

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM - REPLICATION AND EXPANSION OF HIGH-  
QUALITY CHARTER SCHOOLS (84.282M)**

**CFDA # 84.282M**

**PR/Award # U282M100020**

There were problems converting one or more of the attachments. Please see list below.

OMB No. 1894-0006, Expiration Date:  
Closing Date: JUL 07, 2010

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There was a problem converting the following attachments:

- Student Academic Achievement (Other Attachments Section 5 Student Academic Achievement.pdf)

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

<b>Application for Federal Assistance SF-424</b>		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
7/13/2010			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		New Application	
<b>State Use Only:</b>			
6. Date Received by State:		7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>			
* a. Legal Name: Aspire Public Schools			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
943311088		012240342	
<b>d. Address:</b>			
* Street1:		1001 22nd Avenue, Suite 100	
Street2:			
* City:		Oakland	
County:			
State:		CA	
Province:			
* Country:		USA	
* Zip / Postal Code:		94606	
<b>e. Organizational Unit:</b>			
Department Name:		Division Name:	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>			
Prefix:		Mr.	* First Name: Mike
Middle Name:			

\* Last Name: Barr

Suffix:

Title: Chief Financial Officer

Organizational Affiliation:

Aspire Public Schools

\* Telephone  
Number:

(510)434-5000

Fax Number:

(510)434-5010

\* Email: MIKE.BARR@ASPIREPUBLICSCHOOLS.ORG

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282M

CFDA Title:

Charter Schools Program - Replication and Expansion of High-Quality Charter Schools (84.282M)

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052410-001

Title:

Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools CFDA Number 84.282M

**13. Competition Identification Number:**

N/A

Title:

N/A

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

State of California

**\* 15. Descriptive Title of Applicant's Project:**

Replication of Charter Schools

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: CA-9

\* b. Program/Project: All

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2010

\* b. End Date: 9/30/2015

**18. Estimated Funding (\$):**

a. Federal	\$ 15000000
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$ 3750000
f. Program Income	\$
g. TOTAL	\$ 18750000

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Mr. \* First Name: James

Middle Name:

\* Last Name: Willcox

Suffix:

Title: Chief Executive Officer

\* Telephone Number: (510)316-8464 Fax Number: (510)434-5010

\* Email: JAMES.WILLCOX@ASPIREPUBLICSCHOOLS.ORG

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

N/A



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Aspire Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 1,044,000	\$ 1,044,000	\$ 1,044,000	\$ 1,044,000	\$ 1,044,000	\$ 5,220,000
2. Fringe Benefits	\$ 280,200	\$ 280,200	\$ 280,200	\$ 280,200	\$ 280,200	\$ 1,401,000
3. Travel	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 81,000
4. Equipment	\$ 456,000	\$ 456,000	\$ 456,000	\$ 456,000	\$ 456,000	\$ 2,280,000
5. Supplies	\$ 766,800	\$ 766,800	\$ 766,800	\$ 766,800	\$ 766,800	\$ 3,834,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 360,000	\$ 360,000	\$ 360,000	\$ 360,000	\$ 360,000	\$ 1,800,000
9. Total Direct Costs (lines 1-8)	\$ 2,923,200	\$ 2,923,200	\$ 2,923,200	\$ 2,923,200	\$ 2,923,200	\$ 14,616,000
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 76,800	\$ 76,800	\$ 76,800	\$ 76,800	\$ 76,800	\$ 384,000
12. Total Costs (lines 9-11)	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 15,000,000

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is \_\_\_\_\_%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is \_\_\_\_\_%



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Aspire Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 261,000	\$ 261,000	\$ 261,000	\$ 261,000	\$ 261,000	\$ 1,305,000
2. Fringe Benefits	\$ 70,050	\$ 70,050	\$ 70,050	\$ 70,050	\$ 70,050	\$ 350,250
3. Travel	\$ 4,050	\$ 4,050	\$ 4,050	\$ 4,050	\$ 4,050	\$ 20,250
4. Equipment	\$ 114,000	\$ 114,000	\$ 114,000	\$ 114,000	\$ 114,000	\$ 570,000
5. Supplies	\$ 191,700	\$ 191,700	\$ 191,700	\$ 191,700	\$ 191,700	\$ 958,500
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 450,000
9. Total Direct Costs (lines 1-8)	\$ 730,800	\$ 730,800	\$ 730,800	\$ 730,800	\$ 730,800	\$ 3,654,000
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 19,200	\$ 19,200	\$ 19,200	\$ 19,200	\$ 19,200	\$ 96,000
12. Total Costs (lines 9-11)	\$ 750,000	\$ 750,000	\$ 750,000	\$ 750,000	\$ 750,000	\$ 3,750,000

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** James Willcox

**Title:** Chief Executive Officer

**Date Submitted:** 07/12/2010



## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>APPLICANT'S ORGANIZATION</b>
---------------------------------

Aspire Public Schools
-----------------------

<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
--

Prefix:	First Name: James	Middle Name:
Last Name: Willcox		Suffix:
Title: Chief Executive Officer		

Signature:	Date:
_____	07/12/2010

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : 427 GEPA Compliance

File : C:\fakepath\427.GEPA.Compliance.doc

**ASPIRE PUBLIC SCHOOLS**  
**Compliance with Section 427 of GEPA**

Aspire Public Schools comply with all applicable federal and state requirements to ensure equitable access to, and participation in, all of their programs for students, teachers, and other beneficiaries with special needs.

Aspire Public Schools comply with all applicable federal and state requirements in regards to its employment policies and procedures to ensure equitable access without regard to gender, race, national origin, color, disability, or age.

The proposed Aspire Public Schools: CSP Replication of High-Quality Charter Schools Program will provide special education services in full compliance with Section 427 of GEPA. Any and all requirements for Section 427 of GEPA will be met through existing policies and procedures.



# Project Narrative

## Abstract

Attachment 1:

Title: **Aspire-CSP Abstract** Pages: **1** Uploaded File: **Aspire-CSP\_Abstract.pdf**

## Abstract

### Applicant Information

**Name and Address:** Aspire Public Schools, 1001 22<sup>nd</sup> Avenue, Oakland, CA 94606

**Name of Contact Person:** Mike Barr, Chief Financial Officer

**Phone Number:** 510-434-5016

**E-Mail Address of Contact Person:** mike.barr@aspirepublicschools.org

### Project Description

Aspire Public Schools (Aspire), a nonprofit Charter Management Organization located in the State of California, is requesting \$15,000,000 through a CSP Replication and Expansion Grant to open 15 new charter schools in primarily low-income districts in California by 2015. CSP funds will allow Aspire to provide an additional 4,500+ economically disadvantaged students with a high-quality educational experience. The grant also will enable Aspire to both directly and indirectly influence local school policy and practice in order to achieve positive, systemic change in California's public schools. Aspire will accomplish this goal by continuing to strengthen its academic model, by sharing the knowledge gleaned from experiences with school leaders and policymakers, and by replicating successful models of leadership development, teacher training, and instruction. Ultimately, it is Aspire's goal to help trigger dramatic and sustainable change in public education by modeling change, encouraging innovation, and working with school districts and policymakers to ensure that all students in California and across America receive a high-quality education that will prepare them for life.

**Goal 1 Replication: Aspire proposes to open fifteen high quality charter schools within the five years of the CSP grant in clusters within low-income, mostly minority urban districts.**

**Objectives:** Necessary planning and start-up activities for replicating Aspire model in 15 new schools.

**Outcomes:** Fifteen (15) new Aspire Public Schools will be planned, approved, opened, and operated in accordance with this proposal. 4,500+ economically disadvantaged students will receive a high-quality educational experience. Fifteen (15) new Aspire Public Schools will be financially secure and sustainable.

**Goal 2 Fidelity to Model: All schools created with this CSP grant will be designed and operated in a manner consistent with the established Aspire Public Schools model. Aspire's education design has seven core elements, each aligned with the others.**

**Objectives:** All schools will have high standards and clear learning goals; All schools will have a sense of community; All schools will provide more time for Learning; All schools will provide a balanced curriculum; All schools will use a variety of teaching methods; All schools will employ rigorous and ongoing assessment; All schools will provide extra support for students as needed.

**Outcome:** All new schools created with CSP support will be faithful scale-up replications of the high-quality charter schools operated by Aspire Public Schools.

# Project Narrative

## Priorities

Attachment 1:

Title: **Project Narrative Priorities** Pages: **2** Uploaded File: **Project Narrative Priorities.pdf**

## **Preference Priorities**

This application meets all Competitive Preference Priorities and the Invitational Priority.

- **Competitive Preference Priority 1— Low-Income Demographic.** In 2009-2010, 73% of Aspire Public School students were eligible for free or reduced-price lunch. The proposed replication project will serve a comparable student population.
- **Competitive Preference Priority 2— School Improvement.** Aspire’s proposed replication of one or more high-quality charter schools is in partnership with, and designed to assist, Sequoia Union High School District (SUHSD) in implementing academic interventions to serve students attending Sequoia High School which has been designated a Tier 3 school and is eligible for funds under School Improvement Grant program. (See letter from SUHSD in **Other Attachments Section 2 –Letters of Support.**) Aspire will help SUHSD conduct a comprehensive school reform program at the targeted school by providing training of the school and the district’s leadership, providing technical assistance in replicating Aspire’s best practices within the district and including district staff as participants in Aspire’s staff development. Aspire will also share best practices of a data-driven culture using cycles of inquiry and their culture of College for Certain™. Aspire intends to use this partnership as a model for assisting other district’s school improvement efforts.
- **Competitive Preference Priority 3— Matching.** Aspire will provide matching funds of 25% of the grant award, using an existing grant award from Broad Foundation to support

Aspire Public Schools: CSP Replication of High-Quality Charter Schools 7/14/10

- **Invitational Priority: Students With Disabilities and English Learners** As described in multiple sections, Aspire has demonstrated both (1) Prior success in improving educational achievement and outcomes for students with disabilities and English learners; and (2) That the Aspire model serves students with disabilities and English learners at rates comparable to the rates of the LEAs in which their schools operate.

# Project Narrative

## Project Narrative

Attachment 1:

Title: **Aspire-CSP Narrative** Pages: **59** Uploaded File: **Aspire-CSP\_Narrative.pdf**

### PART III: APPLICATION NARRATIVE

#### **(a) Quality of the eligible applicant.**

Aspire is often credited as the creator of the non-profit charter management organization (CMO) model. *“The CMO phenomenon can be traced to the time when Don Shalvey (former San Carlos, California, superintendent) teamed up with multimillionaire education activist Reed Hastings to form Aspire Schools. Business leader Hastings thought for-profit firms generated too much controversy and too little profit to survive. Shalvey was a respected educator who could inspire other educators to take risks and work together in new ways. Aspire’s early momentum created a kind of “buzz” that inspired other pro-charter foundations to back similar nonprofit management organizations.”*<sup>1</sup>

Aspire is the largest of five California CMO’s with a strong track record of successfully serving low-income and minority students to share \$60 million from the Bill and Melinda Gates Foundation to increase effective teaching so that more students graduate college-ready. The first-of-its-kind partnership—known as The College-Ready Promise—was named one of the foundation’s Intensive Partnerships for Effective Teaching sites because of its innovative plan to reform how teachers are recruited, evaluated, supported, retained, and rewarded. The College-Ready Promise directly supports the American Recovery and Reinvestment Act emphasis on measuring teacher effectiveness and ensuring that effective teachers serve the neediest students.

Governor Schwarzenegger stated: *“California’s charter schools have always been laboratories of innovation, and I am looking forward to seeing how The College-Ready Promise uses this generous grant to further teacher effectiveness and student college readiness.”* Los Angeles Mayor Antonio Villaraigosa praised The College-Ready Promise for its

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<sup>1</sup> “Quantity Counts: The Growth Of Charter School Management Organizations,” August 2007, National Charter School Research Project, Center on Reinventing Public Education

### PART III: APPLICATION NARRATIVE

focus on supporting classroom teachers and school leaders: *“Effective teachers make significant contributions to student academic achievement. But to be successful, teachers need the right training and support, as well as opportunities to learn from each other.”*<sup>2</sup>

Secretary of Education Arne Duncan stated that *“We have great charter networks like Aspire ... You’re steadily getting to scale. Today, I am challenging you to adapt your educational model to turning around our lowest-performing schools.”*<sup>3</sup>

Allan Golston, President, United States Education Program, Bill and Melinda Gates Foundation, states that *“Already, we’re seeing entire school systems transformed by the presence of charters within them. ... In Stockton, California, four Aspire schools are ranked as the best performing in the district. So the superintendent simply chose to adopt one of Aspire’s teaching tools, called the ‘cycle of inquiry,’ for the entire district.”*<sup>4</sup>

In fact – wherever and whenever education reform leaders gather to examine what is right with the charter school movement, how it is impacting systemic improvement, how it can best be taken to scale and – most critically – how we as a nation can close achievement gaps by improving educational outcomes for children being left behind – Aspire Public Schools is cited as an example for our nation to follow.

#### **Request**

Aspire Public Schools (Aspire), a nonprofit Charter Management Organization located in

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<sup>2</sup> Both quotes found at [www.gatesfoundation.org](http://www.gatesfoundation.org).

<sup>3</sup> *Turning around the bottom five percent*. Speech presented at National Alliance for Public Charter Schools Conference, June 22 2009, Washington D.C.

<sup>4</sup> Keynote speech presented at National Alliance for Public Charter Schools Conference, June 22 2009, Washington D.C.

### PART III: APPLICATION NARRATIVE

the State of California, is requesting \$15,000,000 through a CSP Replication and Expansion Grant to open 15 new charter schools in primarily low-income districts in California by 2015. In the 2010-2011 school year, Aspire will be operating 30 charter schools in the State, serving 9,800 students, from kindergarten through grade 12. With the expansion these funds will allow, Aspire will be able to provide an additional 4,500+ economically disadvantaged students with a high-quality educational experience. The grant also will enable Aspire to both directly and indirectly influence local school policy and practice in order to achieve positive, systemic change in California's public schools. Aspire will accomplish this goal by continuing to strengthen its academic model, by sharing the knowledge gleaned from experiences with school leaders and policymakers, and by replicating successful models of leadership development, teacher training, and instruction. Ultimately, it is Aspire's goal to help trigger dramatic and sustainable change in public education by modeling change, encouraging innovation, and working with school districts and policymakers to ensure that all students in California and across America receive a high-quality education that will prepare them for life.

#### **Aspire Public Schools: A Track Record of Success**

Aspire Public Schools is a pioneer and a leader in California public education, with a track record of success in raising student achievement among underserved students. Since opening its first charter school in 1999, Aspire has created 25 high-quality, small, college-preparatory schools in California with five more scheduled to open in the fall of 2010, and it has demonstrated the important role of charter schools in providing education opportunities for California's diverse youth. Individually, Aspire Public Schools are among the most successful schools serving low-income and minority students in California. Collectively, Aspire Public Schools are helping to drive student achievement and graduation rates upward in some of the

### PART III: APPLICATION NARRATIVE

state's most challenging urban districts.

Aspire Public Schools was founded by Don Shalvey and Reed Hastings in 1998. In his role as superintendent of San Carlos Unified School District, Dr. Shalvey was responsible for starting California's first, and the nation's second, charter school. Mr. Hastings, a prominent Silicon Valley entrepreneur and former teacher, joined forces with Dr. Shalvey in the late 1990s to advocate successfully for raising the cap on the number of charter schools allowed in the state. In the process, they realized there was a tremendous need for talented educators to create the hundreds of charter schools they envisioned. Thus, in 1998, with seed funding from Mr. Hastings, Dr. Shalvey started Aspire Public Schools.

Aspire schools are concentrated in a small number of districts and predominantly serve low-income and minority students. As a result of the hard work and strategic decisions of the organization's management, school-based administrators, and teachers, Aspire has achieved dramatic results on virtually all statewide measures of achievement, graduation rates, and attendance. These results have been particularly strong for high-need subgroups, including racial/ethnic minorities, economically disadvantaged students, and students with special learning needs.

#### **Preference Priorities**

This application meets all Competitive Preference Priorities and the Invitational Priority.

- **Competitive Preference Priority 1— Low-Income Demographic.** In 2009-2010, 73% of Aspire Public School students were eligible for free or reduced-price lunch.
- **Competitive Preference Priority 2— School Improvement.** Aspire's proposed replication of one or more high-quality charter schools is in partnership with, and designed to assist, Sequoia Union High School District (SUHSD) in implementing academic interventions to serve students attending Sequoia High School which has been

### PART III: APPLICATION NARRATIVE

designated a Tier 3 school and is eligible for funds under School Improvement Grant program. (See letter from SUHSD in **Other Attachments Section 2 –Letters of Support.**) Aspire will help SUHSD conduct a comprehensive school reform program at the targeted school by providing training of the school and the district’s leadership, providing technical assistance in replicating Aspire’s best practices within the district and including district staff as participants in Aspire’s staff development. Aspire will also share best practices of a data-driven culture using cycles of inquiry and their culture of College for Certain™. Aspire intends to use this partnership as a model for assisting other district’s school improvement efforts.

- **Competitive Preference Priority 3— Matching.** Aspire will provide matching funds of 25% of the grant award, using an existing grant award from Broad Foundation to support its proposed project under this program. (See letter from Broad Foundation in **Other Attachments Section 2 –Letters of Support.**)
- **Invitational Priority: Students With Disabilities and English Learners** As described in multiple sections, Aspire has demonstrated both (1) Prior success in improving educational achievement and outcomes for students with disabilities and English learners; and (2) That the Aspire model serves students with disabilities and English learners at rates comparable to the rates of the LEAs in which their schools operate.

**a.(i) Aspire has demonstrated success in significantly increasing academic achievement and attainment for all students, including educationally disadvantaged students.**

Aspire has demonstrated its ability to increase student achievement successfully across many schools throughout the state, while growing and replicating. Aspire schools are primarily

### PART III: APPLICATION NARRATIVE

urban and serve a large percentage of under-represented students, with 80% of students being ethnic minorities (non-white, non-Asian) and/or eligible for free and reduced price lunch. Yet, when compared to California districts serving similar students, Aspire Schools' cumulative Academic Progress Index (API) of 816 (2008-09 California DoE) would represent the highest "district" score in the state for institutions serving similar students (65%+ free or reduced price lunch [FRPL] and 65%+ underrepresented students). Aspire has also demonstrated the ability to dramatically raise achievement scores among African-American and Hispanic students. From 2003-09, the percentage of its African-American students reaching a level of proficient or better on the CA standards test rose from 18% to 52% in ELA and from 18% to 57% in math; percentages for Hispanic students rose from 21% to 50% in ELA and from 27% to 60% in math. Individually, Aspire schools demonstrate a consistent record of growth and success. During 2008-09, 15 out of 16 Aspire schools increased their scores relative to California's Academic Performance Index (API). Overall, the average increase for these 16 schools (schools opened in 2008 & 2009 were not included in the analysis) was 39 points, far outpacing the average API growth of 14 points among other districts serving 10 or more schools. More than 95% of Aspire graduates have been accepted to four-year colleges, including UC Berkeley, Brown, and Columbia universities. The following sections more finely detail the success of Aspire Public Schools in successfully educating all students.

#### **Academic Success Across Aspire Public Schools**

By all available measures, Aspire Public Schools have demonstrated the ability to increase student achievement and provide students with greater opportunities to learn. These measures include California's Academic Progress Index (API), Adequate Yearly Progress (AYP) through No Child Left Behind measures, and graduation rates for Aspire high schools. In

### PART III: APPLICATION NARRATIVE

addition, the State of California’s designation of Aspire Public Schools as a Statewide Benefit Charter “District” highlights the organization’s success and contribution to increasing the achievement levels of California students.

<b>Graduation Rate of Aspire Public School Students</b>			
2006	2007	2008	2009
89%	94%	96%	97%

#### **CA API Growth Index**

California uses the Academic Performance Index (API) as its primary tool to measure and track the success and progress of its schools. The performance of Aspire Public Schools under this measure is dramatic and demonstrates its ability to steadily and systematically replicate the success of its charter schools in a variety of settings across the state. These results also show that Aspire Public Schools, individually and collectively, are continuing to get better at their mission as index score increases continue to outpace those of their host districts.

The API is a single number ranging from 200 to 1000 that reflects a school’s, an LEA’s, or a subgroup’s performance level, based on the results of statewide testing. API is calculated using the results of the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE). The CA Public Schools Accountability Act requires that test results constitute at least 60 percent of the API. Key API features include:

- An improvement model used to measure the academic growth of a school. To measure improvement, each year’s API is compared to the prior year. Each school has an annual target, and all numerically significant subgroups at a school also have targets.
- API subgroup accountability measures achievement gaps that exist between traditionally higher- and lower-scoring student subgroups.

### PART III: APPLICATION NARRATIVE

- The API is a cross-sectional look at student achievement. It does not track individual student progress across years but rather compares snapshots of school or LEA level achievement results from one year to the next.
- The API is used to rank schools. A school is compared to other schools statewide and to one hundred other schools that have similar demographic characteristics.
- The API is a school-based requirement only under state law. However, API reports are provided for LEAs in order to meet federal requirements under NCLB.

#### **Success of Aspire Public Schools under API**

A review of both historical and the most recent API scores for Aspire Public Schools reveals steady and consistent success in raising test scores for its schools throughout the state. Taken collectively, the average score of the 21 Aspire Public schools in operation during the 2008-09 school year was 816. [School Year 2009-10 data will not be available until August 2010.] This average score surpasses that of every California school district. Aspire's average API growth of 39 points far surpasses that of similar large California school districts (defined as having >10 schools, >65% FRPL, and >65% underrepresented students). Fifteen out of 16 Aspire Schools which were in existence in both 2007-08 and 2008-09 achieved growth in API scores during that time – including one school with an 85 point gain – while just one school experienced a small 6 point drop. In addition, during the 2008-09 school year every Aspire School in existence for over one year outperformed the surrounding district on the API index.

The API system also documents the ranking of schools with similar demographics. In 2008-09, Aspire Public Schools averaged 9.5 out of 10 on the similar schools rankings, with 14 of 20 rated schools scoring a 10, meaning they are within the top 10 percentile of similar schools. The following chart shows the success of Aspire Public Schools under this measure:

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Aspire Public Schools Similar Schools Rankings 2008-2009									
Aspire East Palo Alto Charter	10	Aspire Summit Charter	10	Aspire Benjamin Holt College	10	Aspire California College	10	Aspire Port City Academy	10
Aspire University Public School	10	Aspire University Charter School	9	Aspire Millsmont Academy	9	Aspire Antonio Maria Lugo Academy	10	Aspire Huntington Park Charter School	10
Aspire Monarch Academy	10	Aspire Lionel Wilson College Preparatory Academy	10	Aspire Rosa Parks Academy	7	Aspire Centennial College Preparatory Academy	10	Aspire Millsmont Secondary Academy	7
Aspire River Oaks Charter School	9	Aspire Capitol Heights Academy	10	Aspire Berkley Maynard Academy	10	Aspire Junior Collegiate Academy	10	Aspire Langston Hughes Academy	9

Looking at individual Aspire public schools provides additional insight into the degree of

### PART III: APPLICATION NARRATIVE

success that its schools have had in raising achievement levels. The following are examples of the dramatic growth in achievement in select Aspire schools.

