

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Grants for Replication and Expansion of High-Quality Charter Schools

CFDA # 84.282M

PR/Award # U282M140005

Grants.gov Tracking#: GRANT11706134

OMB No. , Expiration Date:

Closing Date: Jul 21, 2014

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1236-Narrative Addressing GEPA Section 427)</i>	e10
5. Grants.gov Lobbying Form	e12
6. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1235-Aspire CSP Abstract)</i>	e14
7. Project Narrative Form	e15
<i>Attachment - 1 (1244-Aspire CSP Project Narrative)</i>	e16
8. Other Narrative Form	e77
<i>Attachment - 1 (1237-Appendix 1- CSP School Summary Table)</i>	e78
<i>Attachment - 2 (1238-Appendix 2- Aspire CSP Logic Model)</i>	e82
<i>Attachment - 3 (1239-Appendix 3- Multi-Year Financial and Operating Model)</i>	e85
<i>Attachment - 4 (1240-Appendix 4- Resumes of Key Personnel)</i>	e86
<i>Attachment - 5 (1241-Appendix 5- Proof of Non-Profit Status)</i>	e97
<i>Attachment - 6 (1242-Appendix 6- Schools Operated by Applicant (2013-14))</i>	e99
<i>Attachment - 7 (1243-Appendix 7- CSP Assurances)</i>	e100
9. Budget Narrative Form	e103
<i>Attachment - 1 (1234-Aspire CSP Budget Narrative)</i>	e104
10. Form ED_524_Budget_1_2-V1.2.pdf	e114
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e116

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.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="07/18/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Aspire Public Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="943311088"/>	* c. Organizational DUNS: <input type="text" value="0122403420000"/>

d. Address:

* Street1:	<input type="text" value="1001 22nd Avenue"/>
Street2:	<input type="text" value="Suite 100"/>
* City:	<input type="text" value="Oakland"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="94606-5200"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Yvonne"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Parker"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Institutional Giving Manager"/>	

Organizational Affiliation: <input type="text" value="Aspire Public Schools"/>

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text"/>

Application for Federal Assistance SF-424

*** 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:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-062014-002

* Title:

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

13. Competition Identification Number:

84-282M2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Aspire Public Schools: Replication and Expansion of High-Quality Charter Schools in Tennessee

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="8,183,800.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="8,183,800.00"/>

*** 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 in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Yvonne Parker</p>	<p>TITLE</p> <p>Chief Executive Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Aspire Public Schools</p>	<p>DATE SUBMITTED</p> <p>07/18/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
--------------------------	--

PR/Award # U282M140005

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Narrative Addressing GEPA Section 427.pdf

Add Attachment

Delete Attachment

View Attachment

ASPIRE PUBLIC SCHOOLS

Compliance with GEPA Section 427

Aspire Public Schools complies 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. Additionally, Aspire complies 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.

Aspire will provide accessible 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. Aspire ensures that students with special needs, who are eligible per IDEA or Section 504, are included within the general education instructional program and provided the necessary conditions or supports that will ensure students' success within that setting. Aspire schools enroll students of all disability categories from mild to moderate, or moderate to severe in a full inclusion model. School facilities are ADA accessible.

Aspire's full inclusion model ensures that students with disabilities have the same exposure and access to all the learning opportunities that their general education peers have. Supports and interventions provided by special education staff ensure that students with disabilities have the ability to reach their fullest academic potential in these inclusive settings. Examples of these supports and strategies include the following:

- Brain compatible Instruction
- Positive Behavior Support Strategies
- Appropriate researched based, systematic instructional strategies for specific learning disabilities
- Alternate modes of access to content, such as online resources
- Accommodations and modifications to ensure access to instruction, including adaptive equipment
- Environmental accommodations and supports
- Differentiating the Learning Process to account for individual need
- Support for students with English Language Learner needs
- School structures to create additional opportunities for learning, such as After School Program, Zero Period
- Response to Intervention Co-teaching or Tier III intensive supplemental instruction, in addition to core instruction.
- Continuous assessment and progress monitoring
- Collaborative Teaching Model
- Specifically designed Professional Development and New Teacher Induction for Special Education Teachers.

