tbody></table>	Subgroup	Aspire East Palo Alto	Ravenswood	Overall	25.0%	35.5%	SocioEconomic...	25.0%	36.5%	English Learner	23.0%	32.5%	LTEL	19.0%	36.0%	SWD	31.5%	39.0%	African American	39.0%	38.5%	Hispanic/Latino	22.0%	34.5%
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● Provide a similar subgroup comparison of CAASPP/Dashboard data for Aspire schools with similar demographics – is there one?	Aspire East Palo Alto is unique in our portfolio as the only TK-8 school in the Bay Area.																								

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Discipline	
Question	Response
• What is the procedure for involving parents, students and staff in designing and implementing a discipline policy?	EPACS's discipline policy is developed and approved by Aspire Public Schools' Board of Directors and implemented at the school level with the involvement of students, families, and staff. The policy establishes clear behavioral expectations and emphasizes positive, restorative, trauma-informed, and multi-tiered supports. Staff implement the policy fairly and consistently, involve students in conferences and restorative processes, and partner with parents/guardians through family meetings, individualized intervention planning, and referrals to appropriate academic, behavioral, and mental health supports. Parents and students are also engaged in decisions regarding alternatives to suspension, rehabilitation plans, and support for students with disabilities. All discipline policies, behavioral expectations, potential consequences, and procedural safeguards are clearly stated in EPACS's Student and Family Handbook. The handbook is provided to families upon enrollment and at the beginning of each school year and is posted on our school website. When disciplinary action is considered, EPACS provides students and families with due-process protections, including notice of the alleged conduct, an opportunity for the student to respond and present information, timely written notification to the parent/guardian, opportunities for conferences, and established suspension appeal procedures. For a proposed expulsion or involuntary removal, families receive advance written notice and an opportunity for a hearing before a neutral hearing entity, including the right to review evidence, question witnesses, present evidence, and be represented by counsel or another advisor. Additional protections and family participation are provided for students with disabilities, students experiencing homelessness, foster youth, and other students with legally recognized educational rights holders.

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- With reference to pages 149-150, what education alternatives are provided to suspended students?

Pages 149–150 of the petition primarily address the *Expulsion* Hearing Process. With regard to the question about educational alternatives for students who are suspended, EPACS seeks to minimize disruption to a student’s education both by using alternatives to suspension when appropriate and by ensuring continued access to learning when a suspension is imposed.

Consistent with California Education Code section 48900.5, **EPACS uses other means of correction before imposing suspension for most first-time or nonviolent behavioral incidents.** The petition identifies alternatives including student and family conferences; referrals to counselors, psychologists, social workers, mental health therapists, or other support personnel; intervention teams that develop individualized plans in partnership with students and families; restorative justice; positive behavior supports and tiered interventions; and programs designed to address specific behavioral needs.

In practice, EPACS utilizes a range of restorative and educational responses based on the individual student, the nature of the incident, and the underlying need. These may include restorative opportunities paired with logical consequences; learning or research projects and presentations connected to the behavioral incident; on-site community service; student and family conferences; opportunities for family members to shadow their student during the school day; and collaboratively developed Behavior Support Plans. These approaches are intended to help students reflect, repair harm when appropriate, build skills, and successfully remain in or return to the learning environment.

When a student is suspended, EPACS takes steps to maintain access to instruction and minimize learning loss. Students are provided classwork that can be completed from home, including through Google Classroom. Upon returning to school, students receive additional time and support to complete missed assignments, with an extension equal to the number of school days the student was suspended.

For students undergoing the expulsion process referenced on pages 149–150, EPACS also provides an option for continuity of instruction. EPACS offers Short-Term Independent Study so that a student can continue accessing instruction while the expulsion process is pending. Families may accept or decline this option.

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	Students with disabilities continue to receive the protections and educational services required by their IEP or Section 504 Plan throughout the disciplinary process. When applicable, services are provided to enable the student to continue participating in the general education curriculum and progressing toward their individual goals, including through an interim alternative educational setting when appropriate. Students may also receive a functional behavioral assessment, behavioral intervention services, or modifications designed to address the behavior and support its prevention in the future. Together, these practices reflect EPACS’s approach of maintaining students’ access to learning while addressing the underlying behavior and supporting a successful return to the school community.
● Please identify the process by which the charter school will notify the superintendent of the school district of the expelled student’s last known address within 30 days and send a copy of student’s cumulative record, including transcripts of grades and health records to the school district, or explain why this is not relevant to you	This requirement is addressed on page 4 of the EPACS Charter Renewal Petition under “Affirmations, Declarations, and Assurances.” Consistent with Education Code section 47605(e)(3), the petition states that if a student is expelled or leaves EPACS without graduating or completing the school year for any reason, EPACS will notify the superintendent of the school district of the student’s last known address within 30 days and, upon request, provide the district with a copy of the student’s cumulative record, including report cards or a transcript of grades and health information. Operationally, following final approval of an expulsion by the Aspire Board of Directors, the Regional Director of Student Services notifies the Superintendent of the student’s district of residence by email. The notification includes the student’s last known address and information regarding the expulsion, including the Findings of Fact, applicable Education Code provisions, term of expulsion, and rehabilitation plan. EPACS also maintains a record of each suspension and expulsion. As further described on page 153 of the petition, expulsion records are maintained in the student’s mandatory interim record and provided to a school in which the student subsequently enrolls upon written request. The petition also specifies that the Executive Director or designee will honor another district’s request for information regarding an expulsion within five working days. Additionally, upon request from a receiving school district, EPACS forwards the student’s

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	cumulative record in accordance with applicable student-record transfer requirements. This includes the student's academic and health records, as applicable.
Academics	
Identify how many students you have per classroom, per grade level	TK - 1 Cohort - 18 Scholars K - 1 Cohort - 26 Scholars K/1 Combo - 1 Cohort - 24 Scholars 1st Grade - 1 Cohort - 22 Scholars 2nd Grade - 2 Cohorts - 18 and 19 Scholars 3rd Grade - 2 Cohorts - 17 and 18 Scholars Each 4th Grade - 2 Cohorts - 28 and 30 Scholars Each 5th Grade - 2 Cohorts - 22 and 24 Scholars Each 6th Grade - 2 Cohorts - 32 Scholars Each 7th Grade - 2 Cohorts - 25 and 29 Scholars Each 8th Grade - 2 Cohorts - 25 and 27 Scholars Each
Do you have any "independent study" students? If yes, please provide the means for determining / recording attendance and the means of determining that it is the student doing the work, and also what amount of work/time counts as a "day" of attendance	EPACS offers short term independent study for less than a cumulative 15 days per school year. We do not offer a long term independent study program. Students requesting short term independent study are provided grade level independent work to meet the following instructional minute guidelines: - TK/K: 180 Minutes 1st to 3rd: 230 Minutes 4th to 8th: 240 Minutes Upon return from short term independent study, work is reviewed by the credentialed teacher and attendance credit is granted if the student work meets expectations for the grade level as indicated above.
"Educated Person in the 21st Century" - please identify where we can find a clear list	This information is included in the EPACS Charter Renewal Petition on pages 24–25 under "Portrait of a Graduate." This section provides the complete list of competencies and

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of general academic skills and qualities important for an “educated person in the 21st Century”.	dispositions that define the skills and qualities Aspire seeks to develop in students. The Portrait of a Graduate was developed through engagement with educators, families, students, and community stakeholders and is intended to complement students' academic knowledge and skills with the broader competencies necessary for success in college, career, community, and life. The Portrait of a Graduate is also referred to in the “What it Means to be an Educated Person in the 21st Century” section on page 33 of the petition. That section explains that an educated person develops the knowledge, skills, and mindsets outlined in Aspire Bay Area’s Portrait of a Graduate, alongside rigorous, standards-aligned academic learning. For clarity, the six competencies identified in the Portrait of a Graduate are: Justice-Seeking Scholar; Knowledge of Self and Self-Determination Seeker; Inclusive Community Caretaker; Courageous Communicator; Compassionate Collaborator; and Resilient Life-Long Learner. The full descriptions of each competency can be found on pages 24–25 of the petition.
• Page 46 references “ongoing professional development” for teachers. Please clarify with more detail about what this entails. How frequently? Is it conducted in grade level or subject-matter cohorts? Do the teachers meet with other Aspire schools teachers for PD?	All teachers participated in Tier 1 professional development related to instruction. This development includes bi-weekly TK-2, ELA, and Math Professional Learning Communities (PLCs), bi-weekly grade-level team meetings (GLTs), bi-weekly instructional leadership team (ILT) meetings, and weekly Friday professional development centered on building instructional capacity. We also provide differentiated coaching for the classroom and integral teachers based on staffing needs and goals. Our teachers also have common preps to co-plan and collaborate with education specialists and service providers. Finally, all teachers participate in four full day Aspire Bay Area regional learning days where teachers collaborate on internalization of curriculum and data analysis in same grade level/content area groups. There are also 5 minimum days that teachers across the Bay meet virtually to analyze data and plan. Education Specialists receive additional differentiated professional development. All new Ed Specialists participate in a weekly learning community with other Aspire schools for the first

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	semester and all Education Specialists meet together for monthly professional development. These development sessions focus on building an aligned understanding of the thread of ed benefit in the development of an IEP, deepening instructional practice, and case management. Education Specialists are also coached by Regional Program Specialists based on their own individual needs.
● Please provide your minimum instructional time calculations	Please see the chart below.
● Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students - please provide more information about this topic	EPACS' Transitional Kindergarten program provides developmentally appropriate instruction that supports the academic, social-emotional, language, and physical development of four- and five-year-old learners. TK utilizes Pinecone Path as its core curriculum, incorporating thematic learning, purposeful play, hands-on exploration, student discourse, and learning centers. Pinecone Path is aligned with the science of literacy and is currently included in California's 2026 ELA/ELD instructional materials review process for TK. Heggerty provides additional explicit instruction in early literacy, including oral language, phonological awareness, alphabet knowledge, and vocabulary. Instruction is differentiated through whole-group, small-group, and individualized learning experiences, with additional scaffolds and specialized support for multilingual learners and students with disabilities. Beginning in the 2026–27 school year, Aspire is implementing the updated DRDP (2025) to strengthen developmentally appropriate assessment practices in TK. The DRDP provides teachers with a comprehensive view of student development across multiple domains and uses ongoing observations and documentation of students within authentic classroom experiences. Teachers use this information, along with other curriculum-based assessments and observations, to monitor growth, differentiate instruction, and plan learning experiences that support each student's development and successful transition to kindergarten.

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- With reference to pages 58-66, please provide more detail about your reclassification metric used for “student comparison”. Which assessments are used? Are these assessments provided to all students?

Student performance in basic skills is compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. A student can show proficiency using any one of the following benchmark assessments:

- mClass K-2: At or Above Benchmark
- iReady Reading 3-11: Scoring at or above the average English Only scale score for their peer group minus the standard deviation grouped by grade level and special education indicator after each iReady testing window. These thresholds are updated after each assessment window.
- iReady Reading 12: Scoring early on grade placement or above.
- SBAC ELA 3-8, 11: Score of 2 or above
- CAA for ELA 3-8, 11: Score of 2 or above (Only for students with disabilities on an alternate Curriculum)
- Brigance K-12: Composite Score=85+/Percentile Score=16+ in the following areas: Overall Language Development (Expressive), Overall Language Development (Receptive), Overall Academic Cognitive (Literacy and Mathematics) (Reference) (Only for students with disabilities on alternate curriculum)

Assessment	Administered to Which Students
mClass	All K-2
iReady ELA	3-8
SBAC ELA	3-8
CAA ELA	3-8 Scholars with a disability on alternative curriculum.
Brigance	K-8 Scholars with a disability on alternative curriculum.

EPACS Charter Renewal
Ravenswood Data Request - Due 9/17

• Please describe how the reclassified English Learners are monitored	Reclassified English Learners (RFEP students) are monitored through EPACS’ ongoing MTSS process, consistent with guidance in the U.S. Department of Education’s English Learner Toolkit. EPACS regularly triangulates multiple measures of student performance, including academic assessment data, classroom performance, and other indicators of student progress. Through grade-level and MTSS data reviews, RFEP students are monitored alongside their peers to identify students who may need additional support and determine appropriate intervention groups. When a need is identified, the team provides targeted support, monitors the student’s response, and adjusts interventions as needed.
• Please provide evidence that Designated ELD is provided for ELs	The EPACS master schedule has built in dedicated time for Designated ELD instruction for all grade levels using EL Achieve. See master schedule shared. The school leadership team supports teachers in creating rosters for these intervention groups in order to ensure all students entitled to these services are being served.
• Please provide evidence that Integrated ELD is included in all content areas (not just ELA/Math/Science)	Integrated ELD is embedded throughout EPACS’ instructional program and is not limited to a separate ELD block. EPACS’ adopted core curricula—including Wit & Wisdom, CommonLit, Amplify Science, TCI History, and Eureka Math²—include embedded supports for multilingual learners, such as language objectives and supports, explicit academic vocabulary development, structured discourse moves, modeling, and opportunities for students to use language to explain and demonstrate their thinking. Teachers provide students with access to grade-level content while intentionally supporting the language needed to engage with that content through vocabulary development, structured academic discourse, visual and linguistic scaffolds, and opportunities for oral and written expression. Teachers are expected to explicitly plan for integrated ELD supports as part of their weekly lesson planning and it is included on the planning template.

**EPACS Charter Renewal
Ravenswood Data Request - Due 9/17**

	Aspire East Palo Alto Instructional Minutes													
	Minimum Days						Full Days							
Grade	Start Time	End Time	Total Daily Minutes (Inst + Non-Inst)	Lunch and Recess	Total Instructional Minutes	#of Days	Start Time	End Time	Total Daily Minutes (Inst + Non-Inst)	Lunch and Recess	Total Instructional Minutes	#of Days	Total Required	Total
TK/K	8:00:00 AM	12:00:00 PM	240	40	200	57	8:00:00 AM	3:00:00 PM	420	55	365	123	36000	56295
1	8:00:00 AM	12:00:00 PM	240	40	200	57	8:00:00 AM	3:00:00 PM	420	50	370	123	50400	56910
2	8:00:00 AM	12:00:00 PM	240	40	200	57	8:00:00 AM	3:00:00 PM	420	50	370	123	50400	56910
3	8:00:00 AM	12:00:00 PM	240	40	200	57	8:00:00 AM	3:00:00 PM	420	50	370	123	50400	56910
4	8:00:00 AM	12:00:00 PM	240	35	210	57	8:00:00 AM	3:00:00 PM	420	50	370	123	54000	57480
5	8:00:00 AM	12:00:00 PM	240	35	210	57	8:00:00 AM	3:00:00 PM	420	50	370	123	54000	57480
6	8:00:00 AM	12:00:00 PM	240	35	210	57	8:00:00 AM	3:00:00 PM	420	50	370	123	54000	57480
7	8:00:00 AM	12:00:00 PM	240	25	220	57	8:00:00 AM	3:00:00 PM	420	40	380	123	54000	59280
8	8:00:00 AM	12:00:00 PM	240	25	220	57	8:00:00 AM	3:00:00 PM	420	40	380	123	54000	59280

EPACS Charter Renewal
Ravenswood Data Request - Due 9/17

Special Education	
Please provide the breakdown of Mod/Severe and Mild/Mod student numbers for both 2025-2026 and 2026-2027. Please also identify these as a percentage of SPED students.	Criteria: Extensive Support Needs Tag in SEIS and reported in CALPADS ESN = service profile (not service minute recommendation, disability type, and California Alternate Assessment Eligible) 2025-2026 School Year (Fall 1 Census Date Data) - Mild-Moderate: 62 students, ~ 94% - Mod. -Severe: 4 students , ~ 6% 2026-2027 School Year (Current) - Mild - Moderate: 61 students ~ 92.4% - Mod. - Severe: 5 students, ~ 7 .6%
[This question was asked at the Site Visit on 9/16] How frequent are progress reports sent for students with IEPs?	Our default for formal progress reports is <i>quarterly</i> unless otherwise agreed upon in the IEP meeting. We are required to send at least 2x per year and as a best practice as frequently as general education reports are sent.