- Aspire East Palo Alto Charter School raised its API score from 537 during its first year (1998-99) to a current score of 842 (2008-09) - **average annual increase of 30+ points.**
- Aspire Monarch Academy (Oakland), the only school to see its API score drop in the most recent year, has increased its API score from 466 (2000-01) to 774 (2008-09) - **average annual increase of 38+ points.**
- Aspire University Public School's 2008-09 API score of 939 outperforms its three most comparable schools in the Stockton Unified District by 140+ points each and has the **second highest API score among more than 200 schools in San Joaquin County.**

Together, these results on the California API demonstrate how Aspire Public Schools are having dramatic and lasting impacts on the achievement levels and academic success of thousands of students across the state of California.

#### **AYP/NCLB**

Aspire Public Schools have demonstrated consistent success in helping schools meet the requirements of AYP, particularly after one year of operation. During the 2008-09 school year, 16 out of 21 Aspire Public Schools met AYP. Of the five schools that did not meet AYP, four were schools that opened that year, 4 were high schools, and all served high percentages of underrepresented/minority students (86% - 100%) and students eligible for free or reduced price lunch (49% - 100%). Given Aspire's ability to raise student achievement levels after the initial school year, as evidenced by steady growth on the API, Aspire expects all of its schools to meet AYP within two years of opening. The following are highlights of how a number of Aspire Public Schools are thriving when considered through the NCLB lens:

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- At Aspire Antonio Maria Lugo Academy in Los Angeles, 100% of the school's 197 students are Hispanic, 94% are eligible for a free or reduced price lunch, and 89% are designated as English Language Learners. Yet, for 2008-09, it met AYP in all categories, with 75% of students proficient or above in Math and 56% proficient or above for Language Arts.
- At Aspire East Palo Alto Charter School, where 91% of students are eligible for free or reduced price lunch and 98% of students are underrepresented minorities, 76% of students reached proficient or above in Math and 62% of students reached proficient or above in Language Arts in the first year of the schools operation.
- At Aspire California College Preparatory Academy in Berkeley, a high school serving 192 students that are 97% from underrepresented minorities in grades 7-10, 59% of students reached proficiency or above in Math and 58% reached proficiency or above in Language Arts, as the school met all requirements of AYP.

#### **Aspire Student College Attendance**

Aspire Public School students have been accepted to a long and prestigious list of colleges and universities in California and across the country. College acceptances since 2005 include, but are not limited to, the following schools (number of acceptances in parentheses):

**Students have been admitted to these California Colleges and Universities:** CA Polytechnic – S.L.O, CSU – Bakersfield, CSU – Chico (4), CSU – East Bay (14), CSU – Long Beach CSU – Sacramento (9), Loyola Marymount U., Occidental College, San Diego State University, S.F. State University (7), Santa Clara University, UC Berkeley (4), UC Davis (5), UC Irvine (2), UCLA, UC Santa Barbara, UC Santa Cruz (5), and USC.

**Students have been admitted to these Colleges and Universities outside of**

### PART III: APPLICATION NARRATIVE

**California:** American University, Amherst College, Boston College, Brown University, Columbia University, Cornell University, Fisk University, Grambling State University, Hamilton College, Hofstra University, Howard University, Johnson & Wales University, Lewis and Clark College, Occidental College, Oregon State University, St. John's University, Spelman College, Syracuse University, Tuskegee University, University of Arizona, University of Mississippi, University of Nebraska, University of Pennsylvania, Wellesley College, and Yale University.

Aspire students' college applications and acceptances continue to grow every year, and this year is no exception. Across Aspire, 98% of students apply to college, with 95% accepted to one or more schools. Of these students, 78% attend college, with 52% enrolling in four-year institutions and 26% enrolling in two-year institutions. Student acceptances to University of California institutions have increased because Aspire offers UC-approved "A-G" college prep courses. Currently, 44% of Aspire students complete this rigorous course of study.

#### **Statewide Benefit Status**

In January of 2007, the CA State Board of Education approved Aspire Public Schools' petition for a Statewide Benefit Charter on the basis that Aspire could provide instructional services that could not be provided by a charter operating in a single district or county. Aspire was one of only two CMOs to receive this status during the first round of applications and hearings (a third CMO has recently been added). The granting of this status was the result of a rigorous application and hearing process, which included a careful review of Aspire's performance to date. This status recognizes Aspire's ability to improve student achievement among various segments of the student population, particularly in low-resourced communities.

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**a.(ii) Aspire has demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II).**

Aspire Public Schools’ strategic plan calls for opening schools in underserved neighborhoods, improving the quality of education for these students, and then using the lessons from this success to ultimately improve the quality of education for ALL California students. Since opening its first school in 1999, Aspire has consistently followed this philosophy by primarily serving minority, low-income, and ELL students. In many Aspire schools underserved populations represent 100% of the student population. In 2008-09, 80% of Aspire students were from under-represented (non-white, non-Asian) populations, while 67% of Aspire students were eligible for FRPL. Therefore, Aspire’s success represents the success of minority and low-income subgroups. Aspire’s proposed CSP funded expansion will continue to serve low-income, mostly minority, urban clusters.

When analyzing a variety of available metrics, it is clear that Aspire Public Schools is making consistent and dramatic progress in narrowing achievement gaps among various subgroups. For example, results from the California Standards Test, from 2002-03 to 2008-09 show an increase across all racial groups in both ELA and Math as shown in the following table:

<b><u>STUDENTS PROFICIENT OR GREATER IN ELA</u></b>							
	<b>2002/3</b>	<b>2003/4</b>	<b>2004/5</b>	<b>2005/6</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Aspire – Hispanic	21%	21%	29%	35%	36%	42%	50%
Aspire - African American	18%	17%	32%	31%	40%	40%	52%
Aspire – Asian	38%	32%	48%	53%	60%	62%	72%

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<b>Aspire – Average</b>	<b>26%</b>	<b>23%</b>	<b>36%</b>	<b>40%</b>	<b>45%</b>	<b>48%</b>	<b>58%</b>
Los Angeles Unified SD*	23%	27%	29%	31%	34%	39%	43%
Lodi Unified SD*	27%	28%	33%	34%	36%	39%	43%
Alameda City SD*	47%	47%	54%	59%	59%	60%	64%
<b>STUDENTS PROFICIENT OR GREATER IN MATH</b>							
Aspire – Hispanic	27%	28%	40%	50%	50%	56%	60%
Aspire - African American	18%	21%	33%	39%	48%	51%	57%
Aspire – Asian	40%	43%	58%	61%	81%	64%	77%
<b>Aspire – Average</b>	<b>28%</b>	<b>31%</b>	<b>44%</b>	<b>50%</b>	<b>60%</b>	<b>57%</b>	<b>65%</b>
Los Angeles Unified SD*	26%	26%	29%	30%	31%	35%	37%
Lodi Unified SD*	31%	31%	33%	37%	36%	37%	39%
Alameda City SD*	44%	46%	52%	54%	53%	52%	56%

\* Represents All Students in each school district

From this table, one sees that the percentage of students reaching proficient or above in each racial subgroup in Aspire schools has risen dramatically and consistently during these years. When compared to the average ELA averages from the three districts in which most of the Aspire schools are currently operating, one also sees how the performance of Aspire students from each racial subgroup is rising at a rate faster than the percentage of all students in each of the three school districts, with all racial subgroups outperforming the district average for all students in two of the three districts. An analysis of the performance of Aspire Public School’s racial subgroups in Math reveals similar, if not even more impressive, progress during this period. In Math, each racial subgroup is outperforming the average of all students in each of the

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districts!

**Eliminating Achievement Gaps for Low-Income/Disadvantaged Students**

Aspire Public Schools provides a high quality education to students from low-income families. As an example of this impact, in 2008-09 six different Aspire Public Schools had >90% of students eligible for free and reduced price lunch (FRPL). The API score for each of these schools far surpassed the average API score of the local district, even though the percentage of eligible FRPL was greater than the district average, as evidenced in the table below.

District/School	2008-09 API	% Free/Reduced Lunch
DISTRICT: Ravenswood City	667	82%
ASPIRE East Palo Alto Charter School	842	93%
DISTRICT: Oakland Unified	695	65%
ASPIRE Monarch Academy	774	94%
DISTRICT: Los Angeles Unified	694	78%
ASPIRE Junior Collegiate Academy	795	97%
ASPIRE Antonio Maria Lugo Academy	825	93%
ASPIRE Centennial College Preparatory Academy	786	98%
ASPIRE Huntington Park Charter School	818	93%

These results offer strong evidence that Aspire Public Schools are providing low-income students with opportunities to achieve that often surpass those created by schools serving students of higher income levels.

**Serving the Needs of Students with Special Needs**

Charter schools face unique challenges in addressing the needs of students with special

### PART III: APPLICATION NARRATIVE

needs and learning disabilities. Like all public schools, they must conform to the federal IDEA and appropriately educate all children with disabilities. Small and often independent, they cannot achieve the economies of scale districts realize for special education services. Charter schools face significant challenges in hiring certified special education teachers, training teachers to educate students with disabilities, understanding special education financing rules, and securing funding to serve students with disabilities (Drame, 2010)<sup>5</sup>. Charter school advantages include flexibility, cost-consciousness, and willingness to adopt best practice educational strategies.

Aspire Public Schools has made, and is continuing to make, great efforts to be a leader, among charter schools in California and nationwide, in serving the needs of students with learning disabilities and other special needs. A highlight of these efforts is the utilization of the Response to Intervention (RtI) model at both the elementary and secondary levels. (Aspire Public Schools recently submitted a proposal for a federal i3 grant, in collaboration with the El Dorado County Office of Education [EDCOE], to create a statewide model for RtI implementation based upon Aspire's ongoing successful collaboration with EDCOE.)

The data-driven RtI model provides a systematic, coordinated effort to address the needs of all students by providing tiered interventions to struggling students and closely monitoring their progress at each stage. Real-time results are used to guide further intervention. Learning issues are managed quickly and in a consistently evidence-based manner, so that special education services can be reserved only for those students whose disabilities do not respond to lower tiers of intervention.

As noted by Canter et al., (2008, p. 15) "*The beauty of RtI is that it does not require a*

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<sup>5</sup> Drame, E. (2010). An analysis of the capacity of charter schools to address the needs of students with disabilities in Wisconsin. *Remedial and Special Education*, 20 (10), 1-9.

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*wrenching overhaul but can build on existing frameworks within a school and can be implemented in stages that meet students' needs and staff members' capacities. Most important, RtI relies on—and ultimately enhances—core principles of effective education: high-quality instruction, evidence-based individualized student support, consistent evaluation of outcomes, ongoing professional development, and collaboration among staff members and with families. RtI truly offers a future of improved school outcomes that all secondary schools can achieve.”<sup>6</sup>*

In all of its schools Aspire Public Schools aims to utilize the most effective and proven methods – such as RtI – to serve the needs of students with special needs.

**a. (iii) Aspire has achieved results for low-income and minority students that are significantly above the average academic achievement results for such students in the State.**

Aspire Public Schools consistently produce significantly higher test scores for low-income and minority students when compared to both state averages and the averages of local districts. The chart below contains analysis conducted by the Education Results Partnership. The statistics are based on Linear Regression and represent percentage differences. (These results can be found at [www.edresults.org](http://www.edresults.org).) The chart shows how the performance of various Aspire Public Schools subgroups compares to the subgroups from comparable schools with similar demographics. (The analysis contains 14 schools utilizing data from the 2008-09 California Standards Test [CST].) Subgroups analyzed include Hispanic, African American, Socially Disadvantaged, and English Language Learners.

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<sup>6</sup> Canter A., Klotz, M. B., & Cowan K. (2008). Response to intervention: The future for secondary schools. *Principal Leadership*, 8 (6), 12-15.

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PR/Award # U282M100020

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OUTPERFORMING LOOK-A-LIKE SCHOOLS									
Aspire School Name/ Type	District	African American		Hispanic		Socially Disadvantaged		English Learner	
		ELA	Math	ELA	Math	ELA	Math	ELA	Math
Aspire Antonio Maria Lugo Academy / Elementary	Los Angeles County			+24.9	+33.9	+20.5	+31.7	+28.9	+28.2
Aspire Centennial College Preparatory Academy / Middle & High School	Los Angeles County			+15.1	+15.8	+12.7	+14.9	+8.5	+9.4
Aspire Junior Collegiate Academy / Elementary	Los Angeles County			+13.9	+27.0	+10.6	+25.6	+13.2	+20.1
Aspire Capitol Heights Academy / Elementary	Sacramento County	+31.8	+41.1	+7.1	+19.5	+21.2	+26.1		
Aspire Millsmont Academy / Elementary	Alameda County	+22.6	+37.5			+5.9	+18.2		
Aspire Berkley Maynard Academy	Alameda	+28.9	+37.0	+15.4	+28.9	+15.1	+21.4	+27.5	+31.0

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OUTPERFORMING LOOK-A-LIKE SCHOOLS									
Aspire School Name/ Type	District	African American		Hispanic		Socially Disadvantaged		English Learner	
		ELA	Math	ELA	Math	ELA	Math	ELA	Math
/ Elementary	County								
Aspire Lionel Wilson College Preparatory Academy / Middle & High School	Alameda County			+18.7	+24.9	+17.0	+22.6	+13.5	+18.4
Aspire Monarch Academy / Elementary	Alameda County			+10.7	+23.2	+10.2	+24.3	+16.9	+21.4
Aspire East Palo Alto Charter School/ Elementary	San Mateo County			+26.5	+32.4	+27.7	+34.2	+28.7	+30.1
Aspire Summit Charter Academy / Elementary	Stanislaus County			+6.4	+2.8	+6.3	+2.0	+9.4	+12.3
Aspire Port City Academy / Elementary	San Joaquin County	+17.5	+41.9	+7.8	+33.4	+12.8	+37.0		

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OUTPERFORMING LOOK-A-LIKE SCHOOLS									
Aspire School Name/ Type	District	African American		Hispanic		Socially Disadvantaged		English Learner	
		ELA	Math	ELA	Math	ELA	Math	ELA	Math
Aspire Benjamin Holt College Preparatory Academy / Middle & High School	San Joaquin County			+13.0	+4.2	+9.8	+7.3	+13.3	+7.4
Aspire River Oaks Charter School / Elementary	San Joaquin County			+14.9	+24.8	+12.6	+21.1	+8.7	+26.4
Aspire Rosa Parks Academy / Elementary	San Joaquin County	+6.1	+15.3	+3.4	+17.2	+4.8	+14.5	+5.2	15.2

As is clearly evidenced by this analysis, students from key subgroups in Aspire Public Schools outperform similar students from “look-a-like” schools *at every Aspire Public School* included in the sample.

**(b) Contribution in assisting educationally disadvantaged students.**

**The contribution the proposed project will make in assisting educationally disadvantaged students served by the applicant to meet or exceed State academic content standards and State student academic achievement standards, and to graduate college- and career-ready.**

Aspire’s mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. This mission is achieved by providing a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. Aspire expects students to become self-motivated, competent, voracious, adept, and life-long learners – prepared for college and the 21<sup>st</sup> Century world.

Aspire has built a “College For Certain”<sup>®</sup> (¡Universidad con Seguridad!) culture. Beginning in kindergarten, students are informed and inspired to succeed in high school and attend college. Classrooms are named after universities with the year the class will graduate from college above the door. Teachers and principals proudly share their college going experiences, diplomas, and challenges. At Aspire Public Schools, students achieve the will, the skills, and the habits of mind to continue onto college and succeed.

At Aspire, “College for Certain”<sup>®</sup> is not just a rallying cry. Administrators, teachers, and staff work to make it a reality for all students: 97% of students graduate within four years of entering ninth grade and 97% apply for and are admitted to college. By way of comparison, 38% of students in Los Angeles Unified School District, which has a comparable student population, graduated from high school in 2008 and far fewer were admitted to college. Aspire ensures a rigorous course of study, requiring Aspire’s high school students to pass classes necessary for entry into California State University (CSU) and University of California (UC) campuses (the A-

### PART III: APPLICATION NARRATIVE

G curriculum) and to be proficient in core academic standards in order to graduate. An individualized college counseling program, beginning in 9<sup>th</sup> grade, guides students and parents through the college admissions process. Finally, Aspire's Early College High School program allows students to earn dual high school and college credit, become comfortable on a college campus, and develop the self confidence and determination necessary to earn a university degree. Students must earn 15 college credits in order to graduate, taking classes in local community colleges, as well as their own Aspire classrooms.

#### **Population Served**

Aspire's educational program is tailored to the instructional needs of its target student profile. Aspire targets the following students:

- Students who are not currently successful in their current core academic subjects;
- Students whose academic or English learning needs necessitate a small school environment with personalized attention;
- Students whose academic or English language learning needs are not being met in a traditional school environment; and
- Students whose diversity represents their respective communities.

Aspire's program is designed to **increase college-going rates for students who have historically been underrepresented in college** and who face barriers accessing a college education, specifically:

- Students from low-income families
- Students whose primary home language is not English
- Students from communities with low-performing schools and low college-going rates
- Students who would be the first in their families to attend college.

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In education, one size does not fit all. Aspire is dedicated to providing students and families throughout California with a small school option that can meet their unique needs.

#### **Education Program**

Aspire's education program infuses students with the content knowledge and habits of mind necessary to face the challenges of the 21<sup>st</sup> Century. California content standards drive the instruction by providing the road map of what students need to know. Students graduate with the A-G approved coursework required for admission to a postsecondary school of their choice.

To help students succeed once they enter college, Aspire's educational program has drawn on the Center for Educational Policy Research's study *Standards for Success*. This research gathered information about the skills needed to succeed in college from more than 400 staff and faculty members at research universities. They believe that college students need: "critical thinking, analytic[al] thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks." Aspire has interwoven these habits into their core curriculum.

#### **Special Education**

In accordance with state and federal law, each student eligible under IDEA (Individuals with Disabilities Education Act) are provided a free appropriate education in the least restrictive environment. The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Team. The Team includes teachers and parents, and its decisions are formulated in a written plan (referred to as an IEP).

The identification process for students who would be eligible for special education

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services begins when students have been accepted and enrolled in any Aspire Public School. All incoming students participate in a series of diagnostic assessments in Language Arts and Mathematics. In addition, students are also eligible through the “child find” process, which is an ongoing aspect of the instructional program at all schools. Through an extensive use of the Student Study Team process and comprehensive professional development about the characteristics of special education handicapping conditions and the referral process, parents and students have extensive opportunities to be served.

Each CMO charter school is considered its own LEA under California law. Aspire Public Schools is a LEA in the EDCOE (El Dorado County Office of Education) SELPA (Special Education Local Plan Area), and five Aspire school are included in the LASER (Lodi Area Special Education Region) SELPA. SELPAs are state-sanctioned consortia that ensure availability of quality special education services, provide training for parents and educators, and distribute and manage special education funds. Aspire partnered with EDCOE in creating the State’s first, and only, statewide charter SELPA. Schools founded with the CSP grant will participate as a member of the Aspire Public Schools LEA in the EDCOE Charter SELPA. The EDCOE Charter SELPA serves 15,000+ students, and the EDCOE District SELPA serves 14 districts with 33,000+ students.

All schools in the Aspire Public Schools LEA provide:

- **Free Appropriate Public Education:** For all students, including those with disabilities.
- **Child Find:** All students with disabilities are identified.
- **Full Educational Opportunity:** All students with disabilities have access to the full range of programs available to non-disabled students.
- **Least Restrictive Environment:** All students with disabilities are educated with students

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who are not disabled to the maximum extent appropriate.

- **Individualized Education Program:** An Individualized Education Plan is developed, reviewed, and revised for each child who is eligible.
- **Assessments:** An IEP review is conducted annually, at a minimum, and a reassessment is conducted at least once every three years (more often if conditions warrant or if requested by the parents or teacher).
- **Confidentiality and Procedural Safeguards:** Confidentiality of identifiable data is protected at collection, storage, disclosure, and destruction. Students and their parents are provided with safeguards through the identification, evaluation, and placement process.
- **Personnel Standards:** Good faith efforts are made to attract, recruit, and hire appropriately trained and credentialed personnel to provide special education services.
- **State Assessments:** Students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The Director of Special Education works with each school to develop an annual budget, hire necessary staff, contract for appropriate services, and document the qualifications and competency of school leadership to meet the special education compliance and quality requirements. The Director of Special Education and the Program Specialist will work with EDCOE to provide ongoing professional development that builds staff capacity in promising instructional practices, compliance with state and federal statutes, reporting requirements, and use of instructional data. To assist professional development, Aspire maintains membership in the California Association of Resource Specialists and Special Education Teachers.

#### **Support Systems for All Students**

Key elements of the education program (small schools, small class sizes, “looping,” a

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longer school day and year, and data driven instruction) meet all students' needs. Aspire provides multiple systems to ensure that every student receives the appropriate supports to be successful.

#### **Personalized Learning Plans**

Every student has a Personalized Learning Plan (PLP). The PLP provides teachers, parents, and students with a common understanding of each student's learning style and objectives. Once each semester during *Student-Led Conferences*, the teacher, parent, and student discuss the student's learning strengths and weaknesses, update the PLP, and set goals for the next semester. **By working closely with each student and family to develop an appropriate PLP, the school is able to respond to the needs of each student, including those who are achieving above or below expected levels.** This allows all students to receive appropriate interventions following a RtI model (e.g. after-school programs or specialized classroom instruction). The PLP allows the school to help meet the general education needs of students with disabilities (Individualized Education Programs or 504 Plans), English language learners, students achieving substantially above or below grade level expectations, and other special student populations).

#### **Strategies for English Learner Instruction and Intervention**

Aspire is committed to the success of its English Learner (EL) population. Aspire uses a number of language acquisition teaching strategies, including: building on students' culture, language, and experience; using dual-language strategies; teaching the second language through content; using graphic organizers; practicing English in cooperative problem-solving groups; and using computers and peer tutors to enhance language development. Classroom instructional interventions help students acquire grade level curricular content while learning English. All teachers use CA English Language Development standards to guide second language students

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and provide data relevant to their mastery of the language.

English Learner support is provided within academic classes and in supplemental settings when needed. Aspire meets all applicable legal requirements for EL related to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Aspire implements policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of parents. The EL program is research based, supported by professional development, and evaluated regularly for efficiency and improvements.

**(c) Quality of the project design.**

**(i) The goals, objectives, and outcomes are clearly specified, measurable, and attainable.**

**NOTE:** Aspire is proposing to open new schools serving substantially similar populations to those currently served by the model for which it has demonstrated evidence of success.