Dear Families,

Congratulations! We are pleased to inform you that your child has a space reserved at East Palo Alto Charter School (EPACS) for the 2026–2027 school year. Welcome to EPACS! We are excited to have your family join our school community.

To ensure a smooth transition to EPACS, please complete registration steps, submit the documents listed below, and attend a Family Orientation. The Family Orientation will provide an overview of our school campus and review important policies, procedures, and expectations for students and families.

1. Attend Family Night: Wednesday, January 28, 2026
2. Completed Registration Form: Online via SchoolMint
3. Documents to Be Submitted:
 - ☐ Original Birth or Baptism Certificate
 - ☐ Proof of Address
 - ☐ Immunization Record
 - ☐ Current Report Card (required for students applying to grades 1–8 only)
 - ☐ Physical Exam (Required for TK, K, 1st grade, and students new to CA)
 - ☐ Dental Exam (Required for TK and K students)
 - ☐ Copy of IEP (if applicable)
4. If applicable: Current Family #: _____

At EPACS, we strongly believe in a partnership between school and families to best support student success. We strongly encourage all new families to attend the Family Night for fun and food. Each family will receive their first Family Unit for attending.

Thank you for your commitment to supporting your child's education. We look forward to meeting you and partnering with you throughout the school year.

Sincerely,
Susie Estrada
Business Manager
East Palo Alto Charter School



Estimadas Familias,

¡Felicidades! Nos complace informarles que su hijo(a) tiene un espacio reservado en East Palo Alto Charter School (EPACS) para el año escolar 2026–2027. ¡Bienvenidos a EPACS! Estamos muy contentos de que su familia se una a nuestra comunidad escolar.

Para asegurar una transición sin contratiempos a EPACS, por favor completar el proceso de inscripción, entregar los documentos que se indican a continuación y asistir a una Orientación para Familias. La Orientación para Familias brindará un recorrido por la escuela y explicará las políticas, procedimientos y expectativas importantes para estudiantes y familias.

1. Asistir a la Noche de Familias: Miércoles, 28 de enero del 2026
2. Formulario de inscripción completado: En línea a través de SchoolMint
3. Documentos que Deben Entregarse:
 - ☐ Certificado original de nacimiento o bautismo
 - ☐ Comprobante de domicilio
 - ☐ Registro de vacunas
 - ☐ Boleta de calificaciones actual (solo para estudiantes que solicitan ingreso a los grados 1–8)
 - ☐ Examen físico (Requerido para TK, K, 1er grado y estudiantes nuevos en el distrito)
 - ☐ Examen dental (Requerido para estudiantes de TK y Kindergarten)
 - ☐ Copia del IEP (si aplica)
4. Si aplica: Número de Familia Actual: _____

En EPACS creemos firmemente en una alianza sólida entre la escuela y las familias para apoyar el éxito de los estudiantes. Animamos fuertemente a todas las familias nuevas a asistir a la Noche Familiar para disfrutar de un rato agradable y de una buena comida.

Gracias por su compromiso y esfuerzo para apoyar la educación de su hijo(a). Esperamos conocerlos y trabajar juntos a lo largo de este año escolar.

Atentamente,
Susie Estrada
Gerente de Operaciones
East Palo Alto Charter School



Thursday, September 17, 2026

Board of Directors Meeting

Time: 2:00pm-6:00pm

Location: Central Valley Regional Office (CVRO) at 4202 Coronado Avenue, Stockton, CA 95204

*Additional Teleconferencing Locations, Aspire Public Schools

Members of the public who wish to access this Board meeting and address the Board during public comment may do so at <https://aspirepublicschools.zoom.us/j/6369001161>

Meeting ID: 636 900 1161

or by phone at +1 669 900 6833, +1 669 444 9171

Access to Board Materials: A copy of the written materials which will be submitted to the Board may be reviewed by any interested persons on Aspire Public Schools' website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

In compliance with the Americans with Disabilities Act (ADA) and upon request, Aspire Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Aspire's Home Office.

Public Comment Reminder: Individual speakers are permitted 2 minutes for comment, with the total comment time not to exceed 20 minutes per agenda item or non-agenda topic.

Monday, September 14, 2026 9:59 AM

Page

1. Public Business Meeting

- A. Call to Order & Roll Call
- B. Approval of the Agenda
- C. Public Comment

During this agenda item, individual speakers are permitted 2 minutes to comment on any meeting topic, with the total comment time for all speakers not to exceed 20 minutes. In an effort to increase the public's ability to address the Board, the Board Chair may reduce the time allocated to each speaker based on the number of individuals who wish to provide public comments.

2. Closed Session

- A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Gov. Code section 54957(b)(1).)
Title: Transition President & CEO
- B. CONFERENCE WITH LEGAL COUNSEL—LITIGATION (Gov. Code section 54956.9(d)(4).): (1).
- C. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Gov. Code section 54956.8.)
Property: 8338 West Ln, Stockton, CA 95210
Agency negotiator: Aspire Public Schools
Negotiating parties: Reliance Real Estate

Under negotiation: \$2.15M Purchase Price

Update on Milestones

3. Reconvene to Public Meeting

- A. Report of Closed Session

4. Chairperson and TPCEO COMMENTS

- A. Chairperson's Report
B. Other Board Member Comments
C. TPCEO COMMENTS

5. Consent

- A. 2026-0618 Board Meeting Minutes 8
[2026-0618 Meeting Minutes.pdf](#) 
Approval
- B. 2026-0820 EC Meeting Minutes 15
[2026-0820 EC Meeting Minutes.pdf](#) 
Approval
Approval
- C. 2026-0122 Board Meeting Minutes 18
[2026-0122 Meeting Minutes.pdf](#) 
Approval
- D. Delegation of Authority to Transition President & CEO to Prospectively Pursue 24
Sublease or other Lawful Use of the Facility Formerly Occupied by Aspire Golden
State Preparatory Academy
Aspire Golden State Preparatory Academy's (GSP's) charter was not renewed prior
to its expiration on June 30, 2026. Aspire is in the process of considering its legal
options to seek the renewal of GSP's charter. In the meantime, Aspire leadership is
seeking Board approval to prospectively pursue a sublease or other lawful
disposition of the property.
[Draft Resolution GSP Facility.docx](#) 
Delegate authority to Aspire's Transition President & CEO to pursue a sublease or other
prospective lawful use of the facility formerly occupied by Aspire Golden State
Preparatory Academy
- E. Check Disbursement Register - June 2026 - August 2026 28
[Check Register - June 2026 - September 2026.pdf](#) 

- Approve check disbursement register
- F. 25-26 Intra-organizational Loans 428
- [25-26 Intra-Org Loan Summary.pptx](#) 
- [2026-6-30 - HO to APEX Signed.pdf](#) 
- [2026-6-30 - HO to AASA Signed.pdf](#) 
- [2026-6-30 - HO to ASSA Signed.pdf](#) 
- [2026-6-30 - HO to CHA Signed.pdf](#) 
- [2026-6-30 - HO to RTA Signed.pdf](#) 
- Annual approval of intra-organizational loans as of the previous year-end
- Approve intra-organization loans as of 6/30/246
- G. EDCOE Income Reallocation - Resolution # 2025-22 440
- [Aspire Public Schools - EDCOE Charter SELPA - 2025-2026 Income Reallocation - 9.17.26.docx](#) 
- [Aspire Public Schools - EDCOE Charter SELPA - 2025-2026 Income Reallocation.pdf](#) 
- To approve the reallocation of state special education funds within the 25 Aspire schools that are in the EDCOE SELPA
- H. Conditional Authorization to Transfer Los Angeles Region Assets to Aspire Los Angeles 443
- The Board previously approved a plan to transfer the charters for Aspire's LA schools to a new non-profit entity, Aspire Los Angeles. Aspire now seeks the Board's approval to transfer the reserves and assets of those schools in support of the restructure plan. Aspire also seeks Board authorization to notify the California Attorney General of the proposed transfer. While not legally required, Aspire intends to provide said notice out of an abundance of caution and in full transparency.
- [Draft Board Resolution for Conditional Transfer LA Region Assets to Aspire Los Angeles.docx](#) 
- Approve the conditional transfer of the schools' allocated reserve funds and other assets, including related furniture, fixtures, and equipment to Aspire Los Angeles. Authorize staff to prepare the final asset list and notify the California Attorney General of the proposed transfer.
- I. Urban Greening Grant 447
- [Project Abstract.docx](#)  [site plan.jpg](#)  [Authorizing Resolution Template.docx](#) 

Approve the Board Resolution for The Urban Greening

- J. **EPACS School Improvement Plan** 451
1b. EPACS School Improvement Plan.pdf 

Approval

6. Action

- A. Aspire Org Model Restructure: Approval of Fairness Principle 467
The Board previously approved a plan to restructure Aspire, starting with the transfer of its LA schools to a new legal entity called Aspire Los Angeles. To ensure that the restructure is fair to all schools, staff, and students, the Board is asked to approve a "fairness principle" that will apply to all substantive decisions. In general, the "fairness principle" requires that the restructure be in the best interest of all of Aspire's ~15,000 students, as well as market benchmarking for services, compliance with law and bond covenants, and affordability for all regions as defined by Aspire's operational record.
[Draft Resolution Adopting the Fairness Principle.docx](#) 
- B. Approval of Restructure Transition Budget 471
Aspire's Board previously approved a plan to restructure the organization, which includes transferring its schools in LA to a new entity called Aspire Los Angeles. The transition budget addresses costs associated with that transition.
[Draft Resolution Transition Costs Budget 9.17.26.docx](#) 
- Approve the transition budget to support the restructure of Aspire Public Schools and facilitate the transfer of the LA charters to Aspire Los Angeles
- C. Approval of Guaranteed Line of Credit for Aspire Los Angeles & Associated Start-up Budget 476
Aspire's Board previously approved a plan to restructure Aspire Public Schools, starting by transferring its schools in LA to a new entity, Aspire Los Angeles (ALA). ALA has secured a line of credit to fund its start-up costs, such as retaining legal counsel, contracting vendors who will provide services to its schools, and hiring staff to support the transition. Those categories are outlined in the attached draft Board Resolution and Budget. The line of credit is conditioned upon Aspire Public Schools agreeing to serve as a guarantor.
[Draft Resolution Line of Credit and ALA Start-up Budget \(rev. 9.17.2026\).docx](#) 
- Approve the attached resolution, authorizing Aspire Public Schools to serve as a guarantor on Aspire Los Angeles's line of credit and the associated start-up budget.
- D. Approval of Organizational and Leadership Structure for Aspire Public Schools Post Restructure 481
Aspire's Board previously approved a plan to restructure the organization, transferring the charters of its LA schools to a new entity called Aspire Los Angeles. The transfer of the LA students, staff and schools will present a significant

opportunity for Aspire Public Schools to reimagine its forward-looking org structure and the leadership team that will lead it. The Board will be presented with options for the post-restructure org model.

[Draft Resolution Aspire NorCal Leadership Structure.docx \(1\).pdf](#) 

Approve the revised organizational and leadership structure for Aspire Public Schools post the transition of Aspire Los Angeles.

- E. Aspire Los Angeles Charter Renewal - Aspire Inskeep Academy 486

[LA- Renewal Resolution Aspire Inskeep.pdf](#)  [Aspire Inskeep Academy Charter Summary California School Dashboard \(CA Dept of Education\).pdf](#) 

Review the charter renewal process and approve the resolution authorizing submission of the charter renewal petition for Aspire Inskeep Academy.

- F. Aspire Los Angeles Charter Renewal - Aspire Antonio Maria Lugo Academy 495

[Aspire Antonio Maria Lugo Academy Summary California School Dashboard \(CA Dept of Education\).pdf](#) 

[LA- Renewal Resolution Aspire Antonio Maria Lugo.pdf](#) 

Review the charter renewal process and approve the resolution authorizing submission of the charter renewal petition for Aspire Antonio Maria Lugo Academy.

- G. Aspire Los Angeles Charter Renewal - Aspire Ollin University Preparatory Academy 504

[LA- Renewal Resolution Aspire Ollin.pdf](#) 

[Aspire Ollin University Preparatory Academy Summary California School Dashboard \(CA Dept of Education\).pdf](#) 

Review the charter renewal process and approve the resolution authorizing submission of the charter renewal petition for Aspire Ollin University Preparatory Academy.

- H. 2025-2026 Authorizer Unaudited Actual Reports - Bay Area & Central Valley Regions 513

[BOD Summary - 25-26 Unaudited Actuals - 9.17.26.docx](#) 

[2025-2026 Aspire Berkley Maynard Academy UA - Alt form Signed.pdf](#) 

[2025-2026 Aspire College Academy UA - Alt form Signed.pdf](#) 

[2025-2026 Aspire Golden State Prep Academy UA - Alt Form Signed.pdf](#) 

[2025-2026 Aspire Lionel Wilson Preparatory Academy UA - Alt form Signed.pdf](#) 

[2025-2026 Aspire Monarch Academy UA - Alt form Signed.pdf](#) 

[2025-2026 Aspire Triumph Technology Academy UA - Alt form Signed.pdf](#) 

[41-68999-0134197 Aspire East Palo Alto Charter Academy 2025-26 UA Charter Alt Form.pdf](#) 

[Aspire RCAL UA FY26 from SACS.pdf](#) 

[Aspire RTA UA FY26 from SACS.pdf](#) 

[SCA Alt Form.pdf](#) 

[BHA 25.26 UA Alt Form.pdf](#) 

[BHM 25.26 UA Alt Form.pdf](#) 

[ROCS 25.26 UA Alt Form.pdf](#) 

[VSA 25.26 UA Alt Form.pdf](#) 

[UCS UA Alt Form 25.26.pdf](#) 

[VCPA UA Alt Form 25.26.pdf](#) 

[CHA Alt Form.pdf](#) 

[ATCPA Alt form.pdf](#) 

[ATSA Alt Form.pdf](#) 

[AASA Alt Form.pdf](#) 

[APEX Alt Form.pdf](#) 

[ASSA Alt Form.pdf](#) 

[LHA Alt Form.pdf](#) 

[PCA Alt Form.pdf](#) 

[RPA Alt Form.pdf](#) 

Approve 2025-2026 Unaudited Actuals reports for Aspire schools that are located in the Bay Area And Central Valley Regions

- I. 25-26 Consolidated Unaudited Financials - Full Year 675

[FY 25-26 Financial Statement Highlights - Q4.docx](#) 

[25-26 Unaudited Consolidated Financials.pdf](#) 

Quarterly Financial Statement Review

Approve Full Year, 25-26 Consolidated Financials

7. Discussion and Information

- A. Organizational Health Metrics 679

Overview of the metrics that will be used to monitor organizational health for the 26-27 school year. Progress updates provided on the applicable metrics to date.

[Organizational Health Metrics - September 2026.pdf](#) 

- B. Financial Tracking Metrics 691

[Financial Tracking Metrics - 9.17.26 BOD.pdf](#) 

Propose financial metrics that we will track and present updates on to the BOD for the 26-27 year.

- C. Foundation Update - FYTD Fundraising Snapshot
FYTD Giving Totals, by funder type

8. Adjournment

- A. Meeting Adjournment

*Additional Locations: All Aspire Public Schools

<https://aspirepublicschools.community.diligentoneplatform.com/home/public/document/531d4b19-a533-4d18-a107-356205c45039> 

EPACS Data Slide Deck

based on questions from the Ravenswood
Board at the Public Hearing

Where do our EPACS families live?

City	Zip	Total Students	% of Students
East Palo Alto	94303	383	87.8%
	94301	1	0.2%
Menlo Park	94025	19	4.4%
Redwood City	94063	10	2.3%
	94061	6	1.4%
San Mateo	94403	3	0.7%
	94401	1	0.2%
Sunnyvale	94085	2	0.5%
	94087	1	0.2%
Santa Clara	95054	2	0.5%
San Jose	95111	2	0.5%
San Francisco	94124	2	0.5%
Stockton	95219	1	0.2%
Hayward	94544	1	0.2%
Tracy	95377	1	0.2%
Modesto	95354	1	0.2%

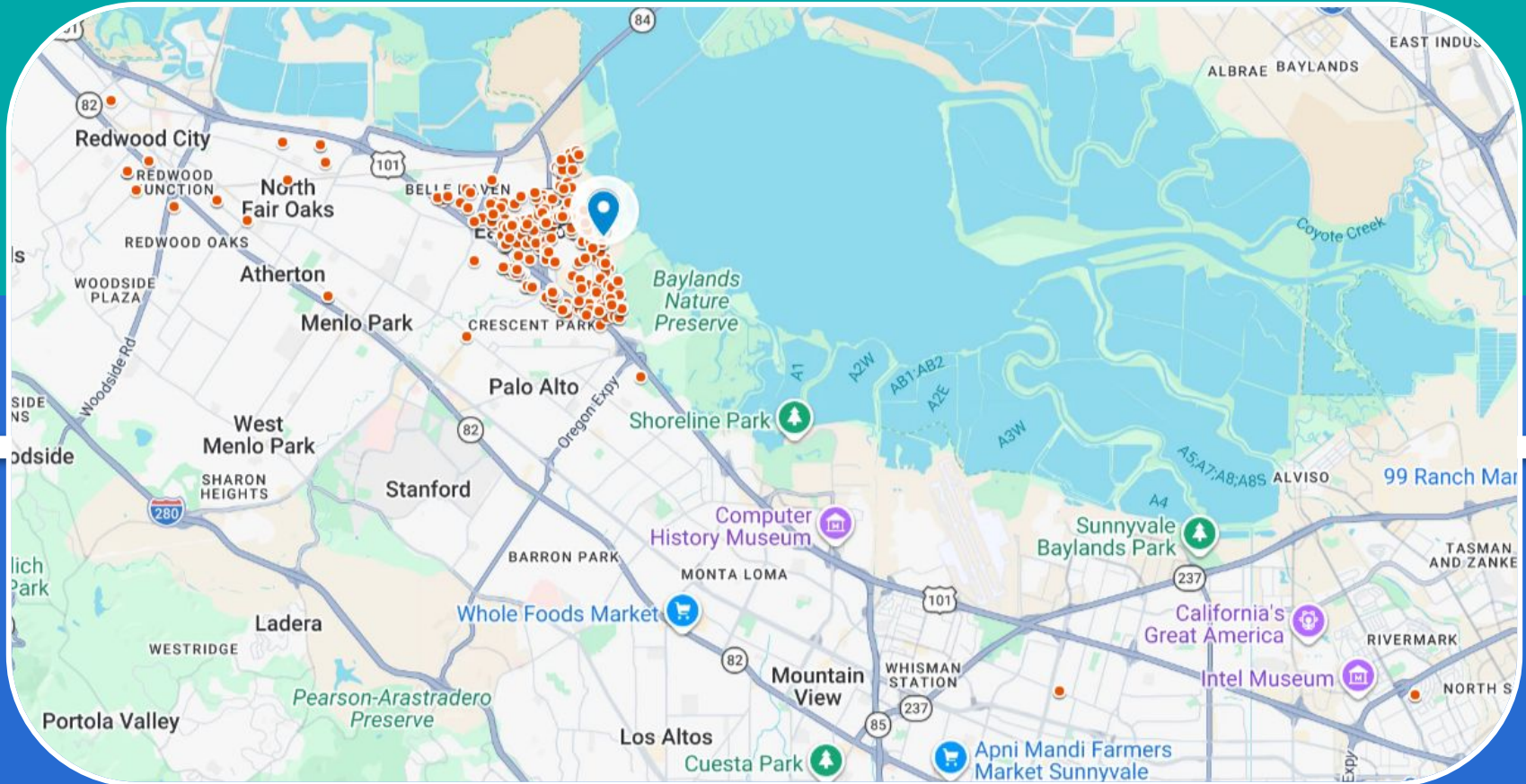
The majority of EPACS families live in East Palo Alto, with a very small number of families traveling from the Central Valley.

Two maps follow:

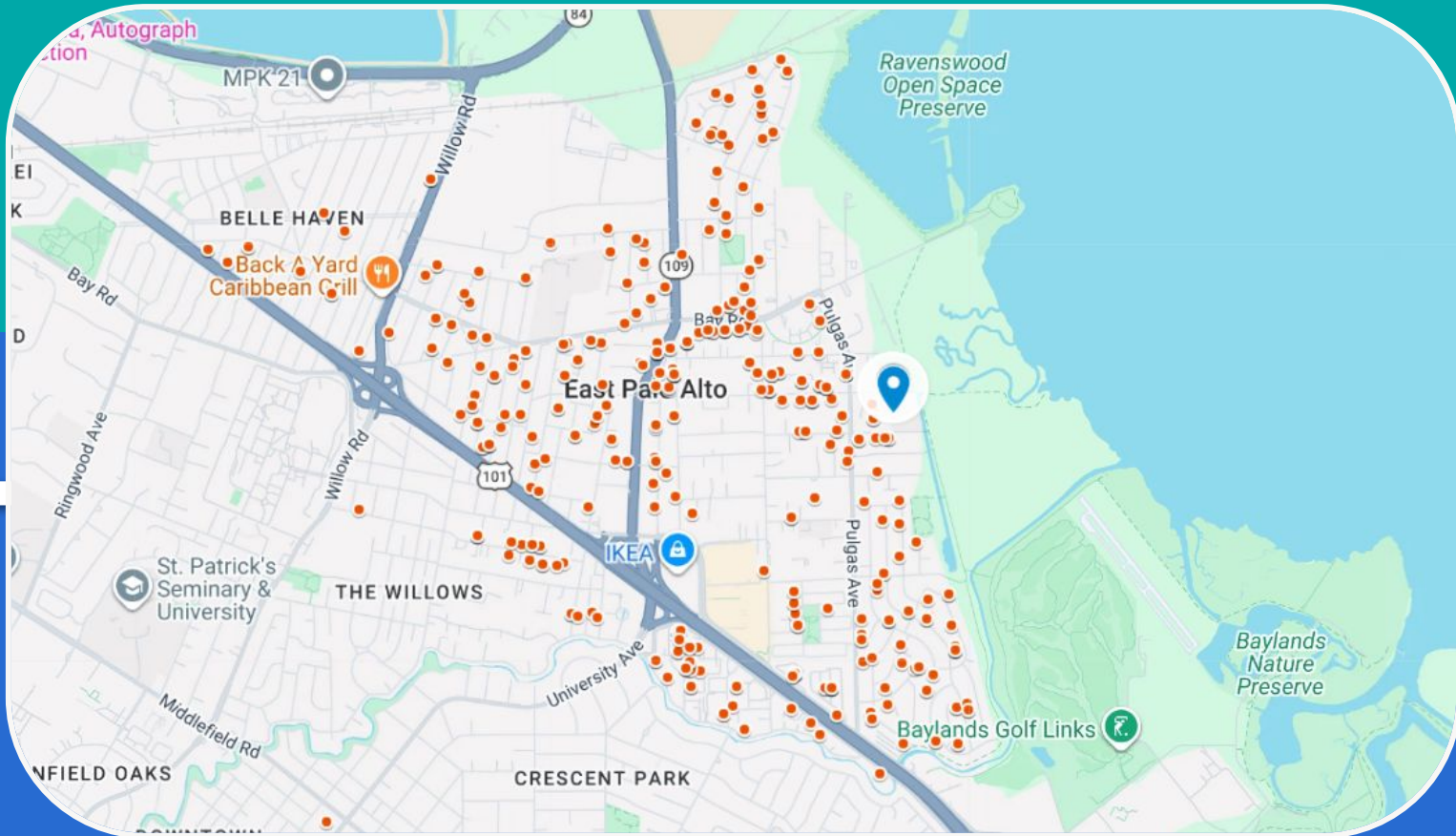
- Students across the wider South Bay
- Students located in East Palo Alto.

Each red dot represents one household.

EPACS Students Across the South Bay



EPACS Students in East Palo Alto





2025 CAASPP Performance

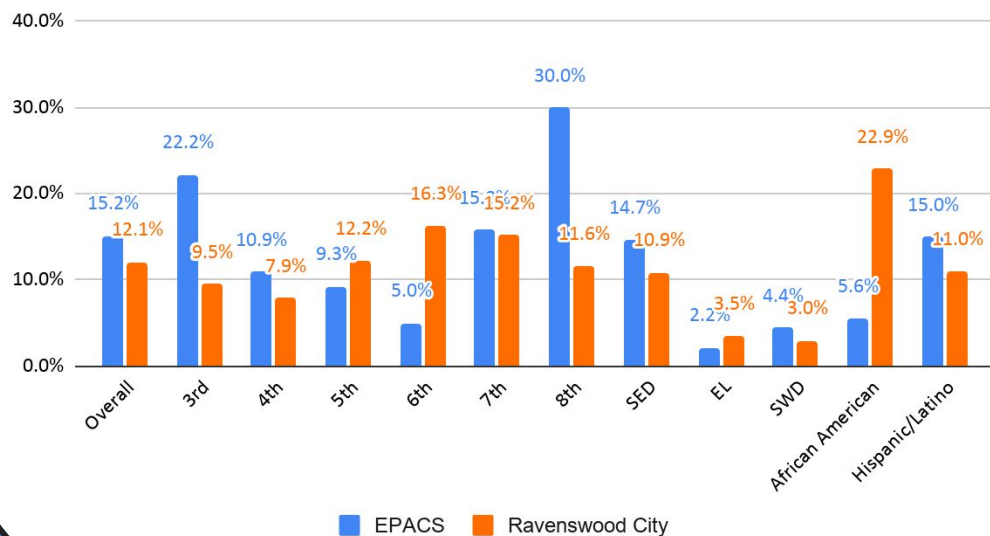
The graphs in this set show the performance of EPACS and Ravenswood students on the 2025 CAASPP.

Charts show proficiency rates and distance from standard for subgroups large enough to be reported on the Dashboard.

2025 CAASPP ELA Proficiency by Subgroup: Aspire EPACS and Ravenswood City Elementary



2025 CAASPP ELA Met/Exceeded



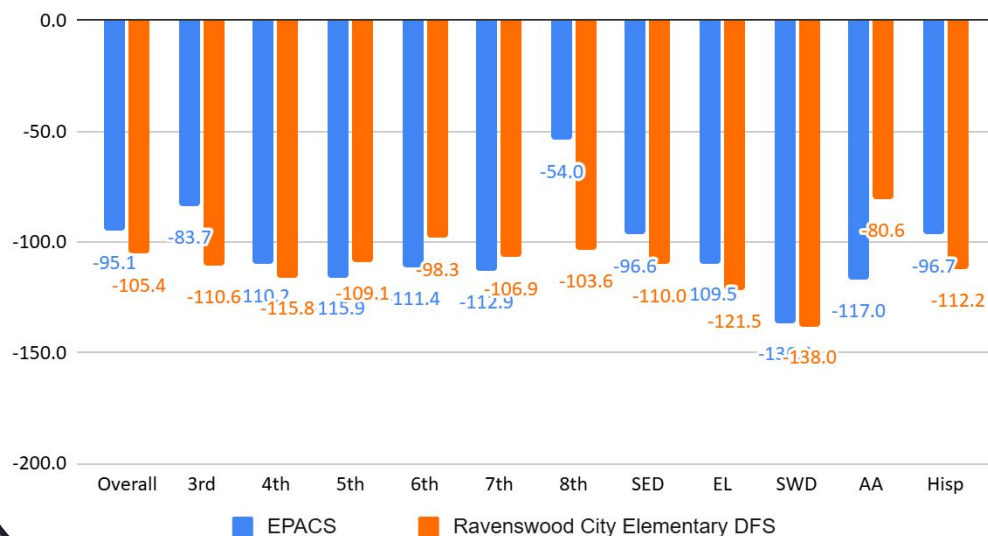
2025 CAASPP ELA Met/Exceeded

Subgroup	EPACS #	EPACS %	Ravenswood City #	Ravenswood City %
Overall	50	15.2%	108	12.1%
3rd	12	22.2%	13	9.5%
4th	6	10.9%	13	7.9%
5th	5	9.3%	18	12.2%
6th	3	5.0%	23	16.3%
7th	9	15.8%	24	15.2%
8th	15	30.0%	17	11.6%
SED	45	14.7%	92	10.9%
EL	3	2.2%	17	3.5%
SWD	2	4.4%	4	3.0%
AfAm	1	5.6%	11	22.9%
Hisp	43	15.0%	80	11.0%

2025 CAASPP ELA Distance From Standard: Aspire EPACS and Ravenswood City Elementary



2025 CAASPP ELA Distance From Standard



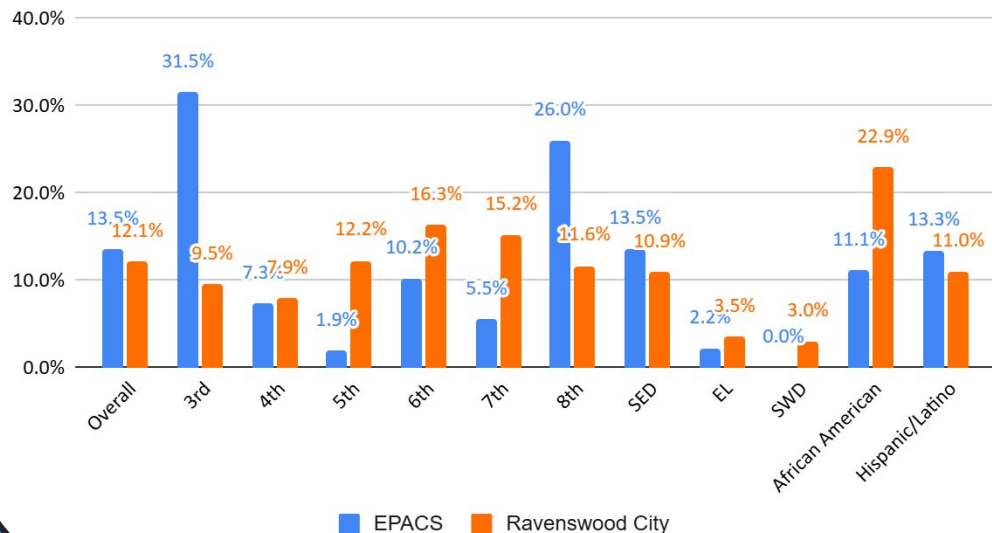
2025 CAASPP ELA DFS				
Subgroup	EPACS Students Tested	EPACS DFS	Ravenswood Students Tested	Ravenswood DFS
Overall	330	-95.1	898	-105.4
3rd	54	-83.7	137	-110.6
4th	55	-110.2	165	-115.8
5th	54	-115.9	147	-109.1
6th	60	-111.4	141	-98.3
7th	57	-112.9	158	-106.9
8th	50	-54	150	-103.6
SED	307	-96.6	840	-110.0
EL	139	-109.5	490	-121.5
SWD	45	-136.4	134	-138.0
AfAm	18	-117.0	48	-80.6
Hisp	287	-96.7	725	-112.2

Distance from Standard (DFS) measures how far, on average, students are from meeting grade level standards on the CAASPP