**Goal 1 Replication: Aspire proposes to open fifteen high quality charter schools within the five years of the CSP grant in clusters within low-income, mostly minority urban districts.**

**Objectives:**

- Aspire will complete the various critical planning tasks and start-up tasks for each new school including, but not limited to, applying for charter status when needed, securing and renovating a facility as needed, hiring and training a staff, recruiting and enrolling students, purchasing and installing furniture, technology, supplies, materials, etc., and all other related activities.
- Aspire will use state, local, and federal funds typically available to a California charter school to operate each school once established. This request shall be for planning and opening the schools which will then be operated with non-CSP grant funds.
- All schools created with this CSP grant will achieve positive student achievement outcomes for low-income, minority, and special needs students consistent with the established Aspire schools.

**Outcomes:**

- Fifteen (15) new Aspire Public Schools will be planned, approved, opened, and operated in accordance with this proposal, as measured by a variety of planning and approval documents.
- Aspire will provide an additional 4,500+ economically disadvantaged students with a

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high-quality educational experience, as measured by records of enrollment and student achievement.

- Fifteen (15) new Aspire Public Schools will be financially secure and sustainable as documented by annual budgets approved by their boards, required reports submitted to the State and Districts, and clean annual audits performed by a licensed, qualified CPA.

**Goal 2 Fidelity to Model: All schools created with this CSP grant will be designed and operated in a manner consistent with the established Aspire Public Schools model. Aspire’s education design has seven core elements, each aligned with the others.**

**Objective:** All schools will have high standards and clear learning goals.

**Outcome:** Aspire students learn and master:

- *Basic Skills:* Students are assessed in each core subject by classroom assessments and the California Standardized Testing and Reporting (STAR) Program. Outcome targets include 100% of students passing core academic classes and an increase of 10% each year of students scoring proficient or advanced proficient based on STAR.
- *Thinking Skills:* Students demonstrate thinking skills through interdisciplinary projects. Outcome targets include 100% of students meeting interdisciplinary project requirements (rubrics based on Newmann’s standards for rigor will be used to assess projects) and 100% of students passing ROPE(s) (Rites of Passage) exhibition.
- *Life Skills:* Students demonstrate development of life skills through regular attendance at school, participating in co- or extra-curricular activities, and continuing in school until graduating. Outcome targets include 95+% attendance rate, 90% student participation in co- or extra-curricular activities, 100% promotion rate, and 100% college acceptance rate.

**Objective:** All schools will have a sense of community

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**Outcome:** Aspire's small schools and its small, looping classes (wherein teachers teach the same children in grades K-5 for two years allowing less transition time from grade to grade and more learning time for children) create an intimate community in which each student is known personally. Measurable design elements include:

- *Small Schools:* Elementary schools with no more than 410 grade K-5 students, and secondary schools with less than 600 grade 6-12 students.<sup>7</sup>
- *Small Class Sizes:* Targets of 20:1 student-teacher ratio in K-3, 28:1 ratio in 4-5, and 29:1 ratio in 6-12. In addition, students at the secondary level spend part of each day in seminars with a student-teacher ratio of 15:1.
- *Multi-Grade Classes:* allow teachers to spend time working with students they know.
- *Advisory Groups:* Beginning in the 6<sup>th</sup> grade, 100% of students will be assigned to an advisory group of approximately 15 students which meets daily with an adult advisor. The advisor acts as a bridge between the school and the students' other communities (e.g. family, work, clubs, social service agencies).
- *Parent/Guardian Involvement:* Measured by satisfaction surveys and participation records, 90% of parent/guardians will benefit from a variety of methods to help them become coaches for their children and participate in all aspects of school life: *School-Family-Student Compact:* The teacher, parent(s), and student all sign a compact at the beginning of the school year which outlines the rights/responsibilities of each stakeholder

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<sup>7</sup> Although researchers have documented the positive effects of small schools, they are relatively uncommon in California: at the elementary level, only 5% of California students were in small schools of less than 350 students, versus 17% nationally.

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and affirms mutual accountability for student success, staff development, and parent satisfaction. *Saturday Classes*: ½ day sessions enable parents to attend school with children and understand students' learning at a deeper level. *Guidance About At-home Support*: coaching on reading at home, providing help with homework, participating in projects, and playing games that reinforce learning. *School Decision-making*: In addition the school's parent organization, Aspire includes two parent representatives on the Advisory School Council (ASC). The ASC holds the school accountable for the performance of its students. It also serves as the school's expulsion board, conducts the admissions lottery, addresses school safety issues, reviews parental concerns, and sets policies that are unique to the school. The ASC consists of the principal, two teachers, two parents, and one community member at large. In addition, parents participate on the school's Teacher Hiring Committee. *Guarantee to Parents*. Parents can expect: demonstrated improvement in their child's academic performance; an open invitation to attend their child's classes; easy, open communication with their child's teacher; and the opportunity to rate the performance of teachers and the school annually.

**Objective**: All schools will provide more time for Learning.

**Outcome**: Aspire provides 15% more learning time for students, and uses time effectively during the year and the day to maximize in-depth learning.

- *Longer School Day*: Aspire students receive about one hour more instruction each day than do students in traditional public schools.
- *Longer School Year*: 190 days of instruction, ten more than traditional public schools.
- *Modified Traditional Calendar*: When possible, Aspire schools use trimesters with shorter summer recess to decrease the loss of learning during extended recesses.

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- *Block Scheduling:* Aspire's secondary schools are organized around blocks of 90 -120 minutes so students delve deeply into subjects and teachers can work together seamlessly.

**Objective:** All schools will provide a balanced curriculum.

**Outcome:** Aspire uses a combination of adopted programs and elements developed in-house to build basic skills, higher-order thinking skills, and life-skills. The curriculum is based on California state standards. Teachers have flexibility to use a variety of texts and materials, depending on the needs of their students. The curriculum is clearly articulated as a K-12 system and includes language arts, mathematics, science, social science, and Spanish. Other subjects essential to a healthy and balanced life are also covered through classes in visual and performing arts, health and nutrition, and physical education.

**Objective:** All schools will use a variety of teaching methods.

**Outcome:** Measured by annual review of the Aspire Instructional Guidelines, each school will use multiple highly effective pedagogical strategies targeting both specific content areas and the needs of each individual student. Instructional Guidelines are not a script; effective implementation of Aspire's program requires highly skilled teachers. Videos of best practices, observations, and model lessons by instructional coaches, visits to Aspire Model Classrooms, and coaching by the school principal all support individual teachers in implementing the Guidelines effectively. The Instructional Guidelines require use of a variety of pedagogical strategies, including:

- *Explicit Instruction:* provides students a traditional form of teaching wherein the teacher presents the lesson and students individually demonstrate their new skills or knowledge.
- *Massed and Distributed Practice:* gives students multiple opportunities over the course of the year to use and practice previously learned skills and knowledge. This increases

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students' retention of the newly learned material.

- *Problem Solving*: gives students a step-by-step process for determining a solution.
- *Inquiry*: presents students with a problem or question, around which they formulate and test theories to work towards a solution.
- *Project-based Instruction*: offers students the opportunity to apply learning to complex problems. Students are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end products.
- *Apprenticeship*: at the secondary level, students spend part of their time working in the community for local organizations, applying their learning to work alongside professionals.
- *Distance Learning*: High school juniors and seniors may elect to take some specialized coursework on-line, through colleges and universities. Technology is used as a tool for research, communication, and production. Each classroom in grades K-6 has three to five computers with Internet access; students in grades 7 through 12 have access to movable laptop carts, banks of computers throughout the school, and a computer lab. Students exercise their higher-order thinking skills through simulations and presentations, communication and production skills through electronic mail and publishing, and research skills through use of electronic references, including the Internet.

**Objective**: All schools will employ rigorous and ongoing assessment.

**Outcome**: As measured by documenting both student assessment processes and results, Aspire will observe individual student progress, determine the efficacy of individual teachers, and evaluate the success of the program as a whole. Multiple assessments are used because no single assessment provides sufficient information on students' learning in the three outcomes (basic

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skills, thinking skills, life skills). Students are assessed through local district and nationally recognized tests (e.g. High School Exit Exam, SATs, Durrell Oral Reading, Berkeley Readiness Test, Advanced Placement tests), day-to-day assessments (quizzes, unit tests), qualitative observations of the process of learning (teachers' anecdotal notes, student reflection logs, internship mentor reports), and examination of final products, including an interdisciplinary final project, the Rites of Passage (ROPES) project.

**Objective:** All schools will provide extra support for students as needed.

**Outcome:** As measured by implementation records and student achievement results, Aspire employs a variety of “safety net” strategies to provide extra support for students who are below grade level, following the RtI model and supported by state of the art data systems being developed with support from the Bill and Melinda Gates Foundation. This can include before/after school tutoring, work with a literacy specialist, pull-out programs and/or push-in programs, bilingual teaching strategies, and using computers and peer tutors to enhance language skills. Aspire helped create and helps operate the EDCOE Charter SELPA (Special Education Local Planning Area), to provide member schools with special education services.

**(ii) The design for implementing and evaluating the proposed project will result in information to guide replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**

Aspire sets high standards for all students, based on California State Content Standards, Newmann's Standards for Authentic Instruction and Assessment, and the Secretary's Commission on Achieving Necessary Skills (SCANS). Aspire's ultimate goal is to improve the achievement of all students in California – as measured by academic performance and increased college matriculation and graduation rates. There are two steps to achieving that vision:

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- 1) Aspire must open enough schools in underserved neighborhoods to provide real choices for families and demonstrate superior academic achievement in these schools. Aspire’s “Theory of Action” describes the activities required to achieve this direct impact in Aspire’s targeted communities.
- 2) Aspire must then leverage its success to improve student achievement for all students in California. This impact would be indirect, but broader. The “Theory of Change” describes how Aspire plans to translate its direct impact into systemic change.

#### **Aspire’s Theory of Action – Achieving Direct Impact**

Aspire’s Theory of Action focuses on creating a critical mass of high-performing schools in strategic geographies. Geographies are selected for their demonstrated need, how they fit with Aspire’s strategy, and Aspire’s ability to open schools there. In these geographies, Aspire must:

- 1) Cultivate a positive environment for starting Aspire schools by building relationships with local districts, improving the legislative environment for charter schools, and working with others to solve systemic obstacles to charter growth.
- 2) Create community demand for Aspire schools by educating and informing parents, students, and community leaders about charters, the power of choice, and Aspire.
- 3) Deliver consistently superior results in those schools by attracting and developing talented educators, ensuring that the education design is effective, and using data well.
- 4) Provide appropriate support for schools from the home office by offering administrative and operational support, creating physical environments conducive to learning, and ensuring a strong funding base.

Aspire believes that these four tasks, well-executed, will lead to its Intended Direct Impact of demonstrating superior achievement and providing choice in Aspire’s neighborhoods.

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### **Aspire's Theory of Change – Achieving broader impact**

With its network of high-performing schools, Aspire seeks to have broader impact, using three levers. First, Aspire seeks to create **district change** within its selected geographies, by influencing, modeling, or pressuring change. District change is the primary focus of Aspire's work. In addition, Aspire seeks to **build capacity** among other educators, charters, and CMOs, which collectively will create a statewide network of high performing schools. Finally, Aspire will **advocate** for changes in California educational policies, practices, and institutions. These activities will create changes necessary for improved achievement for all California students.

#### **District Change**

Aspire aims to influence districts to alter their practices to improve student achievement. Specifically, Aspire encourages districts to create more choices for students and more flexibility for educators, with the goal of improving schools and student achievement. Aspire does not promote to the districts any specific education design or curriculum.

Districts are a key lever in education reform because they are the main provider of public education services, and they influence state education policies. Aspire has chosen to work with a small number of highly influential districts that can serve as a model for change, are prominent in the dialogue about reform, and directly influence leaders and policymakers. Aspire's interactions with these districts will vary by geography and over time. In some cases, merely building a small cluster of schools may be sufficient to inspire district-level changes. However, in most cases, Aspire will create a deeper collaborative relationship with the district to stimulate change. Collaboration, rather than competition, is Aspire's strongly preferred method of engaging with a district. Collaboration is most likely where Aspire is able to support solutions to the district's problems (e.g. overcrowding, schools affected by No Child Left Behind), and could

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take a variety of forms that cannot be predicted. Aspire hopes that its district relationships will evolve in ways that benefit all of a district's students.

Aspire has a formal project with Oakland Unified School District to provide training and technical assistance in Aspire reading practices. Twelve of Oakland teachers are attending Aspire's 2010 summer reading training. This fall they will be coached in Aspire's literacy model, visit classrooms, and participate in professional development.

#### **Capacity Building**

The growing number of charter management organizations is another important lever in education reform, one which can help Aspire multiply its own impact. As one of the leading CMOs in California, Aspire has already addressed some of the challenges that other organizations have yet to face; this experience can be used to accelerate the creation, growth, and efficacy of other charter organizations. Aspire has and will continue to provide technical assistance to other charter organizations nationwide, sharing policies, procedures, curriculum, and other information. Aspire's executives serve as mentors to other charter leaders. Aspire believes that its support will help other charter organizations create change in the districts in which they work, and the resulting number of high-performing schools will serve as a platform for promoting statewide change.

#### **Advocacy**

Improvement in California's educational policies, practices, and institutions is essential if Aspire is to accomplish its ultimate vision of increasing statewide student achievement. Therefore, Aspire will also engage in advocacy to bolster education reform efforts. Aspire will increase public awareness of charters as a lever to improve education opportunities, join advocacy campaigns, and participate with government decision-making entities.

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**LOGIC MODEL**

**GOAL 1 – REPLICATION**

<b>Objectives</b>	<b>Inputs</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Measures</b>
Aspire will complete the various critical planning tasks and start-up tasks for each new school.	CSP grant, Aspire staff, matching funds.	Charter status, facilities, staff, students, supplies, materials & equipment.	15 new Aspire Public Schools opened.	Records of planning activities, applications, and approvals.
Aspire will operate schools without further CSP funding.	State, local, and non-CSP federal funds.	New schools are operating.	15 Aspire Public Schools operating.	School records and audit document successful fiscal and operational management.
Economically disadvantaged students receive high-quality educational experience.	School and organizational staff.	Positive student achievement outcomes.	4,500+ students achieve positive academic advancement.	Records of enrollment and student achievement.

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<b>GOAL 2 – FIDELITY TO ASPIRE PUBLIC SCHOOL MODEL</b>				
<b>Objectives</b>	<b>Inputs</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Measures</b>
All schools have high standards and clear learning goals.	School and organizational staff.	Classroom Learning in; Basic Skills, Thinking Skills, & Life Skills.	100% of Aspire students pass core subjects, projects, and ROPES; 10% annual increase in STAR competency; 95% attendance; 100% promotion; 100% college acceptance.	Classroom assessment; STAR, project & ROPES assessments; school attendance, participation, completion, achievement & placement records.
All schools will have a sense of community.	Students, staff, parents, and school design.	School culture. Small schools.	Small schools, small classes, parent involvement.	Enrollment and parent participation records, parent satisfaction survey.
All schools will provide More Time for Learning.	School design and schedule.	Longer day and longer year.	15% more learning time than CA standards require.	Annual school calendar and school schedule.
All schools will provide a balanced curriculum.	School and curricula design.	Curricula based on CA state standards.	Students gain basic skills, thinking skills, and life-skills.	Curricula design and implementation.

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All schools use a variety of teaching methods.	School and curricula design.	Explicit Instruction, Massed/Distributed Practice, Problem Solving, Inquiry, Project-based Instruction, Apprenticeship, Distance Learning.	Pedagogy supports content specific learning and individual student needs.	All measures of student achievement.
All schools will employ rigorous and ongoing assessment.	School and curricula design.	Various student assessment processes and results.	Assessment drives instruction and professional development.	All measures of student achievement. Teacher improvement measures.
All schools will provide extra support for students as needed.	School and curricula design.	“Safety net” strategies to provide extra support for students.	Response to Intervention uses data to drive student improvement.	Implementation records and student achievement results.

**(d) Quality of the management plan.**

**(i) The management plan will achieve the objectives of the proposed project on time and within budget.**

Over the coming years, Aspire will continue to refine its education design, build infrastructure and systems, and execute the opening of new schools, ultimately reaching 45 schools by 2015. **This request for \$15,000,000 will help create fifteen new schools. With the recent severe cutbacks in California education funding this request will be critical to maintaining momentum towards achieving scale.** In order to succeed, the Aspire organization must be capable of supporting its growth with continued high quality. This will require the design of new scalable systems and processes in all functions, hiring and training staff, and implementing aligned technology. Major initiatives include:

- *Completing the shift towards a matrix organization that includes regional offices and central support functions.* Aspire has hired highly qualified regional Area Superintendents for each region and continues to clearly define the division of responsibilities between the Regional Offices and Home Office, and establish communication systems to avoid the kinds of miscommunication that can plague large organizations.
- *Streamlining centralized support functions to ensure maximum efficiency:* At each stage of growth, various internal processes and procedures have been redesigned to ensure efficiency at scale.
- *Refining internal talent management and talent development programs:* Aspire conducts extensive professional development for its teammates to prepare them for advancement.

In conjunction with San Jose State University, Aspire operated an in-house administrative

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credential and Master's program to prepare future principals. Aspire is working with University of the Pacific around the operation of the next phase of that program.

To evaluate its progress, Aspire continuously tracks its Balanced Scorecard metrics to evaluate its own results on the Theory of Action and Theory of Change. In particular, after creating the proposed 15 new schools funded with this request, Aspire will conduct a major review of progress against its metrics. This formal review will also include an evaluation of the external environment, risks, opportunities, and the organization's impact to date.

To ensure continued growth, consistent high quality, and impact, Aspire will continue to manage six core processes successfully: Quality Management, New School Startup, Site Support, Financial and Asset Management, Fund Development, and Advocacy.

### **1. Quality management**

Effectively managing the quality of the education program to ensure consistently high academic results is essential. To do so, Aspire will use a variety of mechanisms and tools to collect and analyze performance data, maintain senior management presence at school sites, provide professional development to staff Aspire-wide, and conscientiously guide Aspire's culture. Aspire's Chief Academic Officer, supported by the Home Office education staff, is responsible for setting guidelines, developing management systems, and evaluating quality at all of Aspire's schools. The Area Superintendents are accountable for maintaining quality at all schools in their area, providing professional development for their principals, and for upholding Aspire's culture.

### **2. New school start up**

Funded through this request, Aspire will start 15 new schools using a process that includes: 1) building relationships with districts, the community, and key local agencies; 2)

## PART III: APPLICATION NARRATIVE

initializing systems and operations (including procedures and protocols) for the school; and 3) building a school community, including enrollment and recruiting. This process will involve the CEO and Area Superintendents developing relationships, business and education staff at the home office establishing systems and providing training, and principals building the school community.

### **3. Site support**

Aspire schools benefit from being part of a charter management organization. The home and regional offices provide support in curriculum, instruction, assessment, finance, human resources, information technology, legal, and operations. Home office and regional office staff are functional experts who provide support to the schools in their particular area of expertise. For example, the Financial Analysts support principals in budget management, and the Director of Data & Assessment supports educators in using student data to tailor student learning plans.

### **4. Financial and asset management**

The business of opening and running schools is extremely capital-intensive. Financial and asset management includes developing and financing facilities, managing construction and contractor relationships, creating and monitoring budgets, managing accounts payable and receivable, and financial reporting. The Finance Team is responsible for this core process.

### **5. Fund Development**

Grants and gifts are required cover Aspire's costs of growth. Fund development activities include managing investor relations, identifying philanthropic and governmental sources of funding, and administering grants received. Aspire's CEO, with the support of the Director of Development and Grant Writer are responsible for this core process. Aspire's success in cultivating philanthropic support is demonstrated by the 25% cash match included in this request.

## PART III: APPLICATION NARRATIVE

### 6. Advocacy

Effective advocacy creates a friendly environment for Aspire's schools and is fundamental to broader educational reform. Aspire's advocacy work encompasses building relationships with key legislators, influencing policy through personal relationships, and media outreach. The CEO leads advocacy with support from the management team and partner organizations such as EdVoice.

Success in building a strong organizational culture, one in which values are closely held and aligned with the ultimate vision, has been crucial to Aspire's success. This culture enables Aspire to maintain rapid growth while avoiding the excessively regimented controls, policies, and procedures that characterize ineffective bureaucracies. Aspire's systems and processes are designed to reinforce its core values of:

- *Collaboration*: Working collectively to accomplish more than what is possible alone
- *Ownership*: Individual and group accountability for results, actions and decisions
- *Quality*: Commitment to excellence and the discipline to continually improve
- *Customer Service*: Responsiveness to the needs of external and internal customers
- *Purposefulness*: Deliberate action, focused on the organization's goals and priorities.

For example, the process of setting academic performance targets at each school highlights the ideas of quality and purposefulness. The annual satisfaction survey of parents, students, and staff reinforces the importance of customer service and increases stakeholders' sense of ownership. The "Cycle of Inquiry" process used throughout the year at each school to look at student data emphasizes collaboration and ownership in improving student performance. The practice of explaining why a policy exists underlines the notion of purposefulness. Aspire treats educators as professionals rather than factory workers on an intellectual assembly line (by

### PART III: APPLICATION NARRATIVE

providing them with business cards and a laptop, for example), reinforcing the concept of ownership.

Many artifacts of organizational culture have evolved organically as Aspire grows. Aspire's Management Team is thoughtful about establishing rites, rituals, and practices that signify and reinforce its cultural values. Aspire has a deliberate and formalized orientation program for new staff and Board members which provides a well-rounded view of the organization's work and values. Stories in the Aspire Wire (internal newsletter) highlight examples of cultural values in action. The annual leadership retreat enables principals, lead teachers, office managers, and home office functional managers to reconnect with the organization, its vision, and its values.

**(ii) The business plan for increasing, sustaining, and ensuring the quality and performance of charter schools opened under this program beyond the initial period of Federal funding, including, but not limited to facilities, financials, central office, academics, governance, oversight, and human resources of the schools.**

Aspire has always intended to become financially self-sustaining with state, federal, and local per pupil funding, without additional philanthropy to cover the recurring costs of school, home office, and regional office operations. (Aspire expects to continue to require philanthropy to cover the one-time costs of starting new schools.) Based on current financial projections, Aspire will reach that point of sustainability at 74 schools. Aspire believes that after weathering the current national and state financial crisis while reaching 45 schools with CSP support, it will be able to access philanthropic resources to continue its growth to 74 schools.

Aspire feels that at 74 schools, it will still be small enough to preserve its high quality, flexibility, culture, and attention to the individual students. At 74 schools, Aspire's system-wide

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budget will be over \$155 million, of which 94% will be for schools and 7% will be for home office and regional office budgets, combined.