2025 CAASPP Math Proficiency by Subgroup: Aspire EPACS and Ravenswood City Elementary



2025 CAASPP Math Met/Exceeded



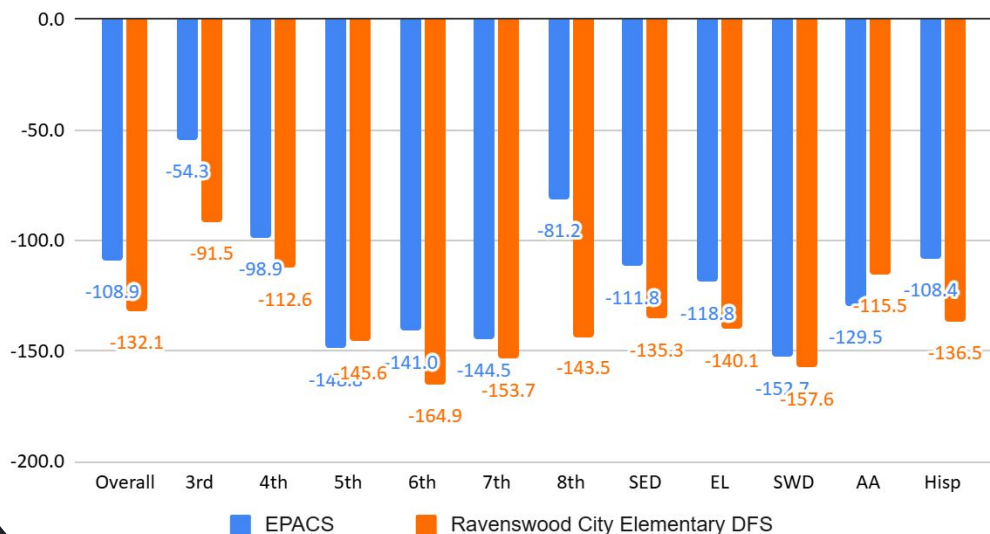
2025 CAASPP Math Met/Exceeded

Subgroup	EPACS #	EPACS %	Ravenswood City #	Ravenswood City %
Overall	44	13.5%	66	7.1%
3rd	17	31.5%	25	17.2%
4th	4	7.3%	7	4.1%
5th	1	1.9%	5	3.3%
6th	6	10.2%	6	4.1%
7th	3	5.5%	10	6.2%
8th	13	26.0%	13	8.9%
SED	41	13.5%	54	6.2%
EL	3	2.2%	16	3.1%
SWD	0	0.0%	7	5.2%
AfAm	2	11.1%	9	18.8%
Hisp	38	13.3%	44	5.9%

2025 CAASPP Math Distance From Standard: Aspire EPACS and Ravenswood City Elementary



2025 CAASPP Math Distance From Standard



2025 CAASPP Math DFS				
Subgroup	EPACS Students Tested	EPACS DFS	Ravenswood Students Tested	Ravenswood DFS
Overall	326	-108.9	928	-132.1
3rd	54	-54.3	145	-91.5
4th	55	-98.9	171	-112.6
5th	53	-148.8	153	-145.6
6th	59	-141	149	-164.9
7th	55	-144.5	162	-153.7
8th	50	-81.2	148	-143.5
SED	303	-111.8	869	-135.3
EL	137	-118.8	523	-140.1
SWD	45	-152.7	134	-157.6
AfAm	18	-129.5	48	-115.5
Hisp	285	-108.4	754	-136.5

Distance from Standard (DFS) measures how far, on average, students are from meeting grade level standards on the CAASPP

2526 iReady Overall Relative Placement

The graphs in this set show the number of students at each overall relative placement on iReady and mClass from Fall 2025 to Spring 2026.

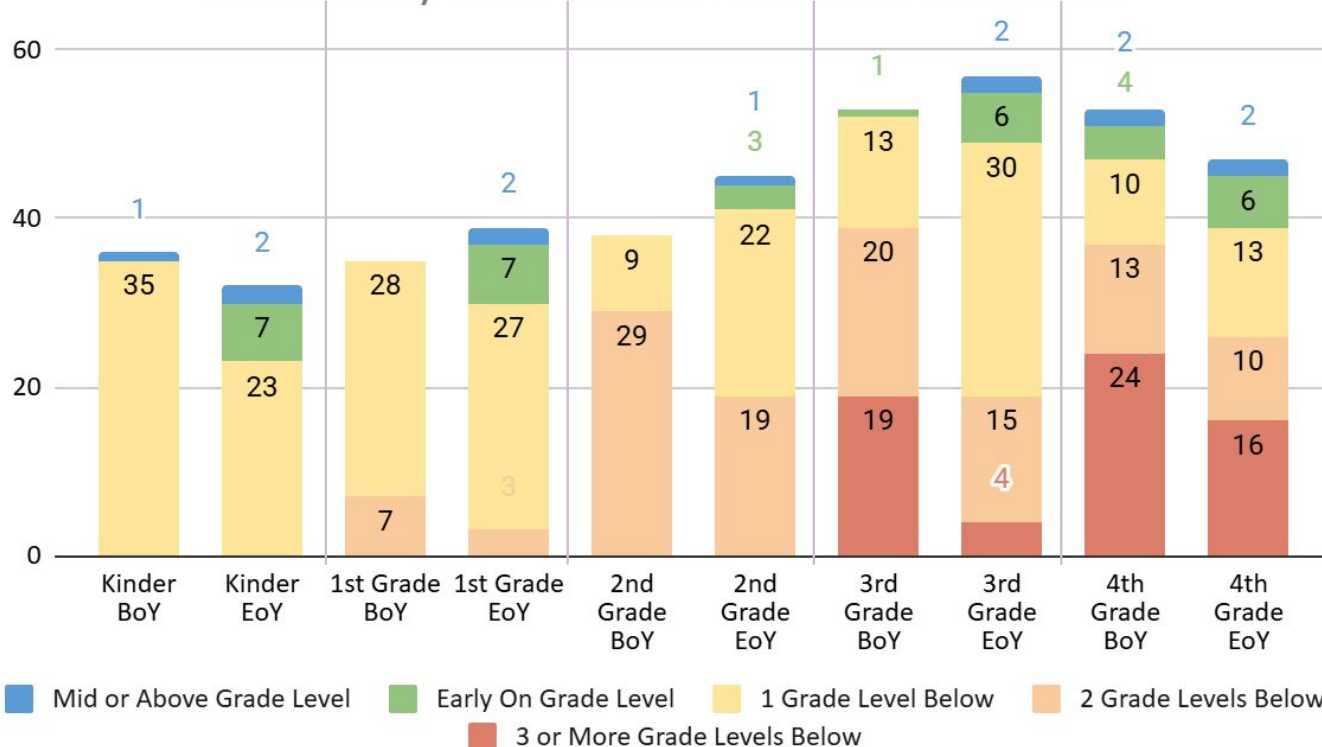
For example, on the next slide, you can see that in 3rd grade, the number of students three or more grade levels behind dropped from 19 students to 4 students.

This is the same data as the slides in teal, but show raw numbers instead of percentages.

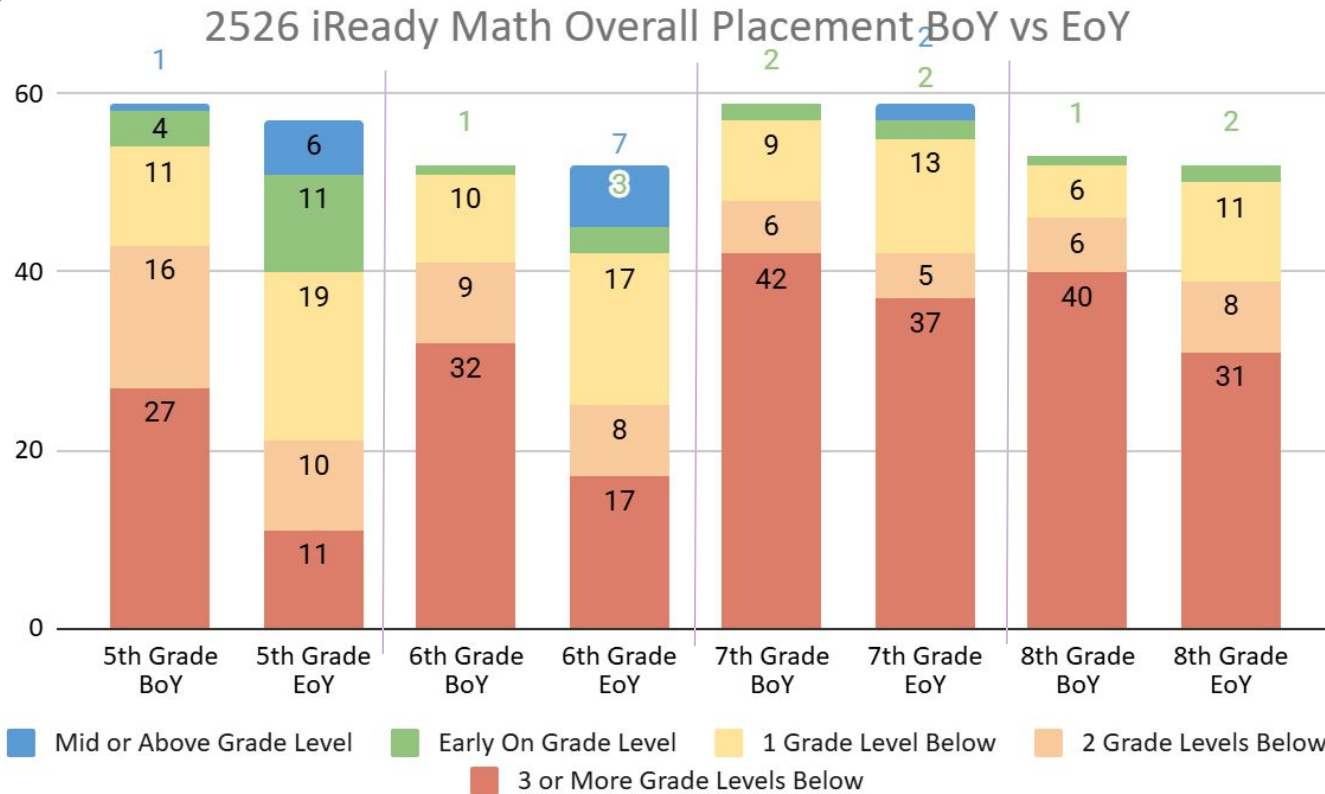


2526 iReady Math Kinder to 4th Grade

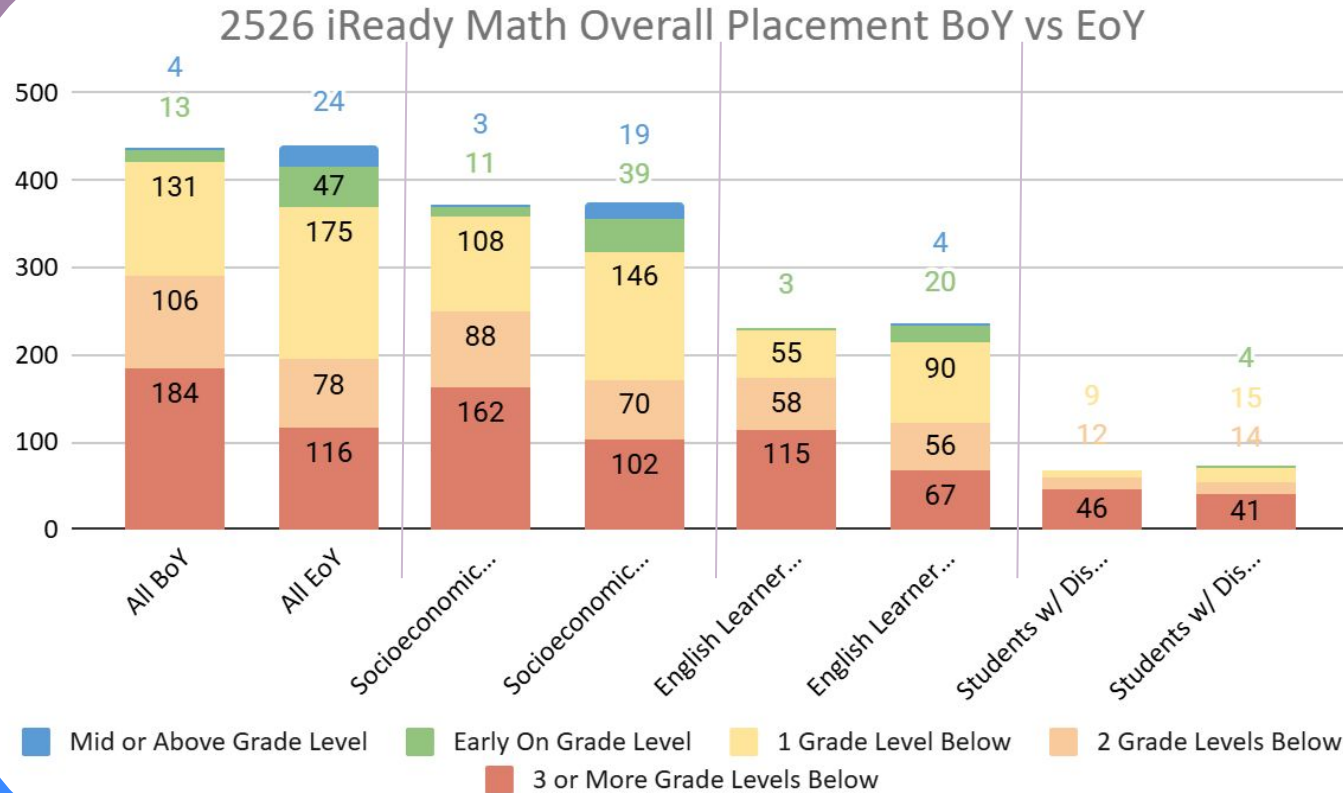
2526 iReady Math Overall Placement BoY vs EoY