Aspire's success depends on its proven ability to manage seven major risk factors:

- 1) *Organizational capability*: building the systems, infrastructure, and staffing at the Home Office and Regional Offices to support organizational objectives;
- 2) *Program quality*: consistently executing high-quality, personalized, college-preparatory learning experiences that lead to exceptional academic results;
- 3) *Facilities development and financing*: acquiring and developing suitable and affordable school facilities;
- 4) *District relations*: managing the relationship with local school districts, including acquiring and renewing charters;
- 5) *Human resource management*: attracting, developing, and retaining high quality educators and administrators who are able to implement the Aspire education design;
- 6) *Government funding*: securing all available federal, state, and local per pupil funds to ensure that all schools are financially self-sustainable at steady state; and
- 7) *Philanthropic funding*: securing the gifts and grants required to start and scale new schools and to cover scale-up costs of home and regional offices

#### **Building organizational capability**

Aspire has a strong organizational infrastructure capable of consistently implementing the educational program in a growing number of schools. Organizational capability is foundational to the growth strategy, and building organizational capacity is a primary focus. Aspire is committed to continuously strengthen competencies across its core systems; expand management, staff, and Board; provide extensive professional development; and modify the

## PART III: APPLICATION NARRATIVE

organizational structure for growth.

### **Maintaining consistently high quality**

Exceptional academic results across the system are essential to success. This requires consistent execution of the education program. Aspire maintains educational quality with:

- *Clearly Defined Performance Metrics:* All levels at Aspire are held accountable for results on clearly defined metrics related to student achievement, parent satisfaction, teacher development, organizational effectiveness, and financial stability.
- *Management through Data:* Student achievement data from a variety of assessments are used regularly to refine teaching and to evaluate teachers and principals. (The use of data for individual students and teachers is very rare in public schools.)
- *Management by Walking Around:* Senior management is visibly present at sites, visiting classrooms and working with educators to provide on site support. The regional structure supports management's ability to monitor school site performance.

### **Managing the Facilities Portfolio**

Lack of available and affordable facilities has always been, and will likely continue to be, the greatest bottleneck to growth. Although the external environment has improved significantly since Aspire's inception, more changes are still required. As a result, much of Aspire's advocacy work is focused on the facilities challenge.

### **Managing District Relationships, including Chartering**

Aspire's success depends upon its ability to manage district relationships effectively. Failure to do so could jeopardize its ability to acquire and renew charters with sponsoring agencies, resulting in instability for individual schools. Adversarial district relationships can also be damaging for Aspire schools when they rely on local districts for services that Aspire cannot

### PART III: APPLICATION NARRATIVE

efficiently provide, such as food service and transportation. Equally important, meaningful and productive district relationships are critical to Aspire's efficacy as a change agent.

If a district does not wish to work with Aspire, Aspire can also secure charters from the County Office of Education. COEs are petitioned when the local district declines the charter. Aspire may also present a charter to a COE if a planned school's enrollment is expected to draw from multiple districts. In January 2007, in recognition of its extraordinary achievements, Aspire became the second CMO in the state to be awarded a Statewide Benefit Charter by the California State Board of Education. That Statewide Benefit Charter enables Aspire to open up to 20 campuses under the auspices of the State Board of Education rather than requiring local authorization.

To maintain Aspire services from districts, and to maximize Aspire's efficacy as a district change agent, the organization closely manages the relationship with local districts at all levels, from Board and Superintendent to district accountants to local site principals and teachers.

#### **Human Resource Management**

Aspire's ability to foster effective educators is crucial; the education program requires bright, highly skilled, creative, and dedicated educators to create powerful, high-quality personalized learning experiences. Accordingly, Aspire has created a system to attract, select, develop, inspire, and reward the best educators. Aspire tends to attract educators interested in working in more accountable, innovative, collaborative environments through self-selection. In addition, Aspire uses both more personal methods of recruiting (e.g. relationships, word-of-mouth, and presentations) and standard print methods of teacher recruitment (i.e. classified advertisements, Internet postings, and job announcements through local credentialing programs). Aspire uses a rigorous multiple-stage approach to selection that includes: a résumé screen; an

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interview with a site hiring committee (comprised of the principal, teachers, and parents); a writing sample; a demonstration lesson with students; and reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards, as well as Aspire values. Once teachers are hired, Aspire invests deeply in developing those individuals, including: three weeks of summer training; several school-year workshops; coaching by the school principal, instructional coaches, and lead teachers; and access to external training.

Compensation for Aspire teachers is competitive with local school districts, and pay increases are based on multiple measures of performance, including student growth, parent satisfaction, and principal evaluations. Benefits are better than those offered by most school districts. As a rapidly growing organization, Aspire provides a faster career path for educators with aspirations for professional advancement.

Aspire's school site principals are the lynchpin of the organization, and attracting and developing outstanding site leadership is a top priority. Potential principals, like teachers, tend to be attracted to Aspire because of its organizational mission, educational approach, and top-notch team. Aspire's senior management team members, including the CEO, personally interview all potential principals extensively. Once hired, principals receive one-on-one coaching on an on-going basis by Aspire's experienced school and business executives. Aspire has also established a partnership with San Jose State University to provide a custom principal development program. Incoming principals are compensated at a base salary that is competitive with local school districts. Principal pay raises are determined based on performance—specifically, a combination of student academic growth, parent/student feedback, and management evaluation. Some of Aspire's principals are experienced former public or parochial school administrators, but increasingly, as the organization grows, Aspire promotes its new leaders from within.

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### **Securing philanthropic funding**

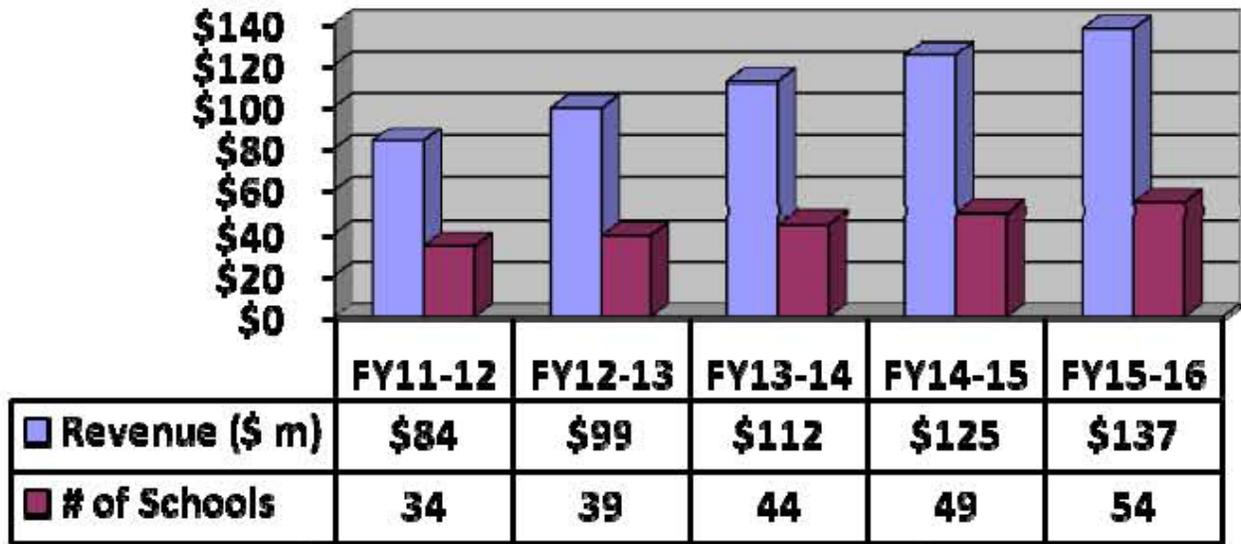
Executing its growth strategy will require Aspire to continue to be successful in securing gifts and grants to cover new school start-up costs and home office and regional office operating deficits until the sustainability point is reached. While the philanthropic funding environment is as challenging as ever, Aspire has developed strong relationships with several major foundations whose objectives are closely aligned with Aspire's mission.

**(iii) A multi-year financial and operating model for the organization, as well as a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project's long-term success.**

The budget for the 25 Aspire campuses open in 2009-2010 was approximately \$68 million. In FY2011, with 30 schools in operation, Aspire expects the schools' budget to be over \$77 million, which includes operating costs for all schools, start-up costs for schools opening in the following year, and scale-up costs for secondary schools not at full enrollment.

The total operating budget for new schools will vary depending on number and type (elementary vs. secondary) of new schools added and the facility costs. Operating budgets can range from \$1.8 million for a small elementary school to \$3.5 million for a secondary school, with personnel costs comprising about two-thirds of the budget and facilities occupancy costs comprising about 12% of the budget.

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Start-up and scale-up budgets can range from \$400K for a small elementary school leasing an existing parochial facility to \$2.4M for a secondary school. Up-front facility costs can be significant; the non-facility start-up costs include furniture, computer equipment, planning principal salary, teacher training stipends, and textbooks. Most of the start-up costs are incurred in the year prior to opening.

The Home Office and Regional Office budgets (excluding revenues from the home office surcharge paid by schools) will remain flat at \$7.4M from 2009-10 through 2012-2013. This will result in a dramatically lower cost per student over that period of time. Personnel costs will continue to represent greater than 70% of the budget. The Home Office budget will plateau once regional offices are formed, as most new central support staff and management will be added in regional offices.

Based on the most recent business plan, Aspire will reach the point of self-sustainability at 74 schools in 2020. At that point, the overhead charge to the schools (7% of revenues) will be sufficient to cover the costs of the Home Office and Regional Offices, including both costs related to direct support of existing schools and costs related to growth. However, Aspire is in

### PART III: APPLICATION NARRATIVE

the midst of an in-depth analysis of how sustainability can be reached much earlier with the implementation of technology-based process improvements to create efficiencies in the key Home Office tasks.

Aspire relies on both government funds and outside philanthropy to build, operate, and support schools in its network. Funding from federal, state, and local government is the most significant source of funding for Aspire. Government funding can fluctuate somewhat based on macroeconomic conditions and political decisions; however, government funding for public schools is considered relatively stable. At steady state, individual Aspire schools can be sustainable on government funds alone.

In addition to government revenues, Aspire uses philanthropy to cover the direct and indirect costs of growth, including new school startup costs and home/regional office support for new schools. Direct new school start up costs will always need to be covered with philanthropy, while indirect home/regional office growth costs will require philanthropy only until the system grows to 74 schools, its projected point of sustainability. Aspire seeks philanthropy that is aligned with its goals and values. Multi-year commitments are ideal because they increase organizational stability, enable longer-term planning, and free management to concentrate on core operating activities rather than fundraising. Based on historical giving and deep relationships with current investors, management anticipates that Aspire will continue to be successful in securing needed gifts for continued growth.

#### **Supporting Organizations and Foundations**

Aspire's work and impact are possible only through the support of a growing number of organizations and individuals. Some of the organization's earliest investors have also made long-term commitments to support the organization as it grows. A partial list of stakeholders includes:

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Bill and Melinda Gates Foundation	The Broad Foundation
California Department of Education	Reed Hastings & Patty Quillin
James Irvine Family Foundation	Michael and Susan Dell Foundation
New Schools Venture Fund	Don & Doris Fisher Foundation
Stuart Foundation	Walton Family Foundation
Charles & Helen Schwab Foundation	Charter School Growth Fund

**Sponsoring Districts**

The collaboration of Aspire’s past and current sponsoring districts has been critical to the success of the enterprise. These districts include:

Ceres Unified School District	Keyes Union School District
Los Angeles Unified School District	Lodi Unified School District
Oakland Unified School District	Ravenswood City School District
Sacramento City School District	Stockton Unified School District
Sylvan Union School District	California State Board of Education
Alameda County Office of Education	Sequoia Union High School District

**(iv) A plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality.**

In the event that a school closes and does not continue operating under its charter the following procedures, which are adapted from the procedures recommended by the California Department of Education (“CDE”), shall be utilized to ensure a final audit of the school to determine the disposition of all assets and liabilities of the school, including plans for disposing any net assets and for the maintenance and transfer of pupil records. *Please note that Aspire has*

### PART III: APPLICATION NARRATIVE

*never needed to close one of its schools.*

*Documentation of Closure Action* – The decision to close a school for any reason will be documented by an official action. The action will identify the reason for the school’s closure (i.e. whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure.

*Notification to the California Department of Education* – Notification will be given to the Charter Schools Unit at the CDE. The notification will include the following information: school name, charter number, and CDS code; date of closure action; effective date of the closure, if different; and reason for the closure. (Note: If the charter is revoked pursuant to Education Code Section 47604.5 or revoked or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked).

*Notification to Parents and Students* – Parents and students of the school will be notified as soon as possible when it appears that school closure is imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records. Parents will also be provided with a certified packet of student information that may include the closure notice, grade reports, discipline records, immunization records, and other appropriate information. For students in grades 9-12, the information will include specific information on completed courses and credits that meet graduation requirements and college entrance requirements.

*Other Notifications* – The school will notify other entities responsible for providing education services so that they may assist in facilitating student transfers.

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*Student and School Records Retention and Transfer* – The school will facilitate the timely transfer of student records to the entity to which the student will transfer. The school also will assist parents in the transfer of their students to other appropriate schools. In the event that the school is unable to transfer student records for any reason, it will maintain them in a safe and secure location and will provide authorized employees with access to these records. The school will maintain all school records, including financial and attendance records, for a reasonable period after closure.

*Financial Close-Out* – Aspire will have an independent audit of the school completed within six months after the closure of the school. This may coincide with the regular annual audit of Aspire. The purpose of the audit is to determine the net assets or net liabilities of the school. The audit will include an accounting of all school assets, including cash and accounts receivable, and an inventory of property, equipment, and supplies. The audit will also include an accounting of all school liabilities, including any accounts receivable, loans, and unpaid staff compensation. It may also include any reductions in apportionments as a result of audit findings or other investigations. The audit will also assess the disposition of any restricted funds received by or due to the School. The cost of the audit will be considered a liability of the school. In addition to this final audit, the school will also submit any required year-end financial reports to the CDE in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

*Dissolution of Assets* – Upon completion of the final audit, Aspire will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the School. To the extent feasible, any assets of the school will be liquidated to pay off any outstanding liabilities; any remaining restricted assets, such as grant funds and restricted categorical funds,

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will be returned to their source. This plan will be forwarded to the CDE as soon as possible. If Aspire is not operating and does not plan to continue operating this school or any other schools, the corporation will be dissolved and its net assets will be transferred according to its articles of incorporation and bylaws.

**(v) The qualifications of the project director, CEO/organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project.**

Aspire's Management Team has the training and experience required to manage a project of this size and scope. The Aspire Management Team consists of:

**James Willcox, Chief Executive Officer**

In 2009, James Willcox was named Aspire's second Chief Executive Officer. Prior to his appointment as CEO, Mr. Willcox was Aspire's Chief Operating Officer. Before joining Aspire, Mr. Willcox was the founding Chief Operating Officer for Education for Change, a nonprofit charter management organization founded to restart underperforming district schools within the Oakland Unified School District. Mr. Willcox has also served as a Principal at NewSchools Venture Fund, a philanthropic organization focused on starting organizations and supporting entrepreneurs focused on improving public schools nation-wide. Prior to NewSchools Mr. Willcox was a nonprofit consultant with the Bridgespan Group, and served as a U.S. Army officer for over seven years. He holds a B.S. from the United States Military Academy at West Point, and a M. Ed. and an M.B.A from Stanford University.

**Jonathan Faustine, Chief Operating Officer**

Jonathan Faustine is responsible for all growth, operations, technology, facilities, marketing, strategic information systems, and human resources functions, as well as the overall functioning of the Home Office. In his career Mr. Faustine has managed and led strategy,

### PART III: APPLICATION NARRATIVE

business improvement, and technology projects in many industries, including high tech, retail and government. He is an expert in project management and delivery.

Prior to joining Aspire, Mr. Faustine was the Chief Operating Officer/Chief Financial Officer at Leadership Public Schools. He was a Founding Trustee and Officer of the non-profit Bay School of San Francisco and is active in many community groups. In the business world, Mr. Faustine had his own firm where he served as a strategic consultant and executive coach to start-up CEOs. He was one of the founding executives of Comergent Technologies, Inc., the Chief Technology Officer of Robert Half International and was an Associate Partner at Accenture.

#### **Elise Darwish, Chief Academic Officer**

Elise Darwish has been an executive with Aspire Public Schools since its founding and currently serves as the Chief Academic Officer. In this role she supports principals, oversees research and development pertaining to curriculum, instruction, and assessment, and manages internal professional development programs. With over 21 years of experience in charter schools, traditional public schools, and private schools, Ms. Darwish was a natural choice to design the Aspire education model and oversee its implementation. She began her teaching career as a kindergarten teacher in the inner city of Chicago; since then she has worked in the roles of teacher, mentor teacher, assistant principal, administrator, and curriculum coordinator.

Prior to Aspire, Ms. Darwish was the Instructional Coordinator at the San Carlos Charter Learning Center, California's first charter school and the nation's second. During her tenure, the school grew from 3 grades to a full K-8 program with an extensive waiting list, and became internationally recognized for its innovation. Ms. Darwish also coordinated instructional technology for San Carlos School District, managed Net Day, implemented a Local Area

### PART III: APPLICATION NARRATIVE

Network, and a Wide Area Network. Ms. Darwish holds a Masters Degree in Educational Administration from San Francisco State University and a B.S. in Early Childhood Education from the University of Illinois.

#### **Mike Barr, Chief Financial Officer**

Mike Barr manages all of Aspire's finance, accounting, and treasury functions. Mr. Barr has over 20 years experience of progressively senior positions in finance. Most recently, he was Vice President of Finance and Administration for Nightfire Software, a venture-backed telecommunications software company. Prior to that, he was Controller for Scient Corporation, where he established all finance and accounting policies and procedures as the company grew from \$0 to \$400 million in revenues and from 40 to over 1,900 employees, and he led the company's IPO and secondary offering in 1999. He has also served as Business Unit Controller at Electronic Data Systems. Mr. Barr is a Certified Management Accountant and received his B.S. in Financial Planning and Analysis from Oregon State University.

#### **Tatiana Epanchin, Area Superintendent - Bay Area**

Tatiana Epanchin has been an educator and instructional leader for over 14 years. In 2009-10, she launched Aspire ERES Academy, the most recent Aspire school to open in Oakland. Prior to that role, she served as Principal of Aspire Monarch Academy and also served as a Lead Teacher for the grades 6-8 humanities team at Aspire's Lionel Wilson College Preparatory Academy. Ms. Epanchin started her career as a social worker in Contra Costa County where she worked on intensive family preservation cases. She is a New Leaders for New Schools national fellowship recipient and was awarded the CARE award for Excellence from Families First. She received her BA in Sociology from UC Santa Barbara and her Master of Social Work from Cal State Sacramento.

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#### **Mary Welch, Area Superintendent – Central Valley**

Mary Welch was the Founding Principal of Aspire Public Schools' first campus in North Stockton. Ms. Welch has been an educator for the past 26 years, and has taught at elementary, middle, high school and adult levels. She has taught both regular and special education, and has served as a mentor teacher. Based on those experiences, she authored a book for regular classroom teachers entitled *Helping Special Needs Students in the Regular Classroom*. Over the past eleven years, Ms. Welch has served as a public school administrator in San Carlos and Stockton, including vice principal, principal, and district coordinator of special education. While principal in San Carlos, her school became a California Distinguished School and a recipient of the Torchbearer Award, which is given to exemplary leadership schools in the Bay Area School Reform Collaborative.

Ms. Welch has a M.A. in Special Education from Cal Poly San Luis Obispo, and B.A. from Cal State Fullerton. She is currently a doctoral student in Educational Leadership at the University of Southern California. Her dissertation topic involves a comparative research study of the role of conventional school principals and charter school principals.

#### **Roberta Benjamin, Area Superintendent - Los Angeles**

Dr. Roberta Benjamin is a 35 year public school educator who has served in the Los Angeles Unified School District as a teacher, principal, district level leader, and former head of the district's charter schools division. Dr. Benjamin has worked extensively with school reform throughout Los Angeles, including programs at Elizabeth Street and Foshay Learning Centers. She served as liaison between the Annenberg Foundation and the Los Angeles Unified School District. Dr. Benjamin is also an Associate Professor at Loyola Marymount University.

# Project Narrative

## Section 1 - Other Attachments: Resumes/Curriculum Vitae

Attachment 1:

Title: **Resumes** Pages: **15** Uploaded File: **Other Attachments Section 1 Resumes.pdf**

# MICHAEL P. BARR, CMA

4046 Waterhouse Road ♦ Oakland, California 94602 ♦ Cell: (415) 613-2277 ♦ [barr.mike@gmail.com](mailto:barr.mike@gmail.com)

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Finance executive with 25 years of increasingly responsible positions leading financial teams to partner with key stakeholders to achieve successful and rapid growth. Experience includes leadership roles in both small and large companies, services and product companies, for-profit and not-for-profit companies, and companies ranging from start-up mode to post-acquisition wind-down.

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## PROFESSIONAL EXPERIENCE

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**Aspire Public Schools**, Oakland, CA

March 2004 – Present

### Chief Financial Officer / Treasurer

Aspire is a non-profit that is widely recognized as one of the leading Charter Management Organizations in the country, providing educational choice to underserved communities. In my role as CFO, I am responsible for all Finance, Accounting, Payroll and Treasury and Legal functions.

- Reported to: CEO; Revenue Growth: \$22m to \$75m; Managed Team of: 7 to 15
- Oversaw growth from 10 schools serving 3,000 students to 30 schools serving over 9,800 students.
- Conservative approach to budgeting at the school site level helped avoid staff layoffs during the state financial crisis which led to a 16% reduction in per-student funding over 3 years.
- Cash management skills helped Aspire navigate through significant cash deferrals implemented by the state.
- In conjunction with Facilities staff, oversaw the construction and financing of 6 schools.
- In 2010, led a \$93m tax-exempt bond issuance to finance permanent homes for 10 Aspire schools. This deal is the largest charter school bond issuance to date in the U.S.
- In 2005, refinanced tax-exempt bonds, resulting in lowered interest rate from 7.25% to 4.64%.
- Led implementation of MIP Fund Accounting (G/L Software) and Payroll.
- Led efforts to revamp and improve forecasting, budgeting and reporting tools.
- Board Activity (service was in conjunction with my role at Aspire)
  - Served as member of the Board of the **California Charters Schools Association's Insurance Joint Powers Authority** from January 2007 to present; served as Board Chairman from November 2007 to present.
  - Served on the board of **St. HOPE Public Schools** in Sacramento from December 2006 to September 2009

**NightFire Software**, Oakland, CA

Jan 2001–Oct 2003

### Vice President, Finance and Administration / Controller / Treasurer

Responsible for all Finance, Accounting, Treasury, Legal, Administration and Human Resources functions for a venture-backed telecommunications software company.

- Reported to: President/CEO; Revenue Growth: \$6m to \$20m; Managed Team of: 4
- Completed sale of NightFire's assets to NeuStar, Inc., in August 2003.
- Implemented a cash management system that provided an early-warning system that led to pro-active cost reductions.
- Simultaneously closed a restructuring of a long-term loan facility (\$3.6m), senior credit arrangement (\$5.0m), and Series D funding (\$11.7m).
- Structured deal pricing in to align with corporate objectives and ensure compliance with Revenue Recognition guidelines (SOP 97-2).
- Supported revenue growth of 68% in 2001 and 158% in 2002; profitability was reached temporarily in early 2002 and on a sustained basis in 2003.
- Reduced close process from 25 days to 7 days and an audit from 9 months in 2001 to 4 months.
- Moved the HR function beyond start up mode by revamping internal performance review process, providing NightFire's first management training classes, and publishing first employee handbook.