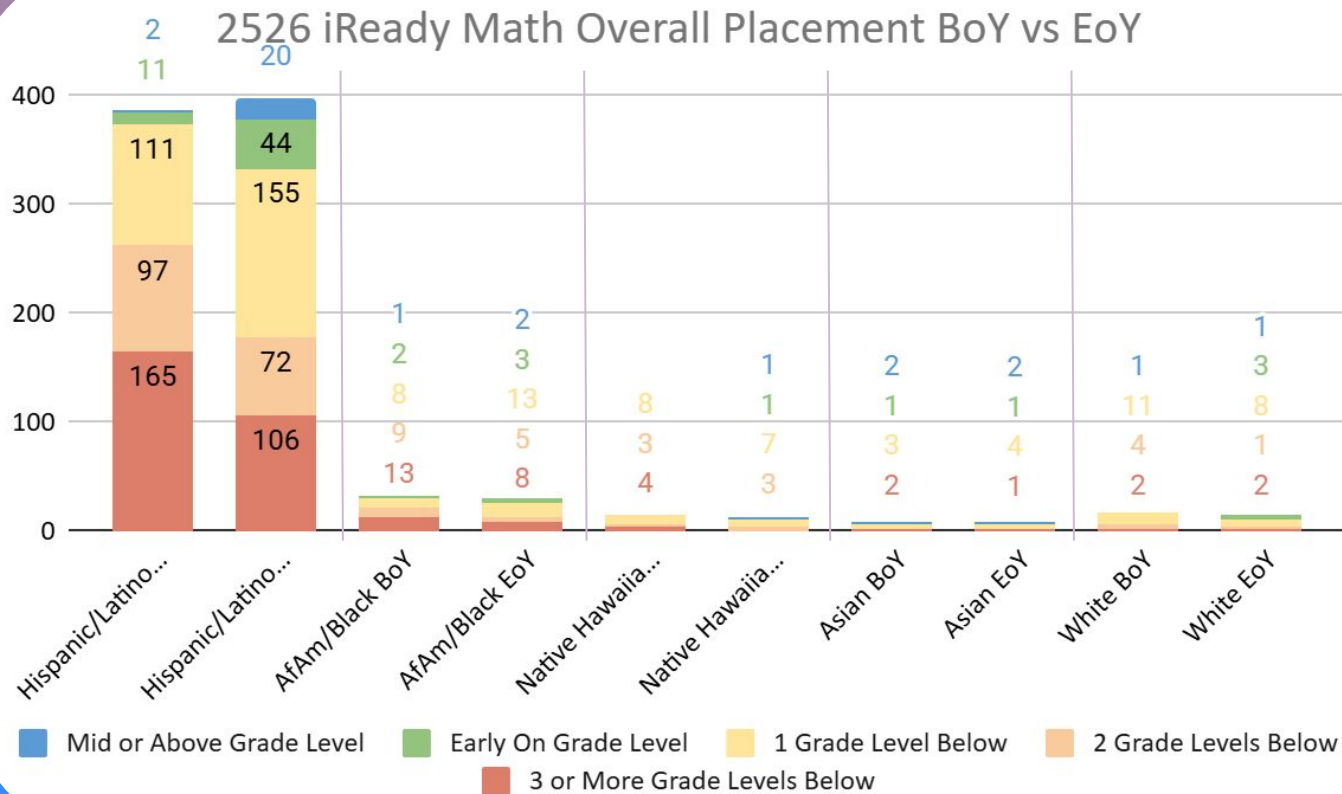
2526 iReady Math 5th Grade to 8th Grade



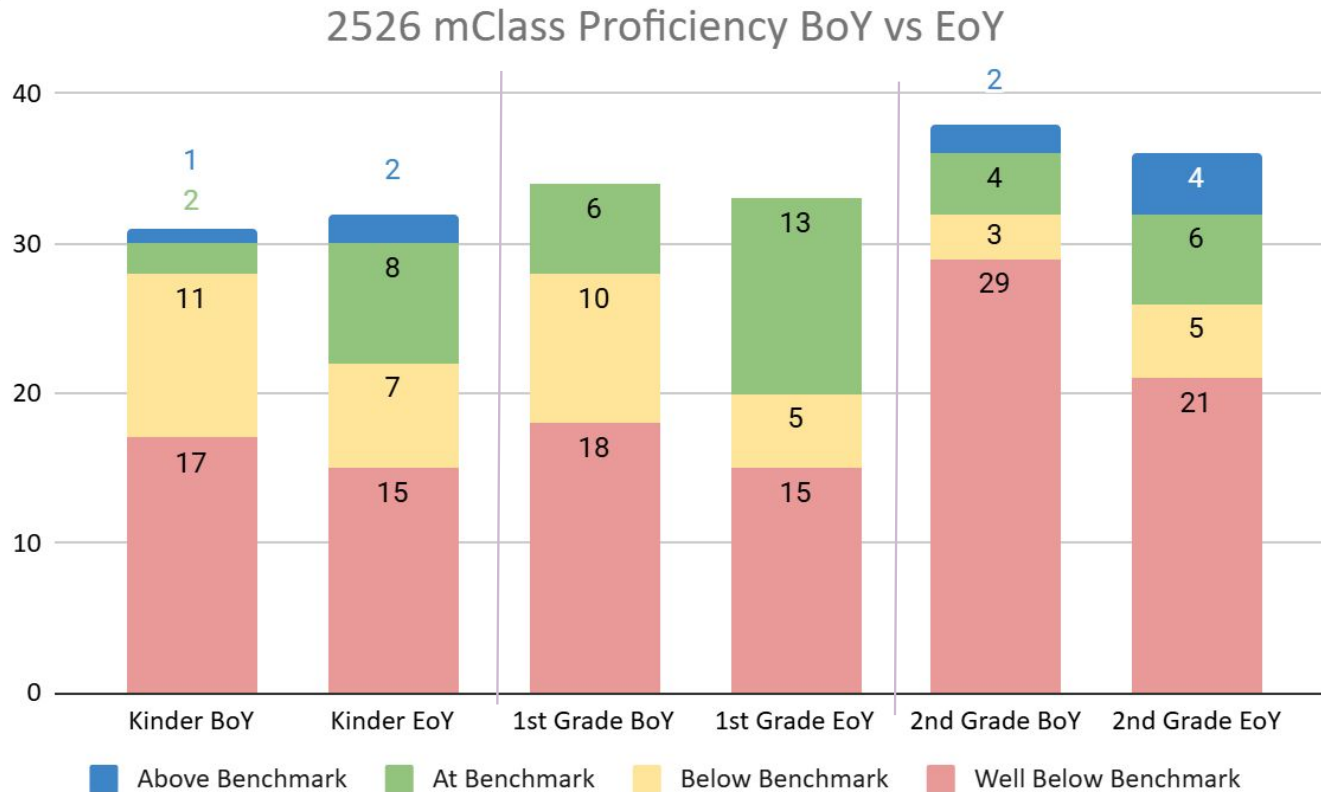
2526 iReady Math by Subgroup



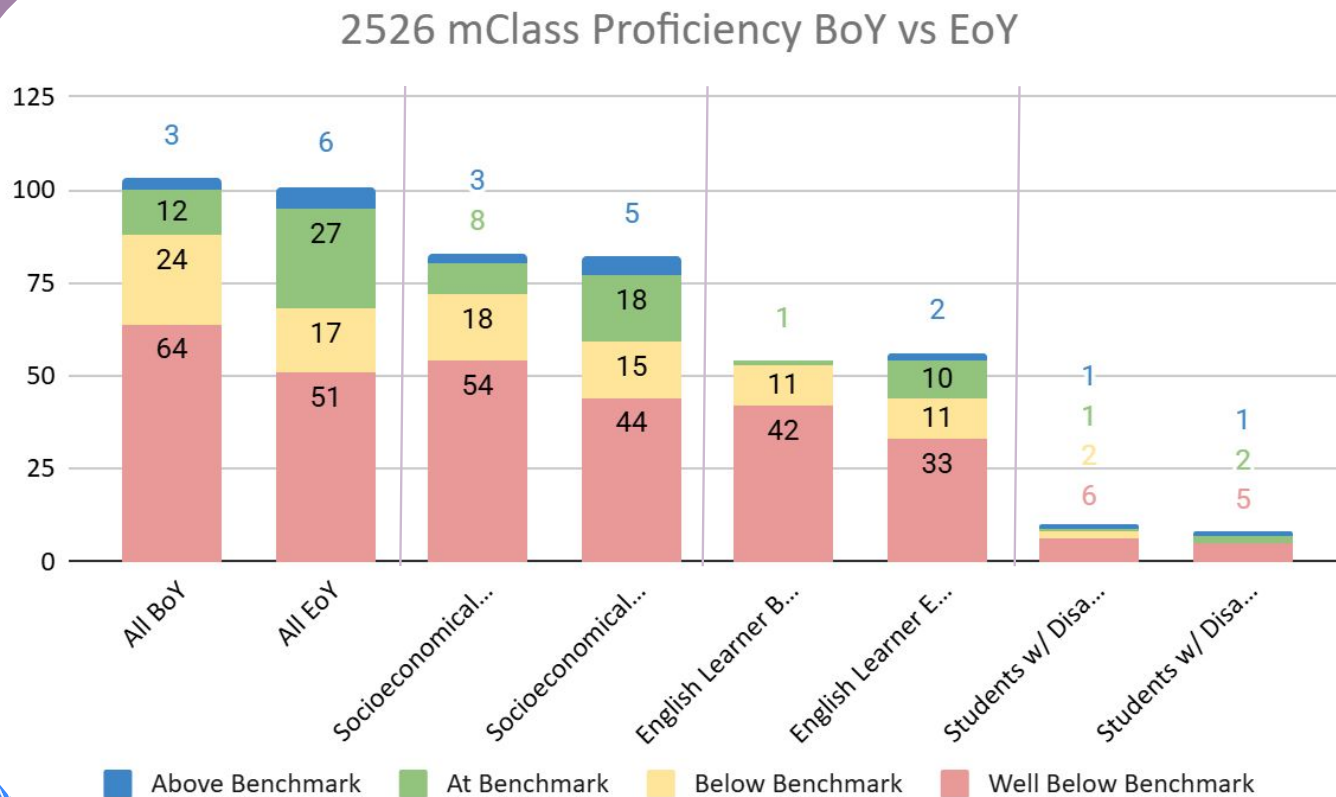
2526 iReady Math by Race/Ethnicity



2526 mClass by Grade Level

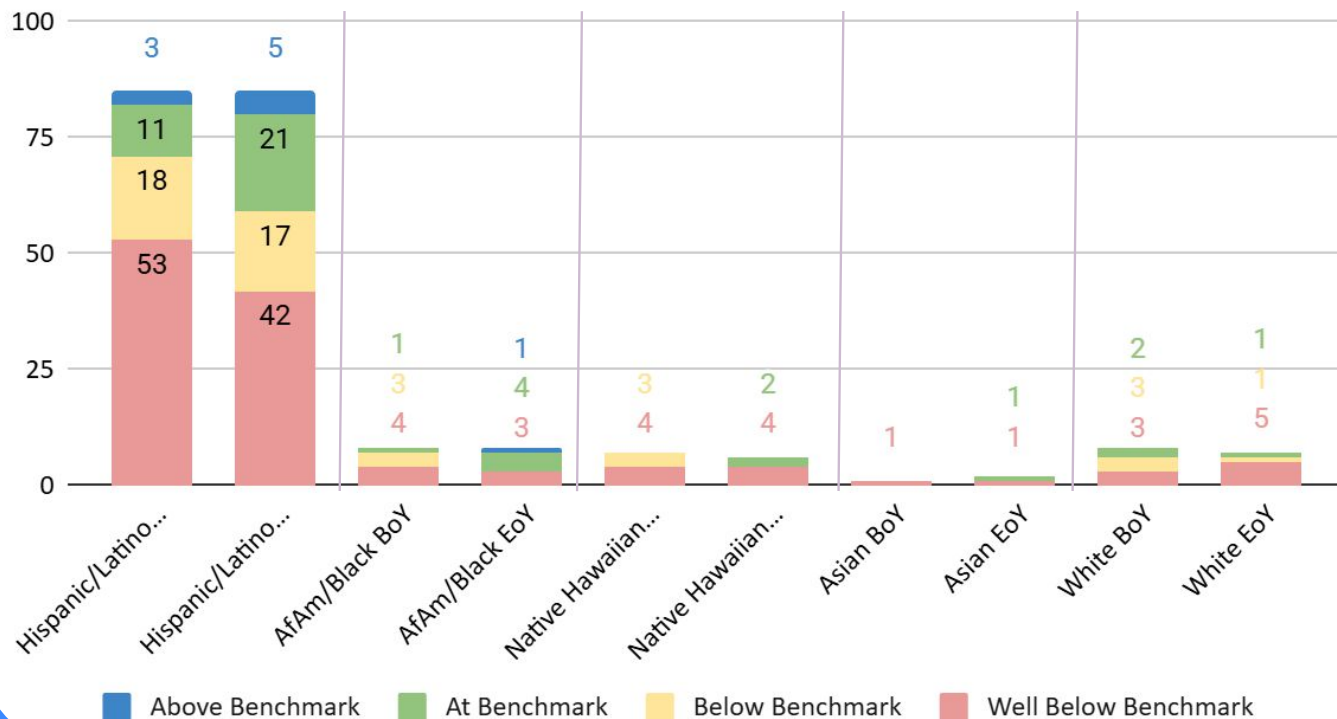


2526 mClass by Subgroup



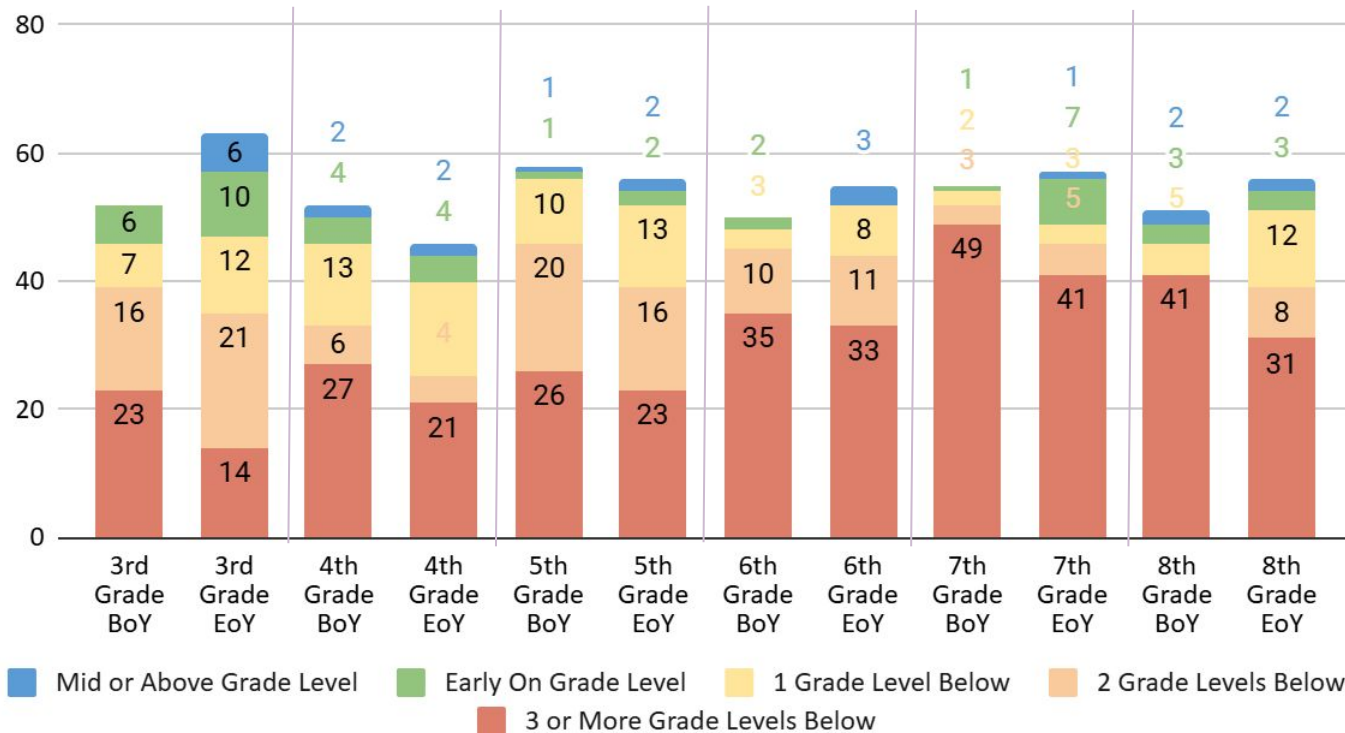
2526 mClass by Race/Ethnicity

2526 mClass Proficiency BoY vs EoY

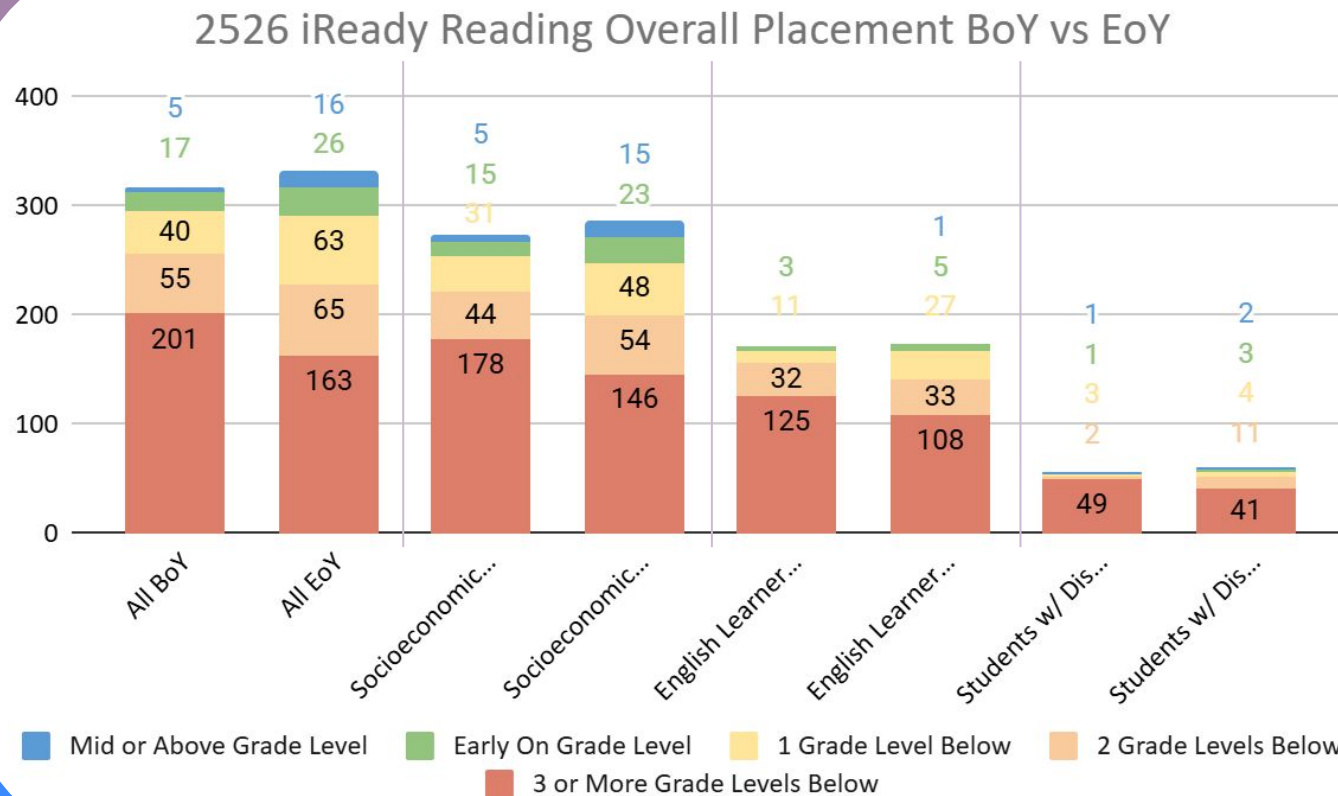


2526 iReady Reading Kinder 3rd to 8th Grade

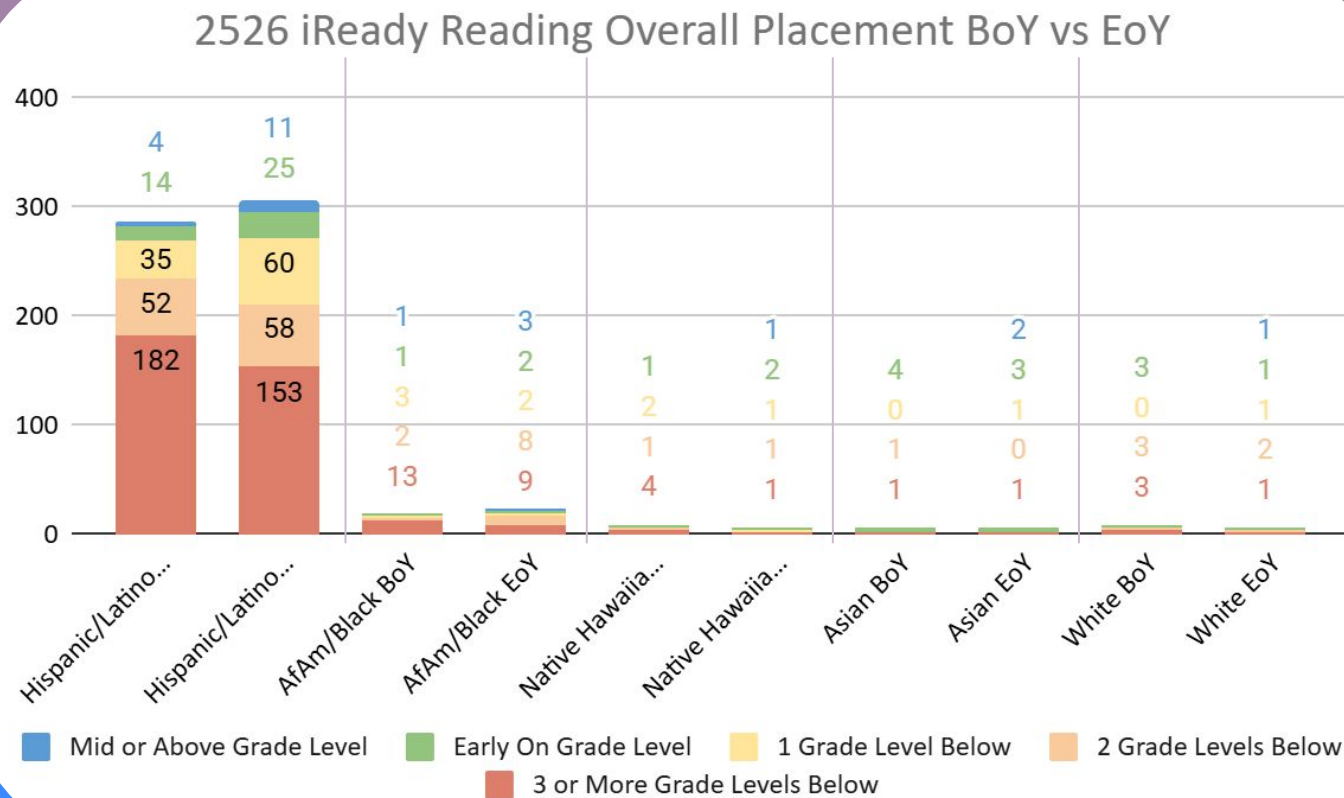