**Scient Corporation**, San Francisco, CA

Apr 1998 – Dec 2000

### **Global Systems Controller / Controller**

As first member of finance team, established: all Finance and Accounting policies and procedures; Banking, Insurance, and Audit relationships; internal budgeting, reporting, and analysis procedures; and vendor selection for Payroll, Relocation, Stock Transfer, and Travel.

- Reported to: Chief Financial Officer; Revenue Growth: \$0 to \$400m run-rate; Managed Team of: 8
- Built and led an F&A team to support Scient's growth from 40 to 1,900 employees.
- Led the hands-on work to complete Scient's IPO (May 1999) and secondary offering (December 1999), including SEC documentation and reporting, S-1 preparation, and interface with auditor and bankers.
- Managed ongoing SEC reporting, including 10-Q and 10-K filings, financial press releases, and preparation for analyst calls.
- Implemented Leadership Team Dashboard, which was used by executive management to manage the business on a daily basis and was used as an early-warning reporting system.
- Led implementation of PeopleSoft financials and two subsequent upgrades to the software, including the integration of new Scient entities in UK, Singapore, France, Hong Kong, and Japan.

**Electronic Data Systems, Inc.** Pleasanton, CA and Dallas, TX

Sep 1991

### **Business Unit Controller**, Pleasanton, CA

Aug 1991 – Feb 1998

Helped launch the Hi Tech Business Unit, which became one of the fastest growing and highest margin units within EDS.

- Reported to: Business Unit President (dotted line) & Group Controller (direct line); Revenue Growth: \$40m to \$440m; Managed Team of: 13
- Worked closely with Sales, Business Development, Marketing and Operations managers to ensure Business Unit goals were set, measured, and achieved.
- Managed team of New Business Analysts who were responsible for building detailed 5- to 10-year cost projections. Closed business with total contract value over \$2.5b; 95% of deals performed at or above cost model projections.
- Managed team of Financial Analysts who were responsible for all budgeting, monthly close, invoicing, collections, and reporting functions for the accounts they supported.
- Managed team that was responsible for all FP&A functions for the Business Unit and ensured integration with up-stream consolidations.

**Financial Manager/Financial Supervisor/Financial Analyst**, Dallas, TX

Sep 1985 – Jul 1991

Held a series of increasingly responsible positions, moving up the management chain within EDS's financial organization.

- Provided financial support for two subsidiaries and two joint ventures in the telecom business unit; led team of five Financial Analysts.
- Led due diligence and financial integration of two acquisitions.
- Provided competitive analysis within EDS's International, Commercial, and Consumer Services Group, leading a team of two Financial Analysts.
- Served as group lead during implementation and integration of new corporate-wide budgeting system, and led corporate-wide budgeting process for two years.
- Other major projects included FP&A, Account Support, Stock Tracking, and development of automated invoicing procedure.

## **EDUCATION**

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### **Oregon State University**

B.S., Financial Planning & Analysis

***Dr. Roberta F. Benjamin***  
roberta.benjamin@aspirepublicschools.org

**Residence:**

7139 S. La Cienega Blvd.  
Los Angeles, CA 90045

(310) 342-0213

**Cell phone:**

(310) 256-1196

**Professional Experiences:**

2007-current	Area Superintendent	Aspire Public Schools
2006 -2007	Consultant	Aspire Public Schools (Charters) Cornerstone Public Schools (Charters)
2005 - 2006	Director (Interim) Consultant	Local District 6 External Entity for High Priority School Grant Process
2005	Retired	Los Angeles Unified School District
2003 – 2005	Director Charter Schools	Los Angeles Unified School District
1995 – 2010	Associate Professor Graduate Education	California State University Northridge Loyola Marymount University University of La Verne Preliminary Administrative Services Professional Administrative Services
2000 – 2003	Director School Services	Local District D
1998 – 2000	Administrative Coordinator	Office of School Reform Los Angeles Unified School District
1999 – 2002	Instructor	Administrative Academy
1995 - 1998	Principal	Middleton Street School Los Angeles, 3 <sup>rd</sup> largest school in L.A.
1993 – 1995	Project Director	Los Angeles Learning Centers New American Schools Development (Grades K – 12)

1985 – 1993	Principal	Fishburn Avenue Elementary, Maywood 112 <sup>th</sup> Street Elementary, Watts Community Magnet School (K-9), Mid-city
1984 – 1985	Assistant Principal	Los Angeles Center for Enriched Studies (Grades 4 – 12)
1976 – 1984	Bilingual Coordinator Instructional Coordinator Integration Coordinator Coordinator Computer Coordinator	Westminster Avenue School Administrative Offices, Region D Baldwin Hills Triad Paul Revere Midsite program Joint venture with LAUSD/ETS
1968 – 1976	Teacher	Westminster Avenue School Grades K – 6

## Academic Background

### Degrees:

1994	Ed. D	Doctorate of Education	University of La Verne
1997	M.A.	Administration	California Lutheran College
1967	B.A.	Art History (Major) Spanish (Minor)	University of California Los Angeles

### References:

Mr. James Willcox CEO (510) 434-5000  
Aspire Public Schools  
1001 22<sup>nd</sup> Street  
Oakland, CA

Mr. Merle Price (310) 780-5978  
California State Northridge  
Michael D. Eisner College of Education  
18111 Nordhoff Street  
Northridge, CA 91330

Mrs. Judy I. Burton, President/CEO (213) 943-4932  
Alliance for Student Achievement  
523 West 6<sup>th</sup> Street Suite 1234  
Los Angeles, CA 90014

Dr. Don Shalvey  
Officer of the Gates Foundation

# ELISE DARWISH

## EDUCATION

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- San Francisco State University San Francisco, CA
- Masters of Education
- University of Illinois Urbana, IL
- Bachelor of Science, Education

## WORK EXPERIENCE

---

- July 1999 – Present Aspire Public Schools Oakland, CA  
*Chief Academic Officer, Founding Educator*
- Founding team member to first charter management organization in California
  - Built the organization up to 25 current schools
  - Raised achievement to highest in the state compared to comparable district
  - Designed and implemented the Aspire educational program
- July 2004 - 2008 San Jose State University San Jose, CA  
*Adjunct Professor in Educational Leadership*
- June 1995–July 1999 San Carlos Charter Learning Center San Carlos, CA  
*Principal*
- Increased student enrollment by 25%;
  - Manage \$1 million annual operating budget
  - Recruited and manage staff members and students
  - Act as Instructional Leader, including maintaining school-wide focus and mission, focusing on high standards for student achievement, developing curriculum and assessments
- June 1990-June 1995 Woodside School District Woodside, CA  
*Assistant Principal*
- Directed and managed all aspects of the curriculum in a K-8 schools
  - Responsible for the use and integration of technology
- Kindergarten, Fourth Grade and Middle School Teacher*
- June 1989 – June 1990 Morton Grove School District Morton Grove, IL  
*Kindergarten Teacher*
- January 1987 – June 1989 The Harvard School Chicago, IL  
*Kindergarten and First Grade Teacher*

# Tatiana Epanchin, MSW, MEd

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## ***Administrative Experience:***

### Principal

#### **Aspire Public Schools: ERES Academy, Oakland, CA**

**April 2009 - Present**

Principal and founder of newest Oakland Aspire Public School

Work as administrator and instructional leader to ensure academic growth of 220 students grades K- 8 (100% students of color, 95% free/reduced lunch, 90% ELL)

- Collaborate with OUSD as a charter petitioner
- Organize families to meet with OUSD and be founding families
- Coordinate opening of facility with support from Aspire Home Office
- Plan and execute all professional development for staff and teaching faculty
- Create all scheduling for Kindergarten through 8<sup>th</sup> grade
- Establish school wide culture including that of student, faculty, and family
- Coordinate with departments within Aspire Public Schools, Dolores Huerta Learning Academy, and OUSD to ensure smooth transition from existing charter school to new one
- Foster the practice of using various data to drive instruction and create a culture of continuous improvement

#### **Aspire Public Schools: Monarch Academy, Oakland, CA**

**May 2005 – June 2009**

Principal and instructional leader at an Aspire Public School, located in East Oakland serving 352 students (100% students of color, 95% free/reduced lunch, 80% ELL)

- API Point growth from 2005 – 2008: 150
- Served as Mentor Principal for New Leaders for New Schools, 2008-9 School year
- National Title 1 award recipient school : strongest gains towards closing achievement gap in the state of California, 2007
- Instituted CARES at the site as a school-wide discipline plan
- Planned all professional development for staff and teaching faculty
- Developed interim assessments for the school to ensure constant improvement
- Implemented the use of data to drive instruction and a cycle of continuous improvement in the school

### Resident Principal

#### **Aspire Public Schools: Lionel Wilson College Preparatory Academy, Oakland, CA**

**June 2004 – May 2005**

Worked as an administrator and instructional leader at an Aspire Public School, located in East Oakland serving approximately 450 Latino and African American students in grades 6 – 12

- Observed and coached educators towards mastery across the grades and the curriculum especially in literacy strategies
- Managed / analyzed various data to inform progress, next steps, and cycles of inquiry with staff, students, and families
- Led math team and fulfilled lead educator responsibilities for team of mathematics educators
- Modeled teaching strategies and Aspire Guidelines for teachers in their classes
- Communicated with students and their families about policy, college, discipline, and social pragmatics
- Coordinated and scheduled school-wide testing, Saturday Schools, Exhibitions, eighth grade promotion, celebrations, and school events

# Tatiana Epanchin, MSW, MEd

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## ***Teaching Experience:***

### Lead Humanities Educator and Founding Faculty Member

Aspire Public Schools: Lionel Wilson College Preparatory Academy, Oakland, CA June 2002 - June 2004

Founding teacher and model classroom in a new Aspire Public School serving students grades 6 - 12

- Facilitated the collaboration of the middle school Humanities teachers
- Observed and coached teachers in middle school Humanities
- Wrote policy, school-wide rubrics, and family communication for the school
- Developed school wide exhibitions protocols and implementation
- Taught 6<sup>th</sup> and 7<sup>th</sup> grade Humanities, Challenge class, Entrepreneurship and Advisory
- Modeled lessons providing examples of differentiation and EL strategy

### Sixth Grade Multi-Subject Educator

Aspire Public Schools: Monarch Academy, Oakland, CA

August 2001 - June 2002

Taught in a multi-subject classroom at an Aspire Public School serving students grades K - 8

- Collaborated with fellow educators
- Planned educationally rich experiences in which students participated on daily basis
- Differentiated instruction for all students to strengthen their skills across the curriculum

### Sixth, Seventh & Eighth Grade Language Arts and World History Educator

Teach for America: Colton Middle School, New Orleans, LA  
Marrero Middle School, Marrero, LA

June 1993- June 1995

- Wrote IEP's and provided in-depth evaluation of students
- Co-facilitated a student music program
- Designed meaningful curriculum for a total of five classes encompassing three separate preps a day
- Organized and implemented both faculty and student activities

## ***Social Work Experience:***

### Family Preservation Therapist

Families First, Inc., Hercules, CA

September 1997 - July 2001

Worked on intensive family preservation cases and provided in-home services to families involved with Probation and Social Services in Contra Costa County

- Supervised support counselors assigned to family preservation cases and provided in-home services to families
- Managed the referrals of children and their families to non-profit agencies throughout the Greater Contra Costa area
- Evaluated, created and implemented a variety of safety plans for members of client families
- Provided crisis management to children and families, conducted needs assessment
- Oversaw child reunification and visitation
- Advocated for children and families in court, schools, and therapeutic institutions

### Project Coordinator

October 9th Organizing Committee, Sacramento, CA

August 1996 - June 1997

Coordinated activities and speakers for a series of conferences, information sessions, and rallies geared to stop Proposition 209 and to support Affirmative Action in California

- Organized and managed a series of conferences around Affirmative Action, gender, and diversity on the CSUS campus including set up and maintenance of publicity
- Created and managed database of event participants and public relations activities
- Co-authored a procedure manual for organizing on the CSU campus

# Tatiana Epanchin, MSW, MEd

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## **Education:**

**CSU East Bay in conjunction with New Leaders for New Schools**

Tier II Admin Credential expected June 2010

Master of Education 2009

Tier I Admin Credential 2005

**Dominican University of California**

California Teaching Credential with CLAD, 2002

**CSU Sacramento**

Master of Social Work, 1997

Concentration: Community Organizing Planning & Administration

**UC Santa Barbara**

Bachelor of Arts Sociology, 1993

Emphasis Ethnic Studies

## **Memberships, Awards, Publications, and Presentations:**

**Rainwater Leadership Alliance- Member 2009-present**

A convergence of thought leaders examining principal preparation programs and the roles they play in reforming education across the country

**EPIC Award 2009-**

Effective Practice Incentive Community Silver Gains grant recipient

**ASCD Whole Child Pod Cast Participant-**

"How Urban Schools Work Beyond the Boundaries of Social and Economic Conditions"

**EPIC Award 2008-**

Effective Practice Incentive Community Gold Gains grant recipient

**NAESP: *Diverse Learning Communities Today-***

"Monarch Academy, an Urban School Where All Students Achieve" Sep., 2008

**National Title I Award 2007-**

Making the most progress in the state to decrease the achievement gap in California

**Teach For America Alumni Summit Presenter-**

"Leading the Bay Area's Best Schools: Lessons Learned From Some of the Top Performing Schools that Serve Low-income and Minority Children"

**Title I National Conference Presenter-**

"Distinguished School Leader Panel: Principal Leadership"

**New Leaders for New Schools Presenter-**

"How I Turned a Low Performing School into One of the Most Improved Schools in California"

**Award in Quality of Service-**

Aspire Public Schools, October 2004

**C.A.R.E. Award in Excellence-**

Families First, Inc., December 1999

**Pi Alpha Honor Society –**

CSU Sacramento, 1996

Proficient in Spanish

**Jonathan R. Faustine**  
214 Hoffman Ave., San Francisco, CA 94114  
[jfaustine@leadps.org](mailto:jfaustine@leadps.org)

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**Professional Overview**

Over 25 years of leadership roles in for-profit and non-profit environments. Executive positions in operations, marketing, technology, strategy, human resources and consulting. Senior leadership roles in human resources, project delivery, client service and business development. Demonstrated expertise and results in:

- Building organizations and teams
- Growing and scaling organizations
- Driving projects from strategy through implementation, on time and on budget
- Operational effectiveness
- Developing and implementing marketing and business strategies for both established and start-up enterprises
- Recruiting, developing, and retaining professionals
- Cultivating life-long mentoring and stewardship relationships
- Engaging in transformational philanthropy and community service

**Major Accomplishments**

- Led operational strategy for successful turnaround and re-launch of Leadership Public Schools
- Supported and enabled the successful transition of LPS from the Founding CEO.
- Delivered better than planned budget performance for all years at Leadership Public Schools.
- Helped launch a new independent high school in San Francisco.
- Helped launch a new software company that continues as a viable enterprise.
- Defined and created a full customer service and support organization.
- Successfully created a fast-moving and highly successful practice area in Internet Technologies within a large and traditional consulting organization.
- Led the delivery of the first benefits-based systems project for the State of California.

**Professional Experience**

**2007 –Present Leadership Public Schools**

Chief Operating Officer

Led all non-educational functions of a multi-county, inner-city charter high school management organization (CMO). Responsibilities included ownership of: legal, marketing, budgeting, finance, accounting, payroll, facilities, technology, school enrollment, school operations, home office management, labor relations and board relations. Initially hired to grow the organization, however, LPS needed a turnaround in both operational and educational areas before beginning any growth program.

- Identified causes of poor operational results and organizational inefficiencies.
- Assisted CEO in developing strategies and initiatives to restore health and position LPS for future growth.
- Assisted in the transition from the Founding CEO to the new CEO and supported both executives as a strategy partner.
- Built a Home Office team aligned with the organization's needs and capable of operating without the COO position.
- In collaboration with the CEO and senior staff, developed strategies to execute LPS's mission of providing a college path for marginalized urban youth.
- Lead the home office team in aligning goals and setting priorities.
- Designed and implemented new roles in the schools to improve enrollment; resulted in our best overall enrollment performance ever.
- Developed and managed a \$14M to \$16M annual budget. Implemented cost savings and revenue improvement programs that produced better-than-budgeted performance every year, in spite of funding cutbacks from the State.

- Built multi-year sustainability models to support the board in strategic decision-making.
- Negotiated favorable union contract that protects LPS status as an innovator.
- Secured financing in anticipation of state cutbacks to provide operating cash for 2009-10 and beyond.
- Recruited, hired, trained and retained director-level staff to run all functional areas.
- Supported the CEO, Development Director and Board Chair in board building and development activities.
- Led efforts to re-launch web presence.
- Currently under retainer as strategic consultant and operations advisor to the CEO.

**2000 –Present**  
Founding  
board member

**The Bay School of San Francisco**

Assisted the launch of a new independent high school.

- Assisted in early curriculum design work sessions.
- Member of the school site search team, Trustee, Finance and Executive Committees.
- Gave early and ongoing support in the form of gifts, loans and loan guarantees.
- Provided thought-leadership in technology strategy, web marketing and messaging.
- Coached and supported Founding Academic Dean during the hiring of faculty.
- Recruited the Science Advisory Board and Religion Advisory Board members.
- Defined and implemented the board governance model.
- Developed and implemented board and head evaluation processes.

**2000 –2006**  
Principal

**FHS-Partners**

Served as a coach and advisor to CEOs of software and professional services startups.

- Provided sales and marketing strategy advice for a testing software company.
- Assisted in development of product strategy and marketing for a web services company.
- Collaborated with the founding team of a web-based music service startup to develop their business plan, define executive roles and develop marketing materials.
- Advised founders of an HR software company. Assisted in developing the business plan, market-facing presentations and the VC pitch. Introduced the company to potential customers and coached the team on sales presentations.

**1998 –2000**  
SVP-Product  
Marketing

**Comergent Technologies, Inc.**

Participated in the start-up of a new software company, growing from six employees to almost 200 in less than two years.

VP-Customer  
Advocacy

- Created the Marketing function and built the first product roadmap.
- Created the customer support, training, and professional services functions; grew the team from three to over 75.
- Led the facility build-out effort for the creation of a customer center.
- Served as the executive advisor to the IT and facilities teams.
- Defined the company’s initial recruiting procedures and process flows.
- Developed the services delivery methodology.

**1998**  
Chief  
Technology  
Officer

**Robert Half International**

Moved the enterprise from “bricks only” to a “bricks and clicks” model.

- Developed the concept and led the development of an innovative internet application to help RHI overcome supply shortage.
- Demonstrated the value of a technology strategy and launched an Internet strategy program with company executives.

**1984 –1998**

**Accenture (Andersen Consulting)**

Fifteen years sales and delivery experience in projects related to business integration, and business change, information systems & information technology Practice leader and project executive.

Associate  
Partner and  
Community  
Lead

- Created and developed the “Internet Centers of Excellence” practice. Grew to locations in four cities with over 100 professionals and over \$12M revenue.
- Managed budgeting, HR, facilities, staff development, sales and marketing.
- Served as executive liaison/sponsor to internal IT function.
- Responsible executive for Northern California technology staff development and retention across projects and practices.

Consultant and  
Manager

- Project delivery, engagement management and business development
- Extensive program and project management experience.
  - Strong results in recruiting, building, and retaining high performers.
  - Numerous instructor roles at Accenture’s Center for Professional Education.
  - Various system building roles of increasing responsibility.

**Education & Professional Service**

- University of Connecticut, B.A., Economics .
- San Francisco State University, post graduate work in Computer Science.
- Accenture Executive Training-participant, lecturer & leader: over 100 hours yearly (1984-1997).
- State of California CDE certified Charter School Chief Business Officer training (2007-2008).
- Stanford University Nonprofit Management Institute (2007 & 2009).
- Guest Lecturer at Stanford University School of Education on Charter School Governance (2008 & 2009).
- Roundtable leader at Stanford University Graduate School of Business & School of Education “Business of Education” seminar (2009).
- Founding Board Member and Board Secretary: The Bay School of SF.
- Board Member and Chair of the Finance and Governance Committee: Mission Graduates.

# MARY L. WELCH

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6012 Elk Spring Way  
Elk Grove, CA 95758  
(916) 682-4886

## EDUCATION

Ed.D Education - Leadership, Doctoral Candidate  
University of Southern California, Los Angeles  
M.A. Education - Special Education, 1987  
California Polytechnic State University, San Luis Obispo  
B.A. Liberal Studies, 1976  
California State University, Fullerton

## CREDENTIALS

California Professional Administrative Services Credential, 1993  
California Resource Specialist Certificate, 1982  
California Learning Handicapped Specialist Credential, 1981  
California Multiple Subjects Credential, 1976

## PROFESSIONAL EXPERIENCE

1999 - Present	Founding Principal	Aspire Public Schools
1994 - 1999	Principal K-5, 500 students Director of Special Education	Brittan Acres School San Carlos SD San Carlos SD
1991 - 1994	Principal Preschool-6th grade, 700 students, multi-track year-round school, staff of 50	Davis School, LodiUSD
1989 - 1991	Vice Principal	Davis School, LodiUSD
1988-1989	Teacher-in-Charge Resource Specialist (K-5)	Pleasant Ridge Union School District
1987-1988	Administrative Field Intern Resource Specialist (K-6)	San Juan USD
1981-1987	Mentor Teacher (K-12) Resource Specialist (K-6) Special Day Class (K-3)	Atascadero USD
1977-1980	Teacher Trainer High School English Teacher ESL and Vocational Arts Teacher Third/Fourth Grade Teacher	U.S. Peace Corps Ponape, Micronesia
1976- 1977	First Grade Teacher	Good Shepherd School Beverly Hills, CA

## ADMINISTRATIVE SKILLS

### CURRICULUM AND INSTRUCTIONAL LEADERSHIP

- ¥ Facilitated collaborative development and implementation of shared school values, mission and goals.
- ¥ Designed and led entire school staff through two comprehensive Program Quality Reviews.
- ¥ Implemented data-driven decision making to improve strategies and techniques used to improve teaching and learning.
- ¥ Designed a site-based New Teacher Project to encourage reflective teaching practices.
- ¥ Created Peace Corps Partnership Project to build respect for cultural differences.
- ¥ Coordinated the implementation of a Life Lab school garden and science curriculum.
- ¥ Directed implementation of Reading Recovery programs.
- ¥ Created staff development program for district special education staff.
- ¥ Published the book Helping Special Needs Students in the Regular Classroom

### STUDENT SERVICES

- ¥ Developed a comprehensive Student Study Team process to better serve student needs.
- ¥ Developed "After School is Cool" program and after school language programs.
- ¥ Supervised special education programs districtwide, as well as schoolwide Title 1, EIA, SIP, LEP, Migrant Education programs.
- ¥ Created a schoolwide character education program emphasizing life skills.
- ¥ Led support staff in weekly meetings designed to provide better services for special needs students.
- ¥ Designed off-track learning programs for Ch. 1 students.
- ¥ Coordinated Student Council activities to enhance student leadership skills.
- ¥ Coordinated "Project JumpStart", a parent/community volunteer literacy tutoring program.