2526 iReady Reading Overall Placement BoY vs EoY



2526 iReady Reading by Subgroup



2526 iReady Reading by Race/Ethnicity



2526 iReady Overall Relative Placement

The graphs in this set show the percentage of students at each overall relative placement on iReady from Fall 2025 to Spring 2026.

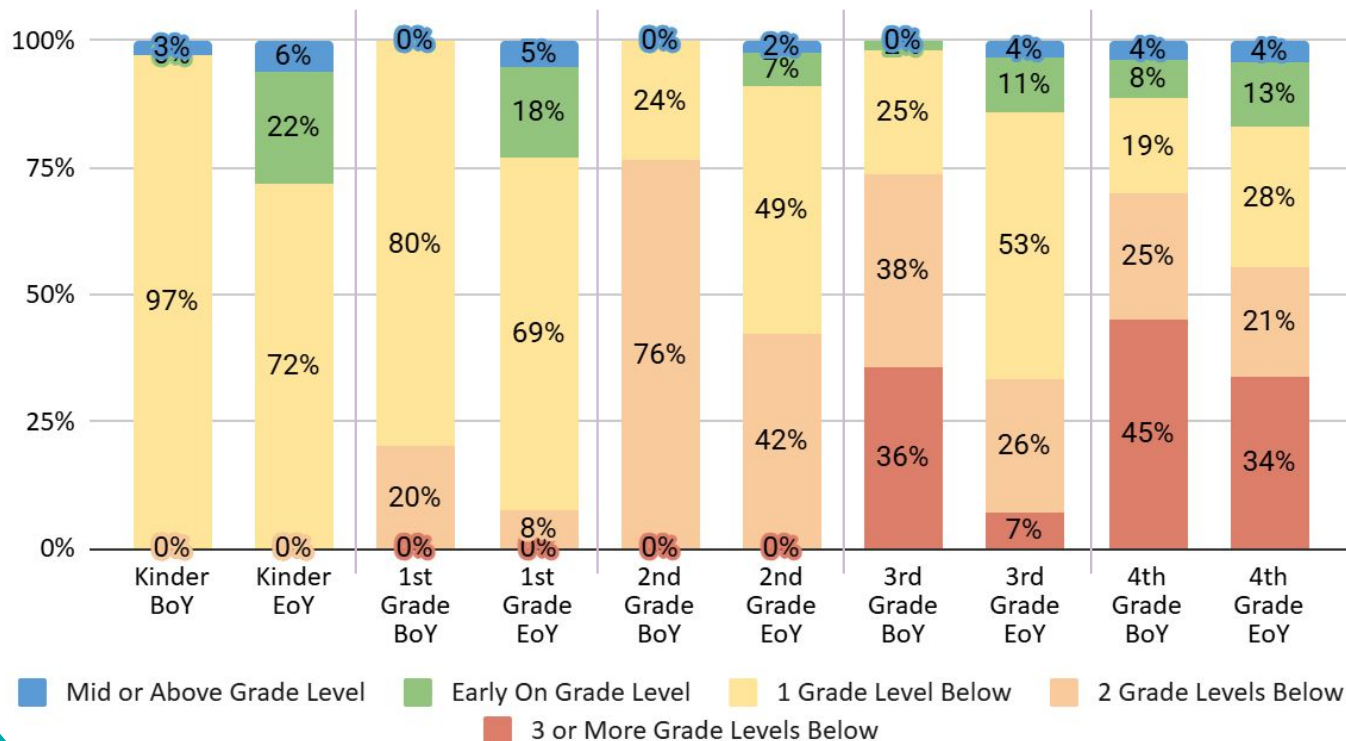
For example, on the next slide, you can see that in 1st Grade, the number of students early on grade level increased from 0% to 18%.

This is the same data as the slides in purple, but show percentages instead of raw numbers.



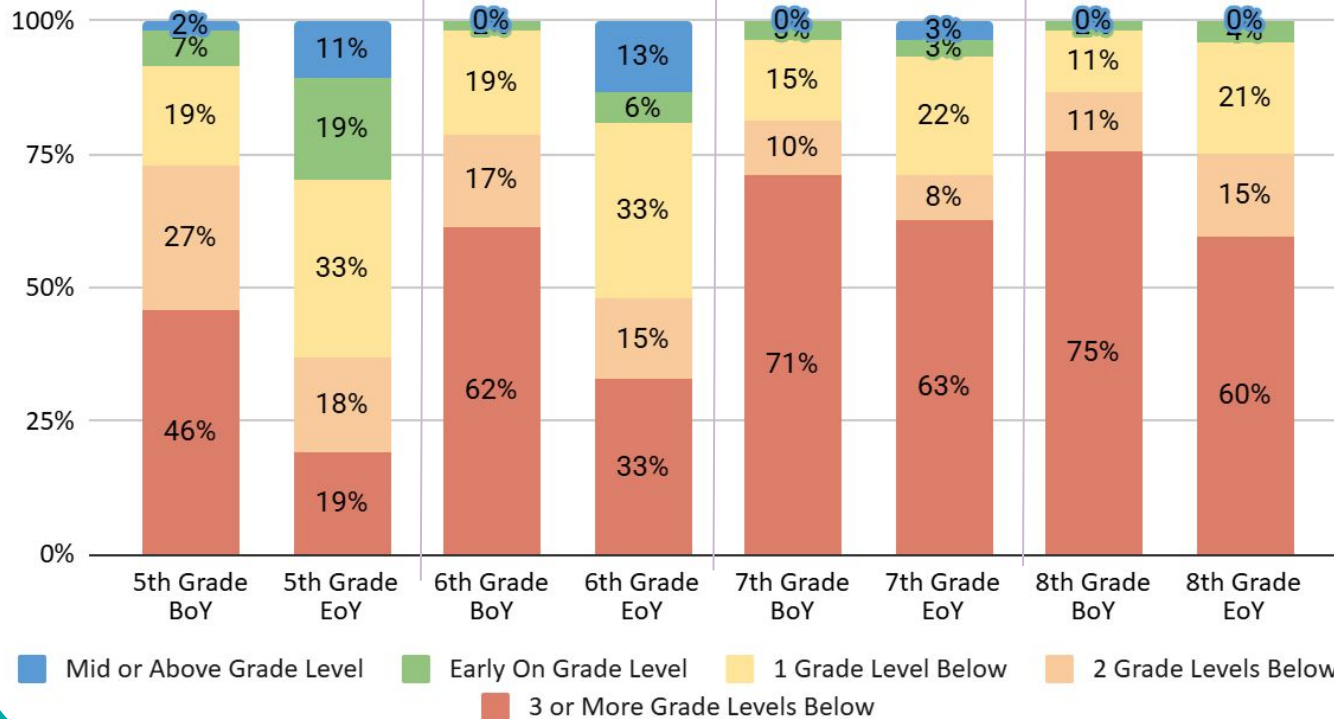
2526 iReady Math Kinder to 4th Grade

2526 iReady Math Overall Placement BoY vs EoY

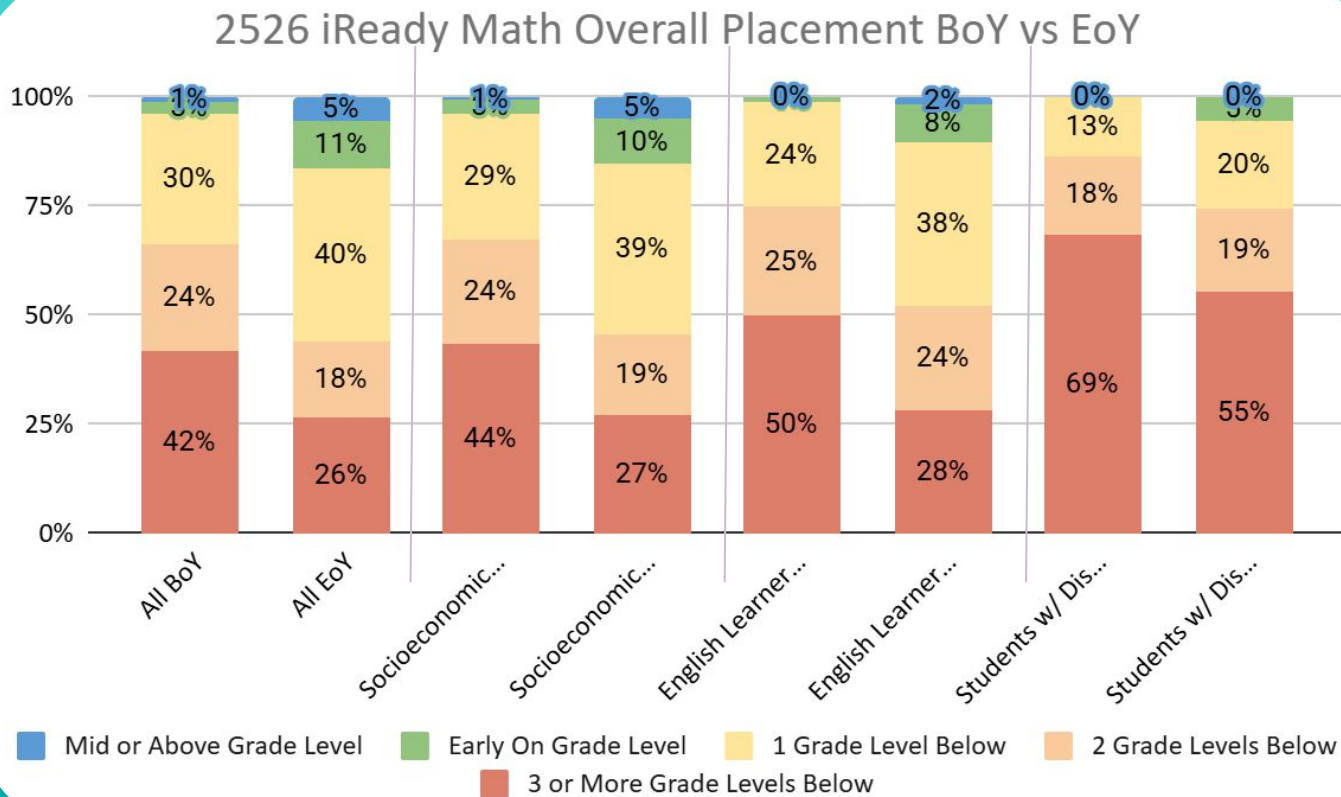


2526 iReady Math 5th Grade to 8th Grade

2526 iReady Math Overall Placement BoY vs EoY

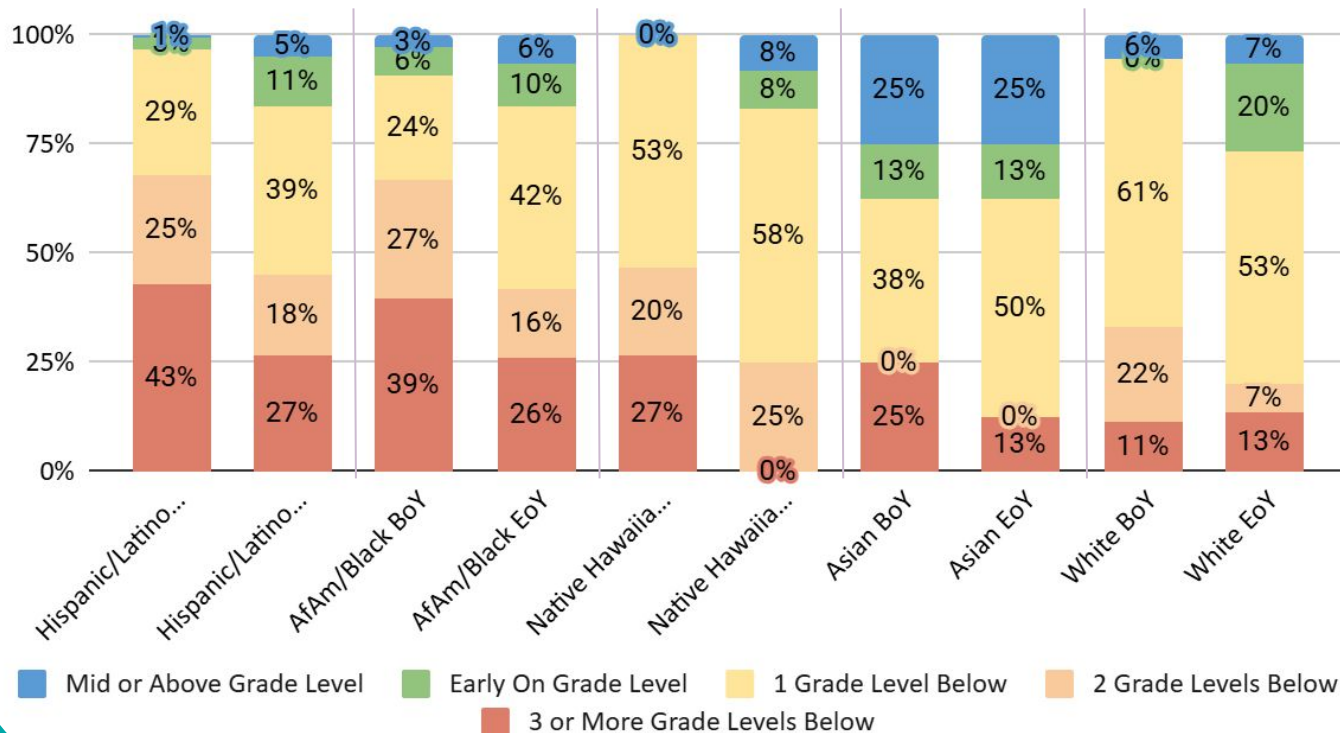


2526 iReady Math by Subgroup



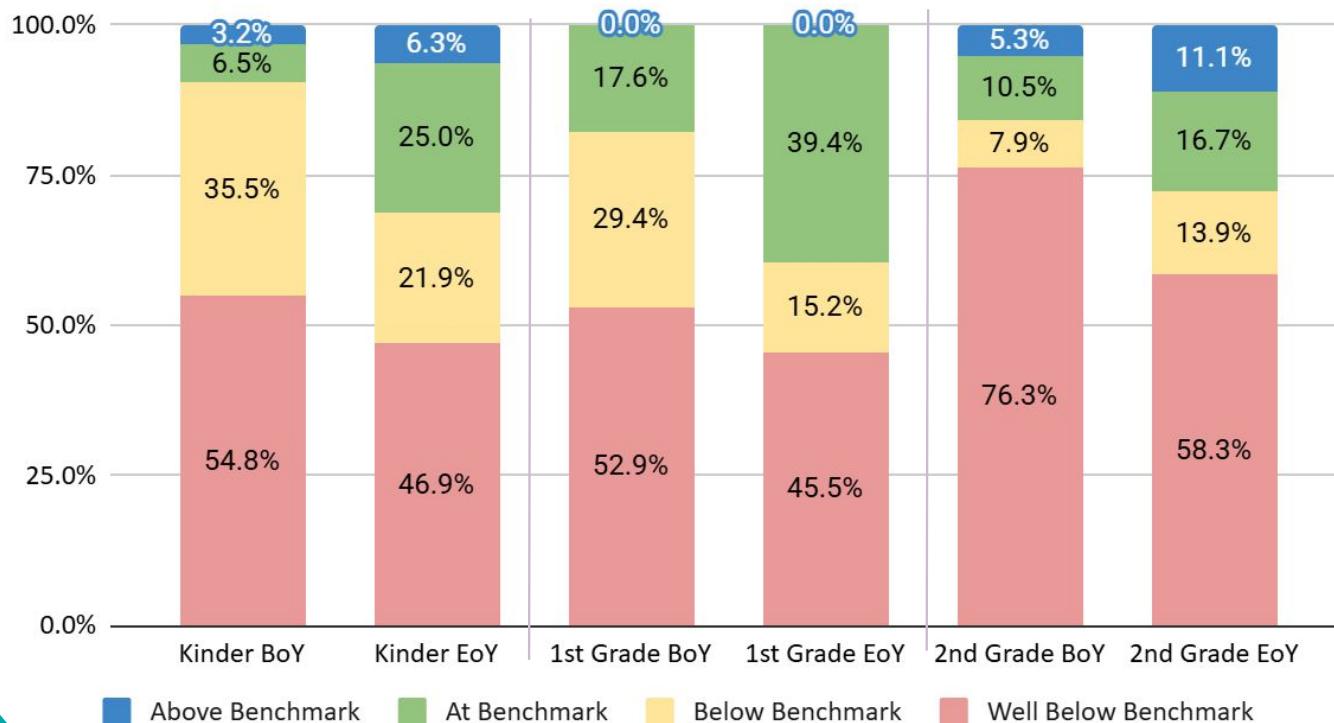
2526 iReady Math by Race/Ethnicity

2526 iReady Math Overall Placement BoY vs EoY



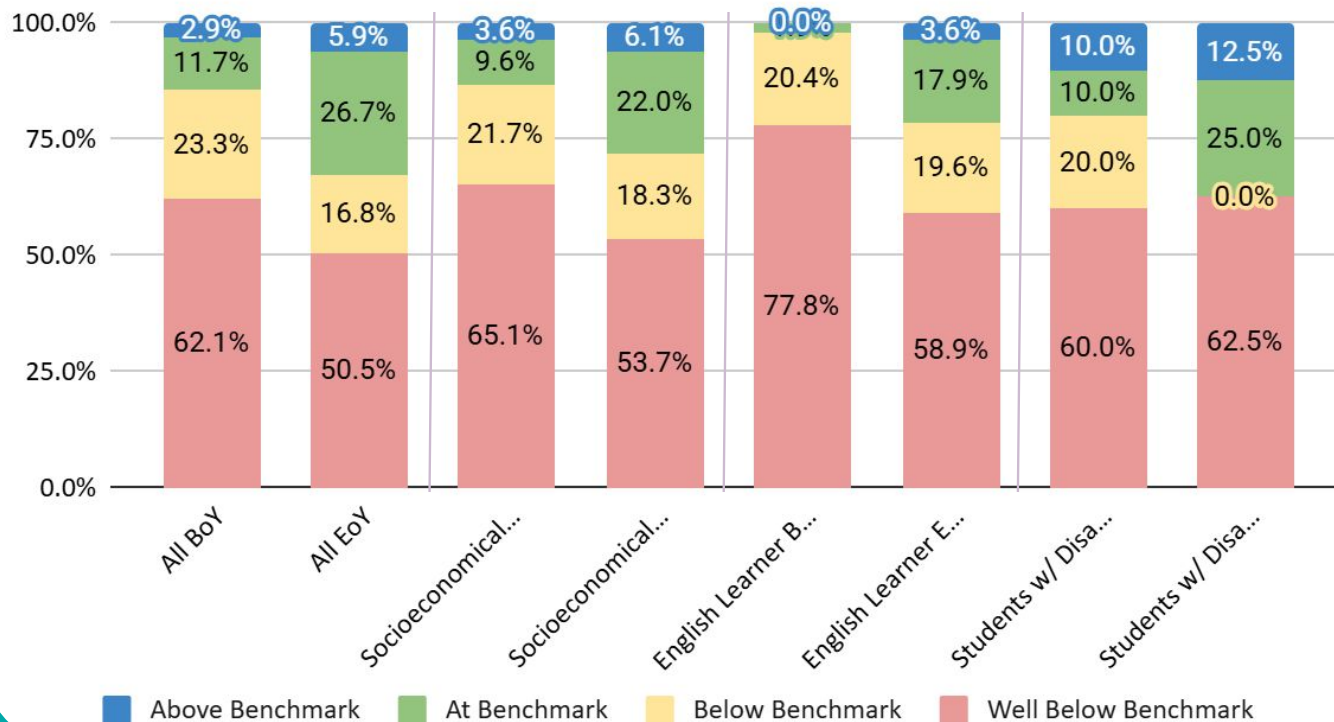
2526 mClass by Grade Level

2526 mClass Proficiency BoY vs EoY

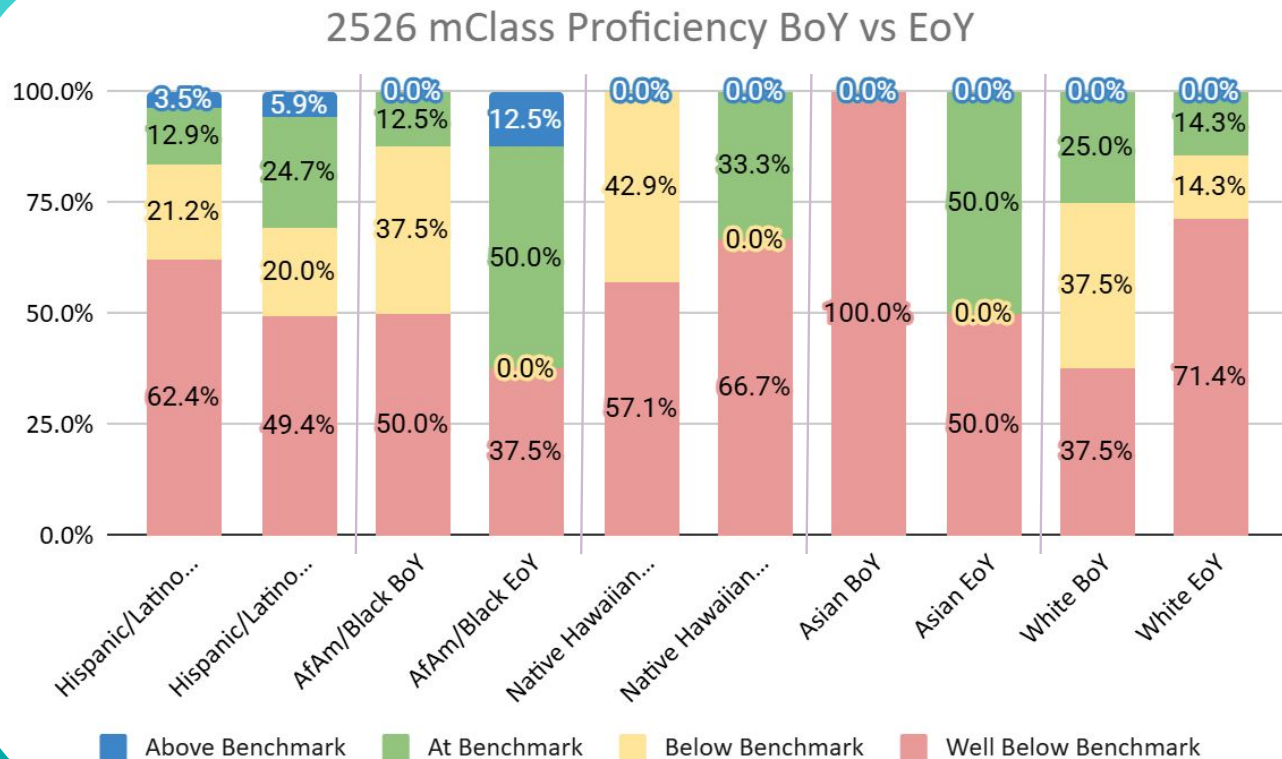


2526 mClass by Subgroup

2526 mClass Proficiency BoY vs EoY

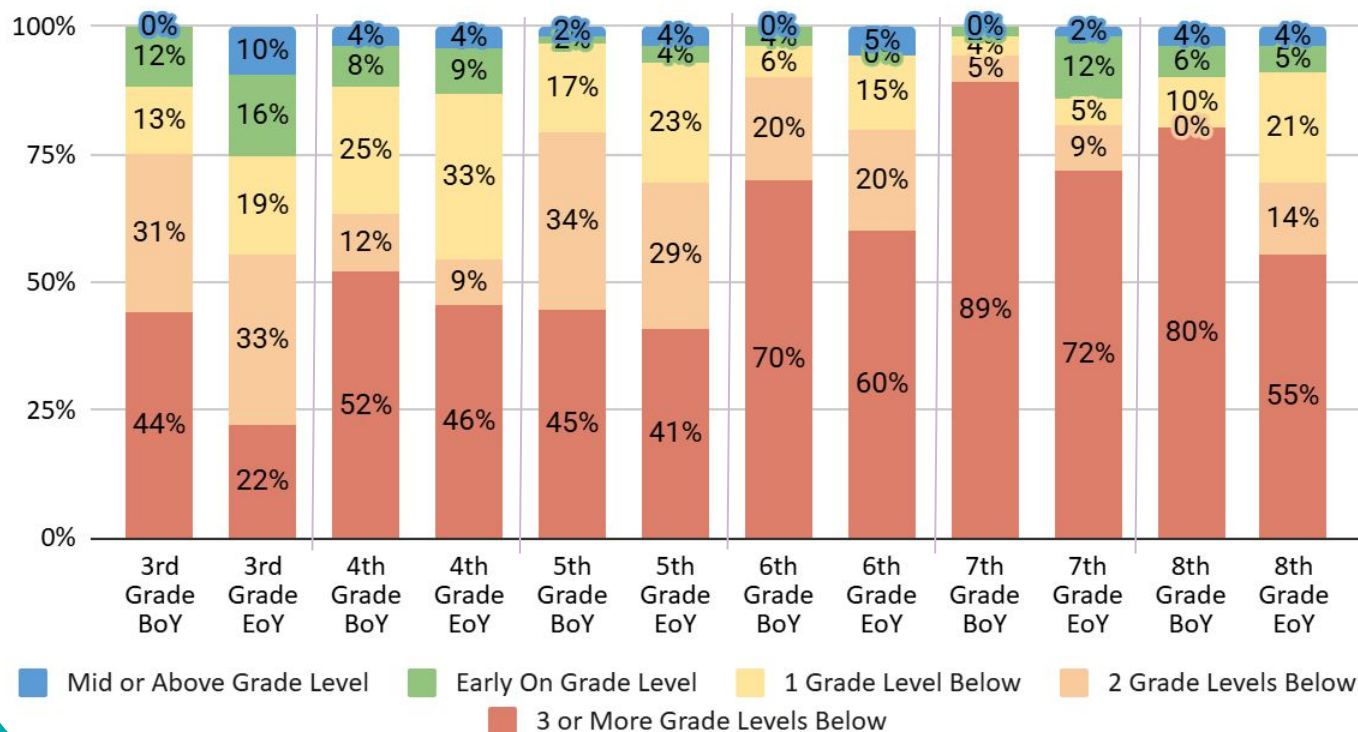


2526 mClass by Race/Ethnicity

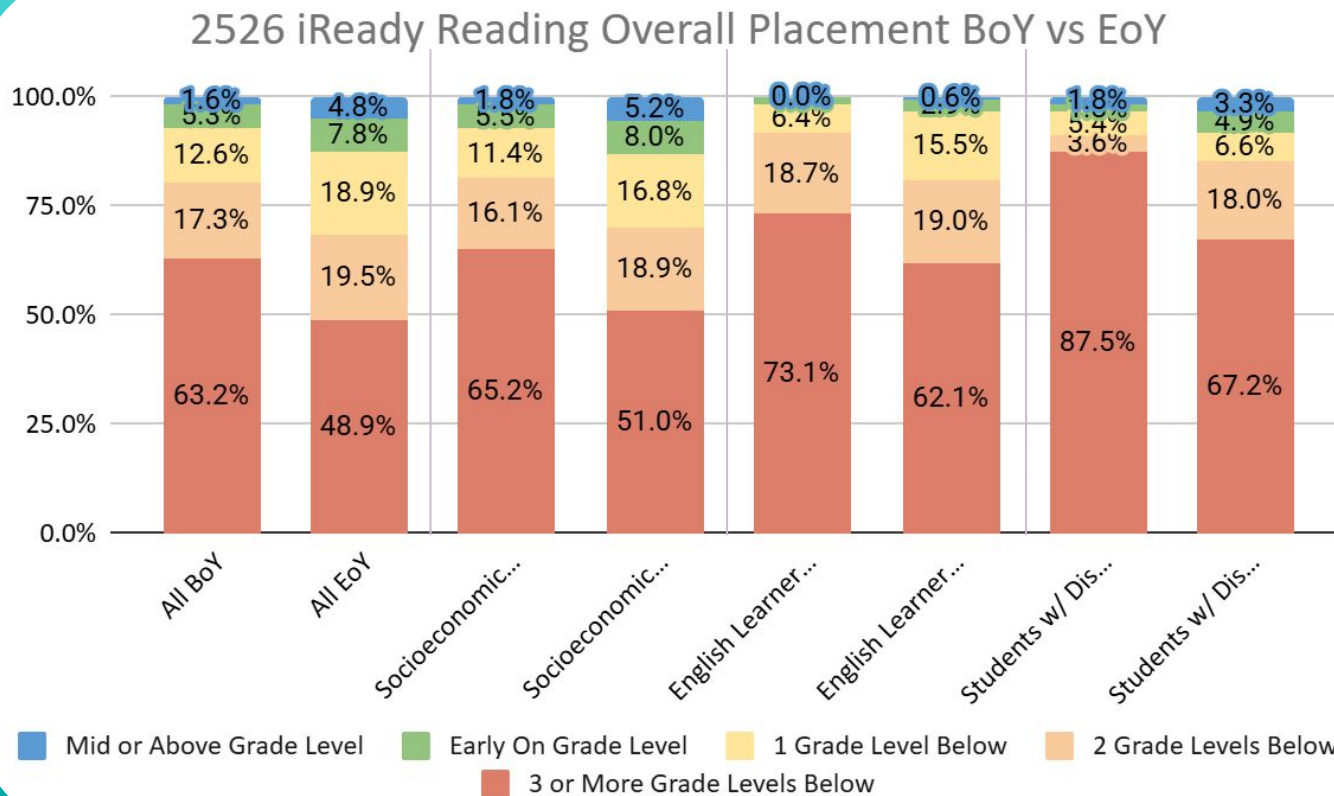


2526 iReady Reading 3rd to 8th Grade

2526 iReady Reading Overall Placement BoY vs EoY

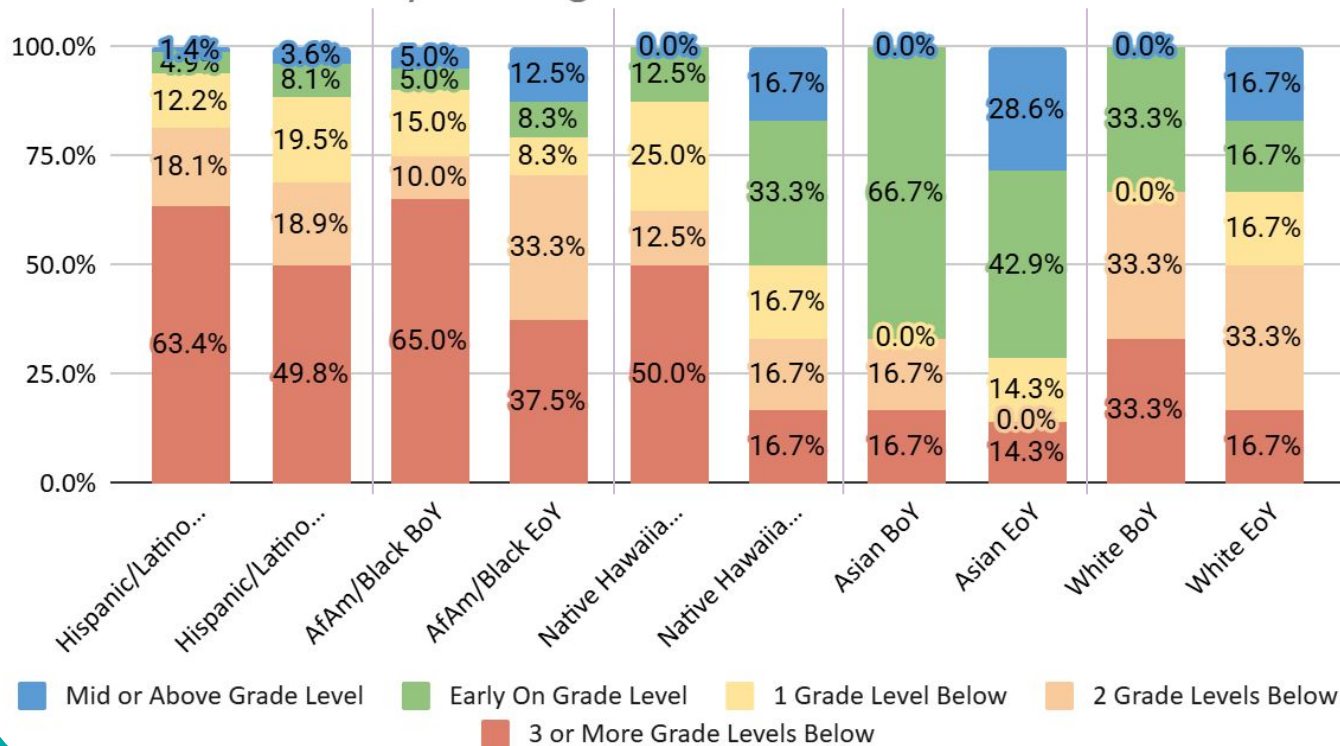


2526 iReady Reading by Subgroup



2526 iReady Reading by Race/Ethnicity

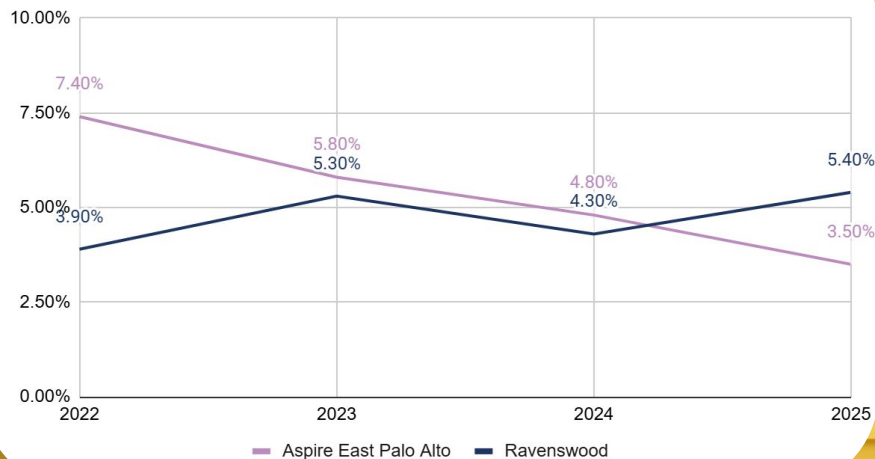
2526 iReady Reading Overall Placement BoY vs EoY





Suspension Rate & Number of Students Suspended

Suspension Rates 2022 to 2025



EPACS	2022	2023	2024	2025	2026
Suspension Rate	7.4%	5.8%	4.8%	3.5%	2.2%
Number of Students Suspended	45	32	28	19	10

Public Comments received from Aspire EPACS students, families and supporters

Additional documents submitted by the public are accessible via the Ravenswood District board minutes online.

From: Terry Kawi [Terry.Kawi@aspirepublicschools.org]
Sent: Monday, August 31, 2026 3:01 PM
To: Tamara Sobomehin; Mele Latu; Jenny Varghese Bloom; Laura Nunez; Samuel Tavera
Cc: David Tellez; Valentina Figueroa Contreras
Subject: Re: Message from Students at East Palo Alto Charter School

Hello Ravenswood City School District Board Members,

Please see below for an email from two of our students. Let me know if the video is not working.

We hope to see you soon!

Terry Kawi | Principal
Aspire East Palo Alto Charter School
[1286 Runnymede St, East Palo Alto, CA 94303](#)
Cell: [650.888.7477](tel:650.888.7477)
Pronouns: [She](#), [Her](#)

"Dreams and reality are opposites. Action synthesizes them." -Assata Shakur
My work day may look different than your work day. Please do not feel obligated to respond out of your normal working hours.

From: Valentina Figueroa Contreras <valentina.fc@aspirestudent.org>
Sent: Monday, August 31, 2026 2:53 PM
Subject: Message from Students at East Palo Alto Charter School

[EXTERNAL EMAIL]

Hello Ravenswood City School District Board Members,

Please see our attached video. We hope to see you soon!

Sincerely,
Valentina and Luzma



[IMG_0161.MOV](#)

From: Jenny Viveros
Sent: Wednesday, August 26, 2026 5:32 PM
To: Tamara Sobomehin
Cc: Mele Latu
Subject: Fwd: Las familias de EPACS les invitan: Vengan a conocer lo que hace especial a EPACS

Estimados miembros de la Junta Directiva del Distrito Escolar de Ravenswood:

Mi nombre es Yanira Jiménez y soy madre de un estudiante de Aspire East Palo Alto Charter School (EPACS). Mi hijo, Christian Viveros, asiste a EPACS y está en cuarto grado.

Elegí EPACS porque una familiar me contó sobre la experiencia que tuvo con sus hijos en esta escuela. Su testimonio me impactó mucho y quise darle a mi hijo la oportunidad de tener la misma experiencia positiva. La verdad es que estoy muy contenta con mi decisión.

Una de las cosas que más valoro de EPACS es la importancia que se les da a los estudiantes y a su aprendizaje. También valoro el compañerismo, la manera en que enseñan los maestros y el cuidado con el que tratan a los niños.

EPACS ha hecho una diferencia para mi hijo y nuestra familia porque la escuela da prioridad a la seguridad, el compañerismo, la responsabilidad y la enseñanza.

Cuando mi hijo llegó a EPACS, venía de otro distrito, específicamente de Modesto. Él tenía miedo de comenzar nuevamente desde cero, pero el personal de la escuela lo hizo sentir muy especial y bienvenido. Su transición fue una experiencia muy bonita y positiva. Esto me motiva a continuar trayendo a mi hijo a EPACS y a recomendar la escuela a otras familias.

La importancia que EPACS les da tanto a los padres como a los estudiantes, así como la confianza que transmite la escuela, también significa mucho para mí.