### RESOURCES MANAGEMENT

- ¥ Planned and administered school site and categorical budget of \$250,000.
- ¥ Implemented Cognitive Coaching supervisory model to promote teacher autonomy.
- ¥ Led school community in the proposal for \$300,000 in Annenberg funds which was accepted by the Hewlett-Annenberg Foundation.
- ¥ Wrote 10 grants for staff development, Life Lab programs, literacy, and technology.
- ¥ Developed a New Teacher Project to support class size reduction in Grades 1-3

**PARENT/COMMUNITY RELATIONS**

- ¥ Created partnerships with several businesses to wire the school for Net Day 96.
- ¥ Developed two-way partnership with the San Carlos Rotary, an Adopt-a-School partner.
- ¥ Designed and coordinated parent education activity nights in math, science, technology, language arts, physical education and fine arts.
- ¥ Actively worked with community-based committee for passage of school construction bond.
- ¥ Increased parent/grandparent volunteer programs.

**PROFESSIONAL AND COMMUNITY INVOLVEMENT**

- ¥ Board of Directors, Family and Community Enrichment Services, (F.A.C.E.S.)
- ¥ ACSA Secretary, Legislative Action Committee, Region VII
- ¥ Association of Supervision and Curriculum Development
- ¥ Executive Board, Phi Delta Kappa
- ¥ District Negotiations Team
- ¥ Board of Directors, Vice President, Council of Returned Peace Corps Volunteers

**HONORS**

- ¥ Torchbearer Award for Outstanding Leadership School, 1999
- ¥ Honorary Service Award, San Carlos District PTA Council, 1999
- ¥ California Distinguished School Award, 1997
- ¥ Hewlett-Annenberg Leadership School, 1997
- ¥ Awarded membership in the Bay Area School Reform Collaborative, 1996
- ¥ Humane Education Award - 1994

*References Available Upon Request*  
*Career Planning and Placement Center - California State University, Fullerton, CA*  
*92634*

*(714)773-2133*

*File No. 8571*

**JAMES R. WILLCOX**

3330 Constance Circle • Alameda, CA 94501 • (510) 316-8464

james\_willcox@stanfordalumni.org

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**EDUCATION**    **STANFORD UNIVERSITY, Graduate School of Business / School of Education**  
MBA / MA June 2001

**UNITED STATES MILITARY ACADEMY**  
BS Political Science May 1992

**EXPERIENCE**

**Aspire Public Schools** Oakland, CA

*Chief Executive Officer, 2009-Present*

Responsible for leading the first and oldest Charter Management Organization and achieving the Aspire mission.

*Chief Operating Officer, 2007-2009*

Managed human resources, operations, facilities, fund-raising and communications while the organization grew from 17 to 21 schools serving over 6,000 students and \$68M in revenue

**Education for Change, 2005-2007** Oakland, CA

*Chief Operating Officer*

Founding management team member of the first CMO focused on the takeover and turn-around of Program Improvement schools; led all non-instructional operations and financial management during rapid growth to \$13.3M in revenue and serving over 1300 students in the first 18 months of operation

**NewSchools Venture Fund, 2002-2005** San Francisco, CA

*Principal, Charter Accelerator Fund*

Member of the NewSchools management team responsible for the management of 18 staff members and the investment of \$48M philanthropic investment fund; actively advised the CEOs of four CMOs and two nonprofit real estate trusts serving charter schools

**Bridgespan Group, 2001-2002** San Francisco, CA

*Consultant*

Advised CEOs and boards of a variety of nonprofit organizations; directed strategic and operational planning for two large family foundation clients, one focused on K-12 whole district reform; participated in the redesign of a direct service organization's theory of change, strategy, and programs

**McKinsey & Company, Summer 2000** Sydney, Australia

*Summer Associate*

For-profit consulting experience focused on post-acquisition integration strategy

**United States Army, 1992-1999** Fort Kobbe, Panama and Fort Hood, TX

*Captain*

*Commander, Operations Officer, Helicopter Pilot*

Directly managed a team of 58 soldiers; responsible for deployment, maintenance, and management of 17 Blackhawk helicopters throughout Latin America; founded a new organization designed to train all Army Aviation units fielded with new aircraft; earned pilot-in-command distinction

Performance Measures and Recognition

- Certificate in Public Management with Education focus, Stanford Graduate School of Business
- U.S. Army Meritorious Service Medal with Oak Leaf Cluster (twice awarded)

**PERSONAL**

- Girls youth basketball coach (2000-2007); volunteer Kindergarten music instructor
- Team member, West African rural community development project; Ghana 1991

**PUBLICATIONS**

- "A Building Need: Charter Schools in Search of Good Homes by K. Smith and J. Willcox

# Project Narrative

## Section 2 - Other Attachments: Letters of Support

Attachment 1:

Title: **Letters** Pages: **5** Uploaded File: **Other Attachments Section 2 Letters of Support.pdf**

July 2, 2010

The Honorable Arne Duncan  
Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

**Re: Endorsement of Aspire Public School's Replication and Expansion of High Quality Charter Schools Application**

Dear Arne:

I am writing in support of Aspire Public School's application for funding through the Charter School ("CSP") Program Grant for Replication and Expansion of High-Quality Charter Schools.

The Broad Foundation (TBF) will provide up to \$3,400,000 in matching funds for Aspire Public Schools. These funds are contained in an existing commitment from TBF to be expended by October 2015. The funds can be drawn down as each new school is created in a manner consistent with the requirements of the CSP grant.

The Broad Foundation has worked with Aspire Public Schools since 2004 and has had significant experience with their operations over these past six years. We share the Department of Education's commitment to support high-quality charter schools with demonstrated records of success. We can attest that Aspire has had remarkable success in increasing student academic achievement, especially among low-income minority children. I fully support the expansion and replication efforts of Aspire Public Schools.

Sincerely,



Rebecca Wolf DiBiase  
Senior Director of Programs



July 1, 2010

Mr. Arne Duncan  
Secretary of Education  
Office of the Secretary  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to support Aspire Public Schools' proposal for Charter Schools Program (CSP) – Replication and Expansion of High-Quality Charter Schools funding. As President and CEO of the Charter School Growth Fund (“CSGF”), I can attest to the outstanding academic program Aspire operates on behalf of underserved students across California.

Aspire was accepted into the CSGF portfolio in 2007. CSGF is a non-profit venture capital fund that was founded by national philanthropists in 2005 to transform K-12 education by investing in innovative public school models that work for underserved students. CSGF's mission is to invest philanthropic venture capital in the nation's highest performing charter school operators to dramatically expand their impact on low income and minority students. CSGF provides financing, business planning support, coaching and other non-monetary resources that its portfolio members require to build networks of high-performing schools. CSGF invests in CMOs that deliver outstanding academic results with students; that can scale to serve thousands of students quickly; and that are capable of achieving sustainability on public revenues. Over the past five years, a forward-looking group of respected national foundations contributed \$86M to CSGF's first fund, which is invested in over 20 non-profit charter school operators that will serve approximately 105,000 additional students by 2015.

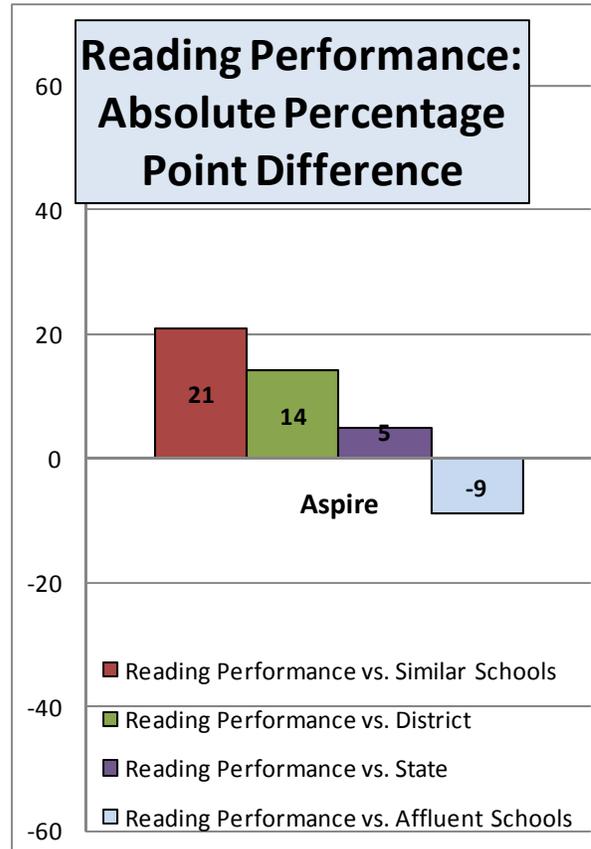
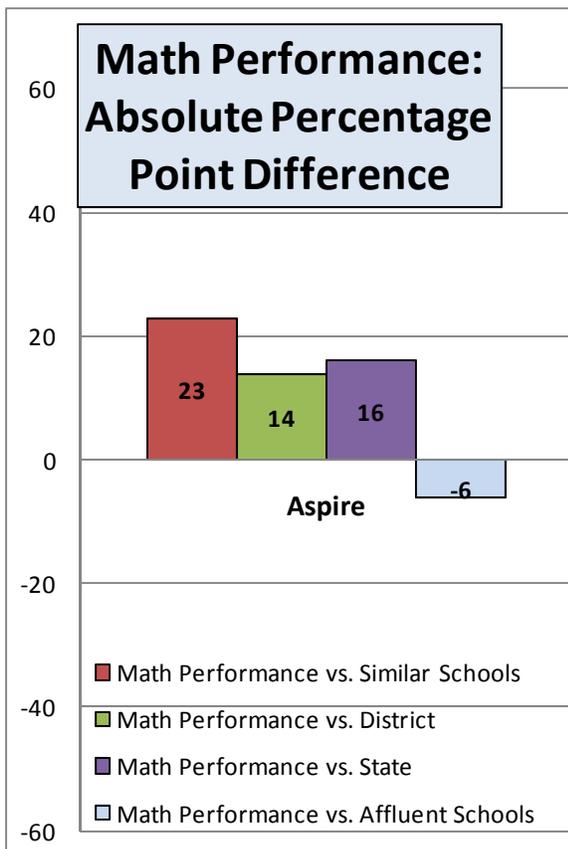
Aspire was selected as one of 24 members of CSGF's portfolio from nearly 350 applicants. Aspire went through a rigorous evaluation process that entailed an extensive review of standardized state assessment and national norm-reference test data; detailed due diligence around the organization's leadership capacity; and a careful analysis of the organization's business plan. Based on our survey of applicants, Aspire is among the highest performing school operators in the nation, measured in terms of both academic achievement and scalability. A summary of CSGF's analysis of Aspire's most recent data follows:



**Academic Achievement**

The following charts illustrate the performance of Aspire versus four comparison groups in ascending order of difficulty:

- (1) *Similar students*, shown in the red bars, displays the results of Aspire versus a hypothetical school with similar demographics generated through a regression model developed by CSGF<sup>1</sup>.
- (2) *District average*, shown in the green bars, displays the results of Aspire versus schools in surrounding school districts. It is important to note that Aspire serves a population that is approximately 70% FRL and 80% minority, much higher than the surrounding districts.
- (3) *State average*, shown in blue bars, displays the results of Aspire versus schools across California. As noted above, Aspire serves a population that is approximately 70% FRL and 80% minority, much higher than California overall.
- (4) *Affluent students*, shown in the light blue bars, displays the results of Aspire versus the performance of a hypothetical school with no FRL or minority students generated through a regression model developed by CSGF<sup>1</sup>. There are very few schools in the country serving a high percentage of low income and minority students that have completely closed this achievement gap.



<sup>1</sup> CSGF developed a regression model for predicting state test performance based on demographics through a regression analysis of over 3,000 schools across the U.S. The regression analysis found a significantly high correlation of test performance based on the percentage of minority and low income students. Through this analysis and a state test alignment study, CSGF can compare portfolio member state test performance to hypothetical schools with specific demographics and compare results across organizations from different states.



As these charts show, Aspire is enabling its students to outperform similar peers, surrounding districts, and California by impressive margins in both mathematics and reading. In addition, Aspire has nearly closed the achievement gap with affluent students in math and reading. This is an extremely uncommon level of performance in public schools serving predominantly low-income students.

**Scalability**

The following chart validates Aspire’s ability to scale quickly to meet the needs of underserved students in the community while sustaining impressive academic outcomes:

Organization Facts			Actual Enrollment				Compounded Annual Growth			
Portfolio Member	Year Founded	Portfolio Entry Year	Enrollment at Time of Portfolio Entry	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	1 Year: 2008-09 to 2009-10	3 Year: 2006-07 to 2009-10	Since Portfolio
Aspire	1998	2007	4,890	4,890	5,810	6,206	7,376	19%	15%	15%

Based on the data presented above, CSGF believes that Aspire has the potential to catalyze transformative change in K-12 education in its home communities and across the nation and endorses Aspire as a strong candidate for CSP funding. CSGF has invested \$3,750,000 in Aspire to date, including \$2,000,000 in loans. Subject to Aspire’s achievement against its milestones, CSGF intends to convert approximately \$1,300,000 of its loans to grants over the next four years, which CSGF would make available as a match for any CSP funding that is awarded to Aspire.

Sincerely,

Kevin Hall  
 CEO and President  
 The Charter School Growth Fund

# SEQUOIA UNION HIGH SCHOOL DISTRICT

480 JAMES AVENUE, REDWOOD CITY, CALIFORNIA 94062-1098

ADMINISTRATIVE OFFICES (650) 369-1412

July 1, 2010

BOARD OF TRUSTEES

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OLIVIA MARTINEZ  
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ENRIQUE NAVAS  
ASSISTANT SUPERINTENDENT  
ADMINISTRATIVE SERVICES

United States Department of Education  
Office of Innovation and Improvement  
400 Maryland Avenue, SW  
Washington, DC 20202

Re: Aspire Public Schools' Application for Charter School Program Grant

Dear Sir/Madam,

Sequoia Union High School District is supporting Aspire Public School's (Aspire) application for a Charter School Program Grant for Replication and Expansion of High-Quality Charter Schools CFDA 84.282M and confirming that Aspire's replication of high-quality charter schools will be implemented in partnership with, and designed to assist, Sequoia Union High School District in implementing academic or structural interventions to serve students attending schools that have been identified for improvement, corrective action, closure, or restructuring under section 1116 of the ESEA.

Sequoia High School has been designated a Tier 3 school and is eligible for funds under School Improvement Grant program.

Aspire has agreed to help SUHSD in addressing the educational needs of our community by sharing ideas and methods around training, technical assistance and staff development. Aspire will also share their best practices of a data-driven culture using cycles of inquiry and their culture of College for Certain™.

Sequoia Union High School District has had significant experience with the operations of Aspire and shares the Department of Education's commitment to support high-quality charter schools with demonstrated records of success. Sequoia Union High School District can attest that Aspire has had remarkable success in increasing student academic achievement, especially among low-income minority children.

Sincerely,



James Lianides  
Superintendent

# Project Narrative

## Section 3 - Other Attachments: Proof of Non-Profit Status, or not for-profit status

Attachment 1:

Title: **Nonprofit Status** Pages: 1 Uploaded File: **Other Attachments Section 3 Proof of non-profit status.PDF**

**Internal Revenue Service**

**Date:** January 24, 2006

ASPIRE PUBLIC SCHOOLS  
% MICHAEL BARR  
426 17TH ST # 200  
OAKLAND CA 94612-2820

**Department of the Treasury**  
**P. O. Box 2508**  
**Cincinnati, OH 45201**

**Person to Contact:**  
Ms. Lumpkins # 31-08344  
Customer Service Representative  
**Toll Free Telephone Number:**  
877-829-5500  
**Federal Identification Number:**  
94-3311088

Dear Sir:

This is in response to your request of January 24, 2006, regarding your organization's tax-exempt status.

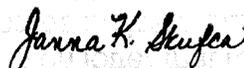
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE  
Customer Account Services

# Project Narrative

## Section 4 - Other Attachments: Schools Operated by Applicant

Attachment 1:

Title: **Schools Operated by Aspire Pages: 2** Uploaded File: **Other Attachments Section 4 Schools Operated by Aspire.pdf**

	School	Abbreviation	Address	Telephone	Fax	CDS#	Charter #	Opened	Chartering District	SELPA	Principal	Office Manager	Office Assistant	Grades	Number of Students
Central Valley	Aspire Benjamin Holt College Preparatory Academy	BHA	3201 East Morada Lane, Stockton, CA 95212	209-955-1477	209-955-1472	39-68585-0101956	565	Fall 2003	Lodi Unified School District	LASER	Gretchen Salvetti	Connie Barretto x0	Michelle Rodriguez Karen Nava	6th - 12th	590
	Aspire Capitol Heights Academy	CHA	2520 33rd Street, Sacramento, CA 95817	916-739-8520	916-739-8529	34-67439-0102343	598	Fall 2003	Sacramento City Unified School District	Sacramento City Unified	Nate Monley x15102	Lourdes Brown	Fabiola Nevarez x15121	K - 5th	200
	Aspire Langston Hughes Academy	LHA	612 E Magnolia Street, Weber Bldg, Stockton, CA 95202	209-465-4100	209-465-4334	39-68676-0118497	1048	Fall 2006	Stockton Unified School District	LASER	Tony Solina	Claudia Haro	Muriah Carroll	6th - 9th	218
	Aspire River Oaks Charter School	ROCS	1801 Pyrenees, Stockton, CA 95210	209-956-8100	209-956-8102	39-68585-6118921	364	Fall 2001	Lodi Unified School District	LASER	Kat Mathers Ellison x12116	Rayanne Tamayo x12100	Jamie Hodges x12113	K - 5th	354
	Aspire Rosa Parks Academy	RPA	1930 South D Street, Stockton CA 95206	209-944-5590	209-465-2690	39-68676-0108647	554	Fall 2005	Stockton Unified School District	LASER	Mary Welch x12401	Carol Jimenez x12402	Lisa Johns	K - 5th	349
	Aspire Port City Academy	PCA	444 N. American Street, Stockton, CA 95202	209-466-3861	209-466-4290	09-76489-0114876	854	Fall 2007	CDE	EDCOE	Shelby Scheideman	Lori Hawley	Leisha Hawley	K - 5th	246
	Aspire Alexander Twilight College Preparatory Academy	ATCPA	2360 El Camino Avenue, Sacramento, CA 95281	916 979-1788	916-979-1796	09-76489-0120469	854	Fall 2009	CDE	EDCOE	Robert Spencer	Inevela Carvajal	Melinda Chuchas	K - 8th	200
	Aspire Summit Charter Academy	SCA	2036 E. Hatch Road, Modesto, CA 95351	209-538-8082	209-538-1620	50-71043-0112292	812	Fall 2001	Ceres Unified School District	EDCOE	Mele Anderson x14100	Tanya Ramos x14102	Rosalia Juarez	K - 5th	352
	Aspire Vanguard College Preparatory Academy	VCPA	5255 First Street, Empire, CA 95319	209-521-3010	209-521-3022	50-76638-0120212	1125	Fall 2009	SBE (CDE)	EDCOE	Kara Backman	Rose Galloway	Cynthia Evensen	6th - 9th	224
	Aspire University Public School	UPS	10038 Hwy 99 E, Frontage Road, Stockton CA 95212	209-931-5399	209-931-5185	39-68585-6116594	178	Fall 1999	Lodi Unified School District	LASER	Karla Fachner x222	Connie Ibarra x221	Lydia North	K - 5th	353
	Aspire University Charter School	UCS	3313 Coffee Road, Modesto, CA 95355	209-544-8722	209-544-8864	50-71290-0118125	1026	Fall 1999	Sylvan Union Elementary School District	EDCOE	Laura Mifflin x101	Pamela Cooke x100	—	K - 5th	238
Bay Area	Aspire Berkley Maynard Academy	BMA	6200 San Pablo Avenue, Oakland, CA 94608	510-658-2900	510-658-1013	01-61259-0109819	726	Fall 2005	Oakland Unified School District	El Dorado COE	Christine Landry x11419	Monica Franco x11400	Andrea Hill x11401	K - 7th	456
	Aspire California College Preparatory Academy	CAL	2125 Jefferson Avenue, Berkeley, CA 94703	510-486-8133	510-486-2385	01-10017-0118489	1049	Fall 2005	Alameda County Office of Education	El Dorado COE	Megan Reed x11302	Diana Garcia	Loyrisha Aucoin-Burroughs	8th - 11th	200
	Aspire East Palo Alto Charter School	EPACS	1286 Runnymede Street, East Palo Alto, CA 94303	650-614-9100	650-614-9183	41-68999-6114953	125	Fall 2003	Ravenswood School District	Ravenswood Elementary	Laura Ramirez x13101	Susie Estrada x13100	Angelica Sanchez x13104	K - 8th	418
	Aspire East Palo Alto Phoenix Academy	EPAPA	1848C Bay Road, East Palo Alto, CA 94303	650-325-1460	650 325-1327	01-61259-0130666/ 41-69062-0118232	1022	Fall 2006	Sequoia Union High School District	El Dorado COE	Tom Madson	Melanie Tsang	Esmeralda Maldonado	9th - 12th	148
	Aspire ERES Academy	ERES	1936 Courtland Avenue, Oakland, CA 94601	510-436-9760	510-436-9765	01-61259-0120188	1115	Fall 2009	Oakland Unified School District	El Dorado COE	Tatiana Epanchin	Elvira Iniguez	Maria Barajas	K - 8th	205
	Aspire Millsmont Academy	MMA	3200 62nd Avenue, Oakland, CA 94605-1614	510-638-9445	510-638-0744	01-61259-0108803	689	Fall 2004	Oakland Unified School District	El Dorado COE	Kristin Gallagher x11114	Charsina Imara x11108	Victor Zabalza x11107	K - 5th	244
	Aspire Millsmont Secondary Academy*	MMS*	8030 Atherton Street, Oakland CA 94605	510-562-8030	510-562-8013	01-61259-0118224	1023	Fall 2007	Oakland Unified School District	El Dorado COE	Luis Garcia x11606	Susan Wiley x11604	Karen Harris x11603	6 - 11th	290
	Aspire Monarch Academy	MA	1445 101st Avenue, Oakland, CA 94603	510-568-3101	510-568-3521	01-61259-6117568	252	Fall 2000	Oakland Unified School District	LASER	Matt Harris x11501	Angelica Alejandre x11500	Mina Vega x11502	K - 5th	355
	Aspire Lionel Wilson College Preparatory Academy	WP	400 105th Avenue, Oakland, CA 94603	510-635-7737	510- 635-7727	01-61259-0130666	465	Fall 2002	Oakland Unified School District	LASER	Thomas Kadelbach x12801	Mayra Martinez x12802	x12805	6th - 12th	509
Los Angeles	Aspire Antonio Maria Lugo Academy	AMLA	2665 Clarendon Avenue, Huntington Park, CA 90255	323-585-1153	323-585-1283	19-64733-0109660	694	Fall 2005	Los Angeles Unified School District	Los Angeles Unified	Marie Morelock	Elizabeth Patterson	Elizabeth Villa	K - 5th	212
	Aspire Huntington Park Charter School	HP	6005 Stafford Avenue, Huntington Park, CA 90255	323-584-9033	323-584-0735	19-64733-0117960	1035	Fall 2006	Los Angeles Unified School District	Los Angeles Unified	Stephanie Schulman x16201	Lupe Barba x16200	Grisel Sincuir x16213	K - 5th	205
	Aspire Centennial College Preparatory Academy	CCPA	2079 Saturn Avenue, Huntington Park, CA 90255	323-826-9616	323-588-7342	19-64733-0112128	693	Fall 2006	Los Angeles Unified School District	Los Angeles Unified	Diana Garcia x16102	Sergio Chavez x16100	Alma Santana x16100	6th - 9th	522
	Aspire Titan Academy*	TTN*	6720 South Alameda Street, Huntington Park, CA 90255	323-583-5421		09-76489-0120477	854	Fall 2009	CDE	El Dorado COE	Kim Chai Benaraw	Erika Melchor	Jorge Canel	K - 5th	256
	Aspire Clarendon Elementary School	CLAR	6724 South Alameda Street, Huntington Park, CA 90255	323-583-5421	323-583-7271	09-76489-0114884	854	Fall 2007	CDE	El Dorado COE	Rachael Cross x16417	Erica Aguilar x16400	Araceli Lizarraga	K - 6th	280
Regional Offices	LA Regional Office		6724 South Alameda Street, Huntington Park, CA 90255	323-583-5421							Roberta Benjamin x16403	Margaret DeMoreno x16418			
	Bay Area Regional Office		1001 22nd Ave. Suite 200 Oakland, CA 94606	510-434-5000	510-434-5002						Gloria Lee x5018	Melissa Estrada x5043			
	Central Valley Regional Office	CVHO	110 N. San Jaquin St. Suite #209 Stockton, CA 95202	209-546-7401							x12001				