Mientras nos preparamos para la próxima audiencia de renovación, los invito a visitar EPACS y conocer más sobre nuestra escuela directamente de nuestros estudiantes, familias y educadores. Me gustaría que pudieran ver de primera mano el ambiente de seguridad, confianza y aprendizaje que ofrece esta comunidad.

Gracias por tomarse el tiempo para escuchar la historia de mi familia y conocer más sobre la comunidad de EPACS. Esperamos que puedan visitar nuestra escuela y apoyar su renovación.

Atentamente,

Yanira Jiménez
Madre de un estudiante de EPACS

From: Alejandra Villaueva
Sent: Wednesday, August 26, 2026 5:17 PM
To: Laura Nunez; Jenny Varghese Bloom; Mele Latu; Tamara Sobomehin; David.tellez@aspirepublicschools.org
Subject: Fwd: lnunez@ravenswoodschools.org

Estimados miembros de la Junta Directiva del Distrito Escolar de Ravenswood:

Mi nombre es Iris Cruz y soy madre de un estudiante de Aspire East Palo Alto Charter School (EPACS). Mi hijo, Santiago Jiménez, asiste a EPACS y está en primer grado.

Elegí EPACS porque, hace algunos años, unas amigas me hablaron muy bien de la escuela y de la excelente educación que ofrece. La escuela realmente me ha encantado y no la cambiaría por ninguna otra.

Una de las cosas que más valoro de EPACS es todo lo que mi hijo ha aprendido. Santiago es muy feliz, se siente seguro y disfruta compartir con sus compañeros. Incluso mi hijo menor ya quiere asistir a EPACS, aunque todavía está muy pequeño.

EPACS también ha hecho una diferencia para nuestra familia porque está cerca de nuestra casa. La ubicación nos ayuda mucho a mi esposo y a mí, ya que nos permite recoger a nuestro hijo con mayor facilidad y tenerlo cerca de nosotros.

Me encanta la educación que ofrece la escuela y, sobre todo, la seguridad que le brinda a mi hijo. Él se siente seguro en EPACS y yo confío en que el plantel permanece protegido en todo momento. Esto es muy importante para nuestra familia y nos brinda tranquilidad.

Mientras nos preparamos para la próxima audiencia de renovación, los invito a visitar EPACS y conocer más sobre la escuela directamente de nuestros estudiantes, familias y educadores. Me gustaría que pudieran ver de primera mano lo cómodos, seguros y bienvenidos que nos sentimos los padres en esta escuela.

Les agradecemos que se tomen el tiempo de leer nuestras cartas y les pedimos que nos permitan continuar formando parte de esta maravillosa escuela. De antemano, muchas gracias por su consideración y apoyo.

Atentamente,

Iris Cruz
Madre de un estudiante de EPACS

Plantilla de Carta para las Familias de EPACS

Comparte tu voz. Invítalos a conocer nuestra escuela.

Fecha: 08/24/2026

Estimados miembros de la Junta Directiva del Distrito Escolar de Ravenswood,

Mi nombre es Nivida Flores y soy mamá de en Aspire East Palo Alto Charter School (EPACS). Mi hijo/a Henry Hernandez asiste a EPACS y está en el grado 5.

Elegí EPACS porque porque me la refirieron y porque está cerca de casa y también porque la persona que me la recomendó me dijo que es muy buena escuela

Una de las cosas que más valoro de EPACS es porque mi hijo se siente seguro le gusta la escuela ah echo amigos los maestros son amables y el personal también no tengo palabras para explicar lo feliz que me siento tener en EPACS mi niño

EPACS ha hecho una diferencia para mi hijo/a y mi familia porque el aprendizaje y la enseñanza y la educación es mejor que la escuela anterior que estaba mi niño

Una experiencia o historia que demuestra por qué EPACS es importante para mi familia es:

porque mi niño cada día juega a casa de la escuela llega feliz y contento y me dice que esta escuela es mejor que la que estaba antes y si el esta feliz nosotros también

Mientras nos preparamos para nuestra próxima audiencia de renovación, los invito a visitar EPACS y conocer más sobre nuestra escuela directamente de nuestros estudiantes, familias y educadores. Me gustaría que pudieran ver de primera mano la escuela los salones como están

muy organizados y que conozcan a nuestros niños y educadores y familias

Gracias por tomarse el tiempo para escuchar la historia de mi familia y conocer más sobre la comunidad de EPACS. Esperamos que puedan visitar nuestra escuela.

Atentamente,

Nombre: Nivida Flores