SCHOOL	DIRECTOR	SCHOOL PHONE & EXT.	CELL PHONE	EMAIL
ACPS	Jen Hammel	916-508-7837	916-200-5519	<a href="mailto:Jennifer.hammel@aspirepublicschools.org">Jennifer.hammel@aspirepublicschools.org</a>
AMLA & Huntington Park	Marishka Nunez	323-585-1153 (AMLA) 323-584-9033 (HP)	562-458-8355	<a href="mailto:Marishka.nunez@aspirepublicschools.org">Marishka.nunez@aspirepublicschools.org</a>
Ben Holt	Scott Sanchez			<a href="mailto:Scott.sanchez@aspirepublicschools.org">Scott.sanchez@aspirepublicschools.org</a>
BMA	Carl Metoyer	510-658-2900	510-499-4340	<a href="mailto:Carl.metoyer@aspirepublicschools.org">Carl.metoyer@aspirepublicschools.org</a>
Cal Prep	Kendra Johnson	510-486-8133 x11301	510-875-9688	<a href="mailto:Kendra.johnson@aspirepublicschools.org">Kendra.johnson@aspirepublicschools.org</a>
Capitol Heights	Emilie Allen	916-739-8520	916-508-6352	<a href="mailto:Emilie.allen@aspirepublicschools.org">Emilie.allen@aspirepublicschools.org</a>
Centennial	Katia Sanchez	323-826-9616	562-355-6651	<a href="mailto:Katia.sanchez@aspirepublicschools.org">Katia.sanchez@aspirepublicschools.org</a>
EPACS	Mike Nagy	650-614-9100 x13102	650-248-3118	<a href="mailto:Mike.nagy@aspirepublicschools.org">Mike.nagy@aspirepublicschools.org</a>
Clarendon	TBD			
EPAPA	Mike Berman Tim Burke	650-325-1460 x13203 650-325-1460	650-400-6853 650-346-1300	<a href="mailto:Michael.berman@aspirepublicschools.org">Michael.berman@aspirepublicschools.org</a> <a href="mailto:Timothy.burke@aspirepublicschools.org">Timothy.burke@aspirepublicschools.org</a>
Langston Hughes	Amparo Calimbas	209-465-4100	209-609-9393	<a href="mailto:Amparo.calimbas@aspirepublicschools.org">Amparo.calimbas@aspirepublicschools.org</a>
Millsmont Academy	Ronda Newt (Izegbe Harbuu)	415-312-2231	415-205-9725	<a href="mailto:Ronda.newt@aspirepublicschools.org">Ronda.newt@aspirepublicschools.org</a>
Millsmont Secondary	Traci Harris	510-562-8030	510-776-9187	<a href="mailto:Traci.harris@aspirepublicschools.org">Traci.harris@aspirepublicschools.org</a>
Monarch Academy	Jenny Del Checcolo	510-568-3101	510-289-2052	<a href="mailto:Jennifer.DelCheccolo@aspirepublicschools.org">Jennifer.DelCheccolo@aspirepublicschools.org</a>
Port City	Katia Lao	209-466-38961 x12222	209-513-0997	<a href="mailto:Katia.lao@aspirepublicschools.org">Katia.lao@aspirepublicschools.org</a>
ROCS	Kim Whitehead	209-956-8100	209-471-5553	<a href="mailto:Kimberly.whitehead@aspirepublicschools.org">Kimberly.whitehead@aspirepublicschools.org</a>
Rosa Parks	Monica Plageman	209-944-5590	209-642-3423	<a href="mailto:Monica.Plageman@aspirepublicschools.org">Monica.Plageman@aspirepublicschools.org</a>
Summit	Valerie Stokes	209-538-8082 x14123	209-298-6205	<a href="mailto:Valerie.stokes@aspirepublicschools.org">Valerie.stokes@aspirepublicschools.org</a>
Summit Secondary	Jennifer Hawkins	209-521-3010 x 14303	408-772-3632	<a href="mailto:Jennifer.hawkins@aspirepublicschools.org">Jennifer.hawkins@aspirepublicschools.org</a>
UPS	Matthew Martinez	209-931-5399 x12509	408-644-4252	<a href="mailto:Matthew.martinez@aspirepublicschools.org">Matthew.martinez@aspirepublicschools.org</a>
Wilson Prep	Martha Figueroa	510-635-7737	909-753-5133	<a href="mailto:Martha.figueroa@aspirepublicschools.org">Martha.figueroa@aspirepublicschools.org</a>
Home Office		510-434-5008	510-427-2697	<a href="mailto:Suzanne.goldstein@aspirepublicschools.org">Suzanne.goldstein@aspirepublicschools.org</a>

# Project Narrative

## Section 5 - Other Attachments: Student Academic Achievement

Attachment 1:

Title: **Student Academic Achievement** Pages: **31** Uploaded File: **Other Attachments Section 5 Student Academic Achievement.pdf**

**There was a problem with the PDF file uploaded and the PDF service could not recognize all of the pages. Therefore, this compiled PDF of the application is not complete.**

**You must open up this component of the application separately in e-Application or G5 to view or print the file.**

# Project Narrative

## Section 6 - Other Attachments: Supplemental Organizational Budgets and Financial Information

Attachment 1:

Title: **Aspire Budget** Pages: **16** Uploaded File: **Other Attachments Section 6 Organizational Budget.pdf**

# Aspire 2010-11 Budget

Aspire Board of Directors

June 17, 2010

# Key Assumptions

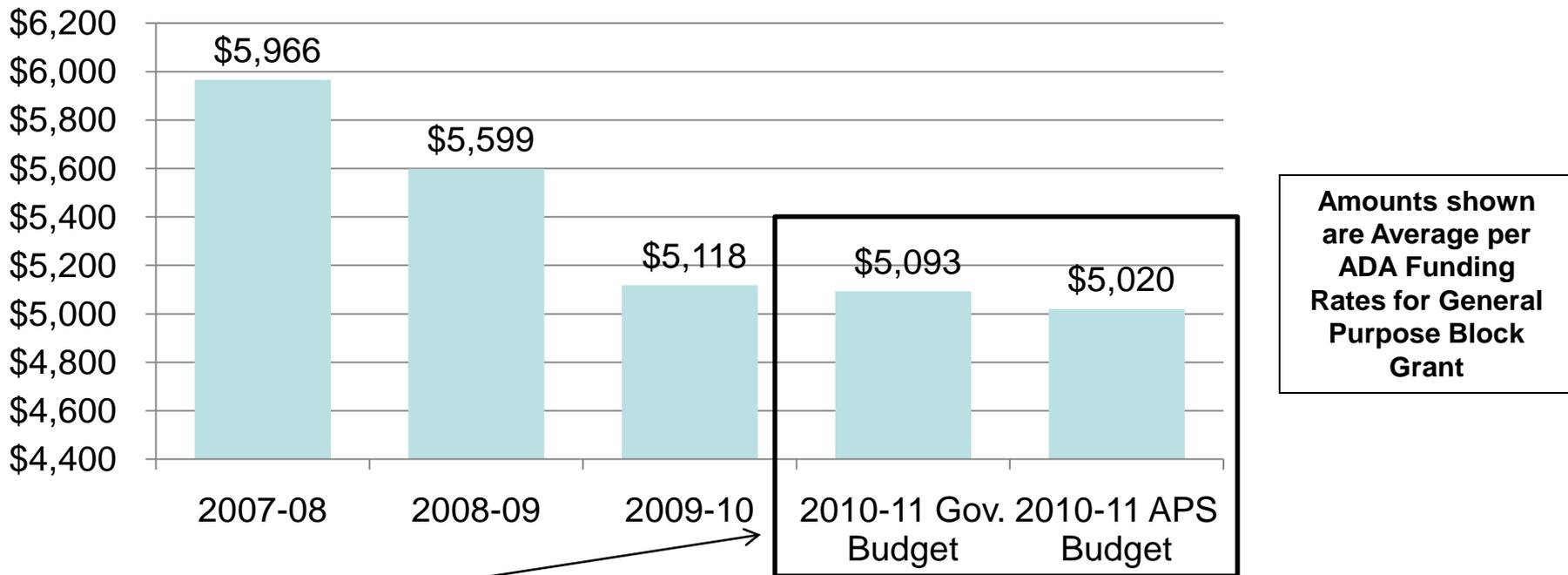
- Five new schools will be opened in 2010-11

Name	Location	Grades	Facility Type
Aspire Pacific Academy	Los Angeles	9-12	Bond Financed
Aspire Gateway Academy	Los Angeles	K-5	Public School Choice
Aspire Firestone Academy	Los Angeles	K-5	Public School Choice
Aspire Downtown College Prep	Stockton	K-5	Leased facility
Aspire Alexander Twilight Secondary	Sacramento	6-12	Bond financed

- We have assumed a rate that is \$75/ADA lower than the May Revision of the Governor's budget
  - There was a small change from the January budget to the May Revision that reduced funding by ~\$25/ADA
  - Conservatism is still in order
- We have kept Home Office unrestricted funding flat from 2009-10

# Funding Rate Assumptions

Funding rates are currently projected to be almost **16% lower** in 2010-11 than they were just three years ago



We are building our 2010-11 budgets assuming ~\$75 less per ADA than what was announced by the Governor in January

# Key Comparative Indicators

	<u>FY09-10</u>	<u>FY10-11</u>	<u>Change</u>	<u>% Chg</u>
# of Schools	25	30	5	20%
Enrollment	7,673	9,878	2,205	29%
Projected ADA	7,392	9,490	2,098	28%
Staff Pay Increase	0%	0%		

<b><u>Total (\$ millions)</u></b>	<u>FY09-10</u>	<u>FY10-11</u>	<u>Change</u>	<u>% Chg</u>
Per Pupil Revenues	\$ 51,373	\$ 63,201	\$ 11,828	23%
Operating Expenses	\$ 72,893	\$ 80,229	\$ 7,336	10%
Committed Philanthropy	\$ 7,907	\$ 5,196	\$ (2,711)	-34%
Uncommitted Philanthropy *	\$ -	\$ -	\$ -	n/a

<b><u>Per ADA</u></b>	<u>FY09-10</u>	<u>FY10-11</u>	<u>Change</u>	<u>% Chg</u>
Per Pupil Revenues	\$ 6,950	\$ 6,660	\$ (290)	-4%
Operating Expenses	\$ 9,861	\$ 8,454	\$ (1,407)	-14%
Committed Philanthropy	\$ 1,070	\$ 548	\$ (522)	-49%
Uncommitted Philanthropy *	\$ -	\$ -	\$ -	n/a

\* *Philanthropy required to close funding gap*

# Impact of Reduced Funding

## Key Data Points:

2009-10 ADA (Students)		7,392	(a)
2010-11 ADA (Students)		9,490	(b)
2009-10 Per Pupil Funding per ADA	\$	6,950	(c)
2010-11 Per Pupil Funding per ADA	\$	6,660	(d)
Reduction in Per Pupil Funding per ADA	\$	(290)	(e) = (d) - (c)

## Impact of 2010-11 Cuts:

<b>2010-11 Total Per Pupil Funding @ 2009-10 Rates</b>	<b>\$</b>	<b>65,955,500</b>	<b>(f) = (b) * (c)</b>
<b>Impact of Funding Reduction from 2009-10 to 2010-11</b>	<b>\$</b>	<b>(2,752,100)</b>	<b>(g) = (b) * (e)</b>
<b>2010-11 Per Pupil Funding</b>	<b>\$</b>	<b>63,203,400</b>	<b>(h) = (f) + (g)</b>

## Impact of Conservatism:

2010-11 ADA	\$	9,490	(b)
Amount of Conservatism in APS budgets	\$	75	(slide 3)
Total Conservatism in APS budgets	\$	711,750	

## Comparison to 2007-08 Funding Rates:

2010-11 Total Per Pupil Funding @ 2007-08 Rates	\$	73,315,944	(f) = (b) * (c) * 116%
Impact of Funding Reduction from 2007-08 to 2010-11	\$	(10,112,544)	(g) = (b) * (e)
2010-11 Per Pupil Funding	\$	63,203,400	(h) = (f) + (g)

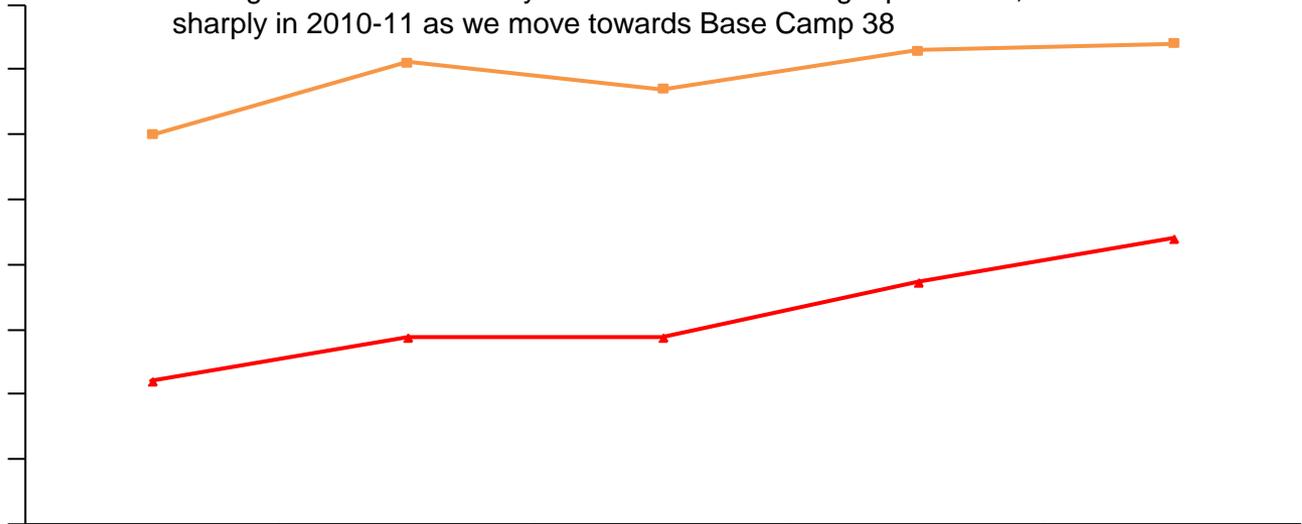
# Budget Details (\$ thousands)

	Sites	HO & RO	Total	% of Total
Per Pupil Revenue	\$ 63,158	\$ -	\$ 63,158	87%
All Other Operating Revenue	\$ 9,214	\$ -	\$ 9,214	13%
<b>Total Revenue</b>	<b>\$ 72,372</b>	<b>\$ -</b>	<b>\$ 72,372</b>	
Personnel	\$ 45,631	\$ 7,646	\$ 53,277	66%
Books & Materials	\$ 6,895	\$ 556	\$ 7,451	9%
Travel	\$ 263	\$ 437	\$ 700	1%
Facilities - Occupancy	\$ 10,026	\$ 342	\$ 10,368	13%
Facilities - Other	\$ 1,527	\$ 82	\$ 1,609	2%
Special Education Encroachment	\$ 994	\$ -	\$ 994	1%
Other Outside Svcs	\$ 1,292	\$ 708	\$ 2,000	2%
District Fees	\$ 559	\$ -	\$ 559	1%
Home Office 7% Charge	\$ 4,434	\$ (4,434)	\$ -	0%
Intercompany Transfer	\$ 1,050	\$ (1,050)	\$ -	0%
Interest Expense	\$ 658	\$ -	\$ 658	1%
Other	\$ 2,514	\$ 132	\$ 2,646	3%
Total Expense	\$ 75,843	\$ 4,419	\$ 80,262	
<b>Surplus/(Deficit)</b>	<b>\$ (3,471)</b>	<b>\$ (4,419)</b>	<b>\$ (7,890)</b>	
Committed Philanthropy	\$ 1,342	\$ 3,877	\$ 5,219	7%
Uncommitted Philanthropy	\$ -	\$ -	\$ -	0%
Total Philanthropy	\$ 1,342	\$ 3,877	\$ 5,219	
<b>Net Surplus/(Deficit)</b>	<b>\$ (2,129)</b>	<b>\$ (542)</b>	<b>\$ (2,671)</b>	
<b>Plus: Beginning Fund Balance</b>	<b>\$ 3,394</b>	<b>\$ 543</b>	<b>\$ 3,937</b>	
Plus: Depreciation	\$ 1,015	\$ -	\$ 1,015	
Less: Capital Exp/Other	\$ (125)	\$ -	\$ (125)	
<b>Ending Fund Balance</b>	<b>\$ 2,155</b>	<b>\$ 1</b>	<b>\$ 2,156</b>	

# The Path to Sustainability

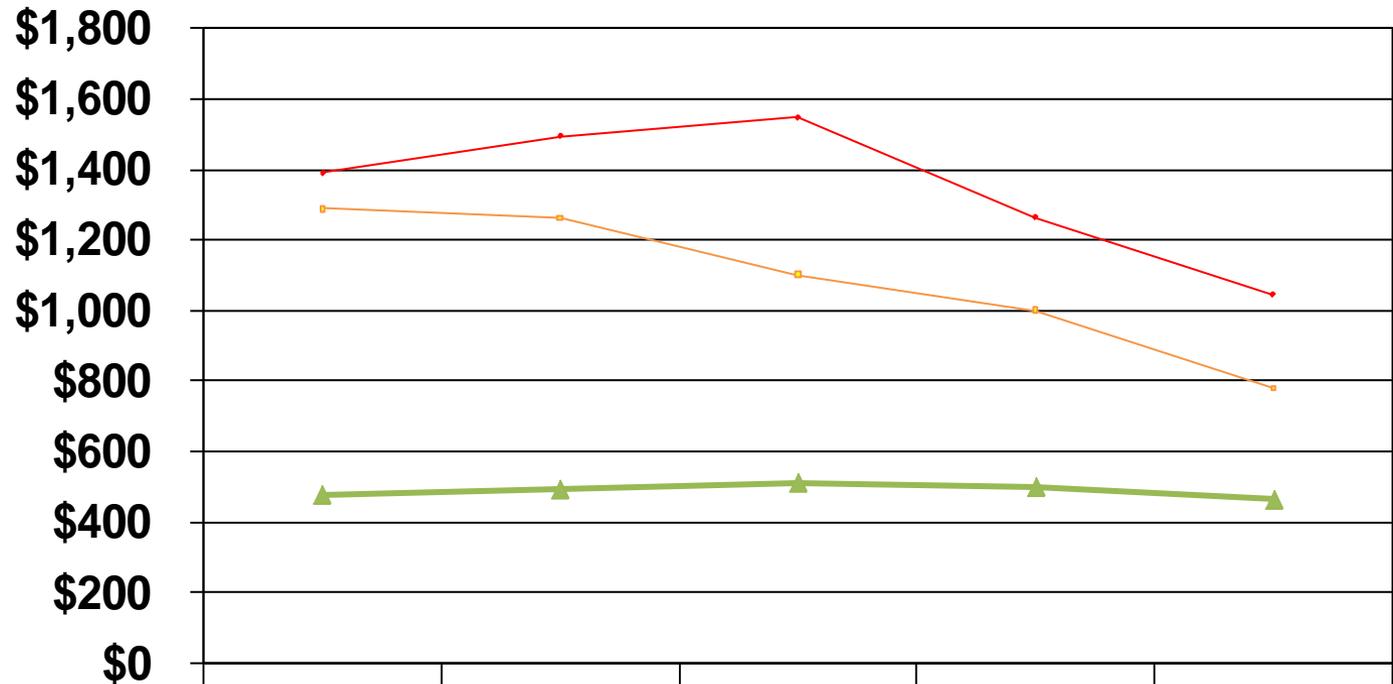
The gap widened slightly from in 2007-08 due to the filling out of the Senior Management team and stayed flat due to state budget pressures, but trends down sharply in 2010-11 as we move towards Base Camp 38

\$8.0  
\$7.0  
\$6.0  
\$5.0  
\$4.0  
\$3.0  
\$2.0  
\$1.0  
\$0.0



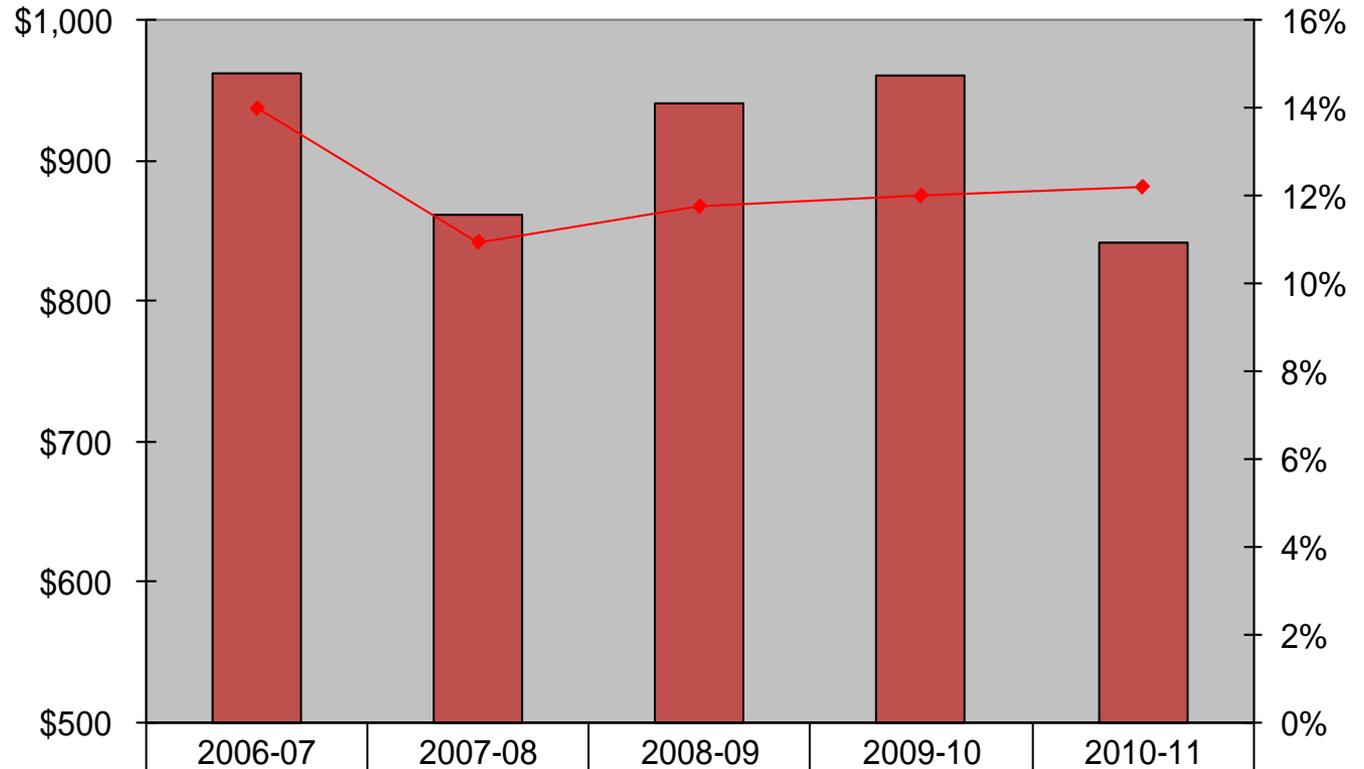
	06-07	07-08	08-09	09-10	10-11
— HO & RO Exp	\$6.0	\$7.1	\$6.7	\$7.3	\$7.4
— 7 % Charge	\$2.2	\$2.9	\$2.9	\$3.7	\$4.4
<b>Gap</b>	<b>\$3.8</b>	<b>\$4.2</b>	<b>\$3.8</b>	<b>\$3.6</b>	<b>\$3.0</b>

# Spending Trend - Per ADA



	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Total HO/RO Exp/ADA</b>	<b>\$1,389</b>	<b>\$1,495</b>	<b>\$1,547</b>	<b>\$1,264</b>	<b>\$1,044</b>
<b>Unrest. HO+RO/ADA</b>	<b>\$1,289</b>	<b>\$1,263</b>	<b>\$1,102</b>	<b>\$1,001</b>	<b>\$780</b>
<b>7% Fee/ADA</b>	<b>\$479</b>	<b>\$494</b>	<b>\$513</b>	<b>\$501</b>	<b>\$465</b>

# Facility Occupancy Costs per ADA



 Cost Per ADA	\$963	\$862	\$941	\$961	\$842
 % of Per Pupil Revenue	14%	11%	12%	12%	12%

# Site Budgets - Recap

- 2010-11 will be ***another very difficult budget year***
- The sites have made some ***difficult cuts***, as detailed on the next slide
- We have prepared all of the site budgets with a 3-year view, with the following goals:
  - Sites that have a negative fund balance at the end of 2009-10 are expected to get to ***positive by the end of 2012-13***
    - Progress must be made each year
  - Sites that have a positive fund balance at the end of 2009-10 may spend down their fund balances, but ***cannot go negative*** in any year
- There are still 4 sites that require further work, but there is ***not much, if any, spending that can be cut***
  - The CFO will work with Area Superintendents to come up with a recommended ***3-year plan to getting positive***
  - This will be prepared by October 31 and reviewed by the Management Team and Board

# Site Budgets – Examples of Cuts Made

*In response to the funding rate cuts, schools have made many difficult decisions; below are examples of those cuts that we deemed to be likely to have “some” or “material” impact on Student Achievement*

School	Cut	\$ Impact
Centennial	Eliminated Summer School	\$30k
UCS	Eliminated Intervention Position	\$16k
Capitol Heights	Eliminated After School Tutors	\$40k
Twilight	Increased After School Fees	\$28k
Langston Hughes	Eliminated Instructional Assistant	\$40k
Cal Prep	Scale back FTE for two positions	\$60k
Wilson Prep	Eliminated 3 core teaching positions	\$150k
AMLA	Eliminated 1 Yard Duty/Campus Supervisor position	\$20k
Pacific Academy	Eliminated AVID Coordinator	\$50k

# Site Budgets – Bay Area

School	Ending Fund Balance			Notes:
	2009-10	2010-11	Change	
Monarch	\$ 323	\$ 199	\$ (124)	
Wilson	\$ 190	\$ 24	\$ (166)	Tough cuts have been made, need to monitor
EPACS	\$ (169)	\$ (15)	\$ 154	
Millsmont	\$ (220)	\$ (128)	\$ 92	
Berkley Maynard	\$ 112	\$ 96	\$ (16)	
Cal Prep	\$ (114)	\$ (329)	\$ (215)	Needs a permanent facilities solution
EPAPA	\$ (174)	\$ (416)	\$ (242)	Gets positive once they reach full enrollment
Millsmont Sec.	\$ (14)	\$ (61)	\$ (47)	
ERES	\$ (35)	\$ 63	\$ 98	
<b>Total Bay Area</b>	<b>\$ (101)</b>	<b>\$ (567)</b>	<b>\$ (466)</b>	

1. **Wilson Prep**: The site has made some very large cuts to address the cuts in per pupil revenue as well as the loss of other key grants; our plan is to closely watch the budget this year to see if the cuts are having the intended impact and then to incorporate those lessons into the 3-year plan
2. **Cal Prep**: This site will be unlikely to get to positive due to the constraints of their current facility. We need to do a deep assessment around alternatives for a larger site and a potential shift back to a 6-12 school.
3. **EPAPA**: Upon their move to their new building in 2011-12, they trend towards getting positive, but do not reach that until 2013-14 when they are a full 6-12

# Site Budgets – Central Valley

School	Ending Fund Balance		Change	Notes:
	2009-10	2010-11		
UPS	\$ 798	\$ 582	\$ (216)	
UCS	\$ 563	\$ 403	\$ (160)	
Summit	\$ 436	\$ 293	\$ (143)	
River Oaks	\$ 357	\$ 342	\$ (15)	
Ben Holt	\$ 1,286	\$ 843	\$ (443)	
Capitol Heights	\$ (172)	\$ (111)	\$ 61	Gets to positive in 2011-12
Rosa Parks	\$ 447	\$ 304	\$ (143)	
Langston Hughes	\$ (416)	\$ (462)	\$ (46)	Gets to positive in 2012-13
Port City	\$ (161)	\$ (168)	\$ (7)	Gets to positive in 2012-13
Vanguard	\$ (115)	\$ (167)	\$ (52)	Needs further study around staffing as they grow
Twilight Elem.	\$ (187)	\$ 53	\$ 240	
Twilight Secon.	\$ -	\$ 124	\$ 124	New school
Downtown College	\$ -	\$ 4	\$ 4	New school
<b>Total Central Valley</b>	<b>\$ 2,836</b>	<b>\$ 2,040</b>	<b>\$ (796)</b>	

1. **Vanguard**: The 3-year plan for this site requires a deeper dive as we get clarity around the scale-up costs in growing to a full 6-12 as well as assess facilities options.

# Site Budgets – Los Angeles

School	Ending Fund Balance		Change	Notes:
	2009-10	2010-11		
AMLA	\$ 26	\$ 17	\$ (9)	
Centennial	\$ 178	\$ 150	\$ (28)	
HPCS	\$ 107	\$ 72	\$ (35)	
Junior Collegiate	\$ 23	\$ 42	\$ 19	
Titan	\$ 148	\$ 194	\$ 46	
Pacific Academy	\$ -	\$ 45	\$ 45	New school
Gateway	\$ -	\$ (94)	\$ (94)	New school - Public School Choice
Firestone	\$ -	\$ (75)	\$ (75)	New school - Public School Choice
<b>Total Los Angeles</b>	<b>\$ 482</b>	<b>\$ 351</b>	<b>\$ (131)</b>	

1. **Gateway**: This school is part of the Public School Choice option and is subject to some nuances around how many kids we can enroll and when. The school opens earlier than the neighborhood LAUSD schools and we're required to hold a certain number of spaces open for neighborhood students—so we have conservatively modeled enrollment at the start of the year, and may see enough upside to cover this projected loss.
2. **Firestone**: Similar to Gateway; we have been conservative and may see enough upside to cover the projected loss.

# Potential Swing Factors

- Changes to our current assumptions around the following could impact our budget up or down:
  - **Funding rates** may change when the state budget is finalized (or possibly even after it is finalized)
  - **Base Camp 38** projected savings and efficiency gains may be greater or less than expected
  - **Enrollment** demand at new schools appears to be very strong already, but missing our targets will have an impact
  - Our ability to absorb **more kids per classroom** could impact teacher satisfaction and achievement
  - **Facilities funding** (e.g., SB740) may come in higher or lower than our current projections

# Mid-Year Decision Points

- There are four key things to consider as we enter another tough year:
  - Swing Factors or other good news(see previous slide)
  - The state economy
  - Our conservatism factor of \$75/ADA
  - Other fundraising
    - There are various sources that contributed in the past and may do so again
    - We will be cognizant of current year vs. future year needs
- Our plan will be assess developments during the first half of the year and make adjustments (either up or down) for the second half of the year

# **Project Narrative**

## **Section 7 - Other Attachments: Additional Information**

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **Aspire-CSP Budget Narrative Pages: 7** Uploaded File: **Aspire-CSP Budget Narrative.pdf**

**Aspire Public Schools  
Charter Schools Program Grant Application  
Budget Narrative**

**Summary**

Below are the details of the budget for *each* of the 15 schools for which we are requesting funding. The 25% match is distributed equally across *all* line items.

	<i>Prep Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>	<i>School Yr 3</i>	<i>School Yr 4</i>	<i>TOTAL</i>
Salaries	\$121,000	\$266,000	\$16,000	\$16,000	\$16,000	\$435,000
Stipends	\$0	\$32,000	\$0	\$0	\$0	\$32,000
Benefits	\$30,250	\$74,500	\$4,000	\$4,000	\$4,000	\$116,750
Books & Supplies	\$0	\$208,700	\$49,900	\$49,700	\$11,200	\$319,500
Travel	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350	\$6,750
Equipment	\$0	\$150,000	\$40,000	\$0	\$0	\$150,000
Central Office Oversight	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
<b>TOTALS</b>	<b>\$182,600</b>	<b>\$762,550</b>	<b>\$141,250</b>	<b>\$101,050</b>	<b>\$62,550</b>	<b>\$1,250,000</b>

**Salaries**

**Principal**

	<i>Prep Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>	<i>School Yr 3</i>	<i>School Yr 4</i>
Salary	\$90,000	n/a	n/a	n/a	n/a
FTE	0.50	n/a	n/a	n/a	n/a
Cost	\$45,000	\$0	\$0	\$0	\$0

The average annual salary of an Aspire Principal is \$90,000. This budget provides for the salary of a principal to start 6 months prior to the first year of the school's opening; therefore the first year cost is \$45,000. During those 6 months, the Principal's primary activities will be around community involvement and information, recruiting students for the schools, working with the HR-Recruiter to recruit staff for the school, working with the Director of Growth & Strategy to ensure the facility is ready for opening, and interfacing with the chartering district as needed.

**Principal in Residency**

	<i>Prep Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>	<i>School Yr 3</i>	<i>School Yr 4</i>
Salary	n/a	\$70,000	n/a	n/a	n/a
FTE	n/a	1.00	n/a	n/a	n/a
Cost	\$0	\$70,000	\$0	\$0	\$0

The average annual salary of an Aspire Principal in Residency is \$70,000. This budget provides for the salary of a Principal in Residency during the first year of the school’s operation; therefore the first year cost is \$70,000. The Principal in Residency will be mentored throughout the first year by the Principal in the programmatic, operational, personnel and financial decisions of the school. At the completion of the school year, the Principal in Residency will be qualified to take on a Principal role within Aspire as replication of the high quality charter schools continues.

**Office Manager**

	<i>Prep Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>	<i>School Yr 3</i>	<i>School Yr 4</i>
Salary	\$45,000	n/a	n/a	n/a	n/a
FTE	0.50	n/a	n/a	n/a	n/a
Cost	\$22,500	\$0	\$0	\$0	\$0

The average annual salary of an Aspire Office Manager is \$45,000. This budget provides for the salary of an Office Manager to start 6 months prior to the first year of the school’s opening; therefore the first year cost is \$22,500. During those 6 months, the Office Manager’s primary activities will be to assist the Principal with community involvement and information, recruiting students for the schools, working with the Director of Growth & Strategy to ensure the facility is ready for opening, and working with Central Office staff to procure the materials necessary to open the schools.

**HR – Recruiting**

	<i>Prep Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>	<i>School Yr 3</i>	<i>School Yr 4</i>
Salary	\$60,000	n/a	n/a	n/a	n/a
FTE	0.25	n/a	n/a	n/a	n/a
Cost	\$15,000	\$0	\$0	\$0	\$0

The average annual salary of an Aspire recruiter is \$60,000. This budget provides for the salary of a recruiter for 3 months prior to the first year of the school’s opening; therefore the first year cost is \$15,000. This position will focus exclusively on supporting the Principal to staff the school for its first year of operation.

**Director of Growth & Strategy**

	<i>Prep Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>	<i>School Yr 3</i>	<i>School Yr 4</i>
Salary	\$90,000	n/a	n/a	n/a	n/a
FTE	0.25	n/a	n/a	n/a	n/a
Cost	\$22,500	\$0	\$0	\$0	\$0

The annual salary of Aspire’s Director of Growth and Strategy is \$90,000. This budget provides for the cost of the position for 3 months prior to the first year of the school’s opening; therefore the first year cost is \$22,500. This position will work closely with the Principal to ensure that the facility is ready in time for school opening with the amenities required to operate the school.

**Instructional Coach**

	<i>Prep Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>	<i>School Yr 3</i>	<i>School Yr 4</i>
Salary	n/a	\$70,000	n/a	n/a	n/a
FTE	n/a	1.00	n/a	n/a	n/a
Cost	\$0	\$70,000	\$0	\$0	\$0

The average annual salary of an Aspire Instructional Coach is \$70,000. This budget provides for the salary of an Instructional Coach during the first year of the school’s operation; therefore the first year cost is \$70,000. The primary responsibility of the Instructional Coach is to work with the staff around lesson plans, the Aspire educational guidelines, classroom management and intervention.

**Teachers in Residency**

	<i>Prep Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>	<i>School Yr 3</i>	<i>School Yr 4</i>
Salary	n/a	\$13,750	n/a	n/a	n/a
FTE	n/a	8.00	n/a	n/a	n/a
Cost	\$0	\$110,000	\$0	\$0	\$0

The cost of Teacher Intern participating in Aspire’s Teacher Residency Program is \$13,750 per participant. This budget provides for the cost of eight Teachers in Residency during the first year of the school’s operation; therefore the first year cost is \$110,000. The Teachers in Residency will each be placed in a classroom with and mentored by an experienced teacher. At the end of the first year, the Teachers in Residency will be qualified to be teachers within Aspire, either within an existing school or in a new school as Aspire replicates its high quality charter school model.

**Finance & Compliance Analyst**

	<i>Prep Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>	<i>School Yr 3</i>	<i>School Yr 4</i>
Salary	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
FTE	0.20	0.20	0.20	0.20	0.20
Cost	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000

Due to the complexities around tracking and reporting of the CSP Program, a Finance & Compliance Analyst will be hired at a salary of \$80,000. It is expected that 20% of that person’s time will spent in administering each school during the five year period of the grant; therefore the annual cost is \$16,000. This position will be responsible for working closely with the Principal, the Financial Analyst and the Director of Finance to ensure spending guidelines are followed and all compliance reporting is completed for the school’s federal funds.

**Stipends**

During the summer prior to school opening, the site will conduct 8 days of training for new teachers. Those new teachers will receive \$200/day as a stipend. For 20 new teachers, the total will be \$200 \* 8 days \* 20 teachers, or \$32,000.

**Benefits**

Aspire’s fully-loaded cost of benefits is 25% of salary. The computations for annual benefit cost are recapped in the table below:

	<i>Prep Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>	<i>School Yr 3</i>	<i>School Yr 4</i>
Principal	\$45,000	\$0	\$0	\$0	\$0
Principal in Residency	\$0	\$70,000	\$0	\$0	\$0
Office Manager	\$22,500	\$0	\$0	\$0	\$0
HR – Recruiter	\$15,000	\$0	\$0	\$0	\$0
Instructional Coach	\$0	\$70,000	\$0	\$0	\$0
Director of Growth & Strategy	\$22,500	\$0	\$0	\$0	\$0
Teachers In Residency	\$0	\$110,000	\$0	\$0	\$0
Finance & Compliance Analyst	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000
<b>Total Salaries</b>	<b>\$121,000</b>	<b>\$266,000</b>	<b>\$16,000</b>	<b>\$16,000</b>	<b>\$16,000</b>
<b>Total Stipends</b>	<b>\$0</b>	<b>\$32,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Benefit Rate	25%	25%	25%	25%	25%
<b>Benefit Cost</b>	<b>\$30,250</b>	<b>\$74,500</b>	<b>\$4,000</b>	<b>\$4,000</b>	<b>\$4,000</b>

**Books & Supplies**

Based on historical costs incurred at Aspire’s 30 existing schools, the projected costs for Books & Supplies is as shown below:

	<i>Prep Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>	<i>School Yr 3</i>	<i>School Yr 4</i>
Classroom Materials – Rate per Classroom	0	\$3,000	\$750	\$750	\$0
Classroom Materials – Qty	0	20	20	20	0
<b>Classroom Materials – Total</b>	<b>\$0</b>	<b>\$60,000</b>	<b>\$15,000</b>	<b>\$15,000</b>	<b>\$0</b>
Textbooks – Rate by Student	0	\$250	\$50	\$50	\$0
Textbooks – Qty	0	350	350	350	0
<b>Textbooks – Total</b>	<b>\$0</b>	<b>\$87,500</b>	<b>\$17,500</b>	<b>\$17,500</b>	<b>\$0</b>
<b>Reference Materials</b>	<b>\$0</b>	<b>\$25,000</b>	<b>\$6,200</b>	<b>\$6,000</b>	<b>\$0</b>
Software – Powerschool – Rate per Student	\$0	\$12	\$12	\$12	\$12
Software – Powerschool – Qty	0	350	350	350	0
<b>Software – Powerschool – Total</b>	<b>\$0</b>	<b>\$4,200</b>	<b>\$4,200</b>	<b>\$4,200</b>	<b>\$4,200</b>
Software – Data Director – Rate per Student	\$0	\$10	\$10	\$10	\$10
Software – Data Director – Qty	0	350	350	350	0
<b>Software – Data Director – Total</b>	<b>\$0</b>	<b>\$3,500</b>	<b>\$3,500</b>	<b>\$3,500</b>	<b>\$3,500</b>
Software – OnCourse – Rate per Student	\$0	\$10	\$10	\$10	\$10
Software – OnCourse – Qty	0	350	350	350	0
<b>Software – OnCourse – Total</b>	<b>\$0</b>	<b>\$3,500</b>	<b>\$3,500</b>	<b>\$3,500</b>	<b>\$3,500</b>
Software – Read 180 – Rate per Student	\$0	\$500	\$0	\$0	\$0
Software – Read 180 – Qty	0	50	0	0	0
<b>Software – Read 180 – Total</b>	<b>\$0</b>	<b>\$25,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL BOOKS &amp; SUPPLIES</b>	<b>\$0</b>	<b>\$208,700</b>	<b>\$49,900</b>	<b>\$49,700</b>	<b>\$11,200</b>

### Travel

Travel is provided each year for the project directors meeting in Washington DC as required per the grant program.

<i>Purpose of travel</i>	<i>Location</i>	<i>Travel Item</i>	<i>Computation</i>	<i>Total Cost</i>
Mandated 2-day project directors meeting (for project director)	Washington, DC	Airfare	\$500 (avg) x 1 trip	\$500
Mandated 2-day project directors meeting (for project director)	Washington, DC	Lodging	\$193 x 3 days x 1 person x 1 trip (IRS per diem rate effective 10/1/09 publication 1542 (www.irs.gov))	\$579
Mandated 2-day project directors meeting (for project director)	Washington, DC	Meals & incidentals	\$65 x 3 days x 1 person x 1 trip (IRS per diem rate effective 10/1/09 publication 1542 (www.irs.gov))	\$195
Mandated 2-day project directors meeting (for project director)	Washington, DC	Cabs to/from airport	\$39 each way	\$76
<b>TOTAL</b>				<b>\$1,350</b>

### Equipment

Based on historical costs incurred at Aspire's 30 existing schools, the projected costs for Computer Equipment is as shown below:

	<i>Prep Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>	<i>School Yr 3</i>	<i>School Yr 4</i>
Staff Computers – Quantity	0	25	0	0	0
Staff Computers – Rate	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
<b>Staff Computers – Total</b>	<b>\$0</b>	<b>\$30,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Student Computers – Quantity	0	100	0	0	0
Staff Computers – Rate	\$1,000	\$1,200	\$1,000	\$1,000	\$1,000
<b>Staff Computers – Total</b>	<b>\$0</b>	<b>\$120,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Digital Whiteboards – Quantity	0	0	8	0	0
Digital Whiteboards – Rate	n/a	n/a	\$5,000	n/a	n/a
<b>Digital Whiteboards – Total</b>	<b>n/a</b>	<b>n/a</b>	<b>\$40,000</b>	<b>n/a</b>	<b>n/a</b>
<b>TOTAL COST</b>	<b>\$0</b>	<b>\$150,000</b>	<b>\$40,000</b>	<b>\$0</b>	<b>\$0</b>

### **Central Office Oversight**

Based on the parameters of the program, the site will pay 15% of its award towards the cost of central office support. Included in the central office costs are human resources, payroll, information technology, operations and accounting functions. It is assumed that the \$150,000 will be spread evenly over the 5 years of the grant period at \$30,000 per year. These funds will expansion the central office oversight and management in order to best serve the needs of the 15 schools being created with CSP support; and will improve Aspire's ability to manage and oversee the charter schools created under this grant.