Assistive Technology (AT) is provided to all students who may require it to provide access to learning and is incorporated into the general education learning environment. This support may range from a low level technology to a higher level of assistive technology, such as:

1. Identified students who require specific types of support devices as a result of Low Incidence disabilities may be provided a high level of assistive technology,
2. A lower level of AT support for a student with an identified learning disability, or a Section 504 Plan accommodation, who has difficulties with reading and writing. For example, software programs that offer read aloud or provide speech to text support, allows a student who may otherwise struggle with grade level standards to complete the same high-rigor assignments as their peers
3. Technology resources imbedded within the general education environment including computers in the classrooms for students, Smart Boards for instruction, and the availability of online learning resources to support all students in their learning, such as the resources of Books Without Barriers. Examples of these Assistive Technology resources offered within Aspire schools include the following:
 - FM Systems
 - High tech print magnification devices, ex. ZoomTwix
 - Low print magnification, ex. large print
 - Resources of the California Assistive Technology Center
 - Learning resources through Bookshare.org, or Digital Inclusion Program Center, or the Braille Institute
 - Communicative devices, such as Prox Talker, iPod/speaker
 - Computer access and appropriate software, such as voice to text
 - Promethean Boards and Smart Boards

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 an 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 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 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.

* APPLICANT'S ORGANIZATION Aspire Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="James"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Willcox"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Chief Executive Officer"/>	
* SIGNATURE: <input type="text" value="Yvonne Parker"/>	* DATE: <input type="text" value="07/18/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

Aspire Public Schools

Charter Schools Program- Replication and Expansion of High-Quality Charter Schools

Aspire Public Schools (Aspire), a nonprofit Charter Management Organization, is requesting \$8,183,800 through a CSP Replication and Expansion Grant to increase the number of students it serves in the state of Tennessee. As California's highest-performing large public school system serving a student population that is at least two-thirds low income, Aspire has demonstrated its record of success to increase academic achievement for all students, and intends to meet the purpose of the CSP grant by meeting the following goals, objectives, and outcomes.

Goal 1: Replication. Aspire will open seven high-quality charter schools in Tennessee and expand three existing schools in Memphis in the five years of the CSP grant to serve more educationally disadvantaged students.

Objective 1: Aspire will ensure that it has the legal and statutory ability to replicate.

- **Outcome 1:** Aspire will ensure that 3,900+ low-income students have access to a high-quality educational experience in Tennessee.
- **Outcome 2:** Ten Aspire schools in Tennessee will be financially secure and sustainable, as documented by annual budgets, chartering district reports, and CPA audits.
- **Outcome 3:** Seven new PK-8 Aspire schools will be opened and three existing schools will be expanded in Tennessee.

Goal 2: Fidelity to Model. The Aspire schools opened and expanded in Tennessee will be designed to replicate the proven success of Aspire existing schools.

Objective 1: All students will have access to a high quality education, characterized by (1) high standards and clear learning goals, (2) a balanced curriculum, (3) a variety of research-based teaching strategies, (4) educator support, (5) rigorous assessment, (6) individualized student support, and (7) extra learning time. Success in this objective will be indicated by:

- **Outcome 1:** 10% more students scoring proficient or advanced each year after the baseline year, based on state assessments.
- **Outcome 2:** 80% of students meeting annual growth goals on district assessments.
- **Outcome 3:** 95% of students attending school daily.
- **Outcome 4:** 80% of teachers scoring 'high' or 'highest' proficiency.

Objective 2: All students will attend a school with a robust culture and climate of success, created by strong design features, intervention for students struggling with behavior, and strong relationships with family and community. Sense of community will be measured by:

- **Outcome 1:** 80% parent satisfaction with their student's education.
- **Outcome 2:** 80% student satisfaction with their school's culture and climate.
- **Outcome 3:** Less than 3% rate of expulsion.

Applicant Information

Name and Address: Aspire Public Schools, 1001 22nd Ave., Suite 100, Oakland, CA 94606

Project Director: Allison Leslie

Phone Number: [REDACTED]

E-mail: [REDACTED]

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Aspire Public Schools’ Application to the Charter Schools Program to Replicate and Expand High-Quality Charter Schools in Tennessee

Project Narrative

Table of Contents

Absolute Priority: Experience Operating or Managing High-Quality Charter Schools. 1

Competitive Preference Priority 1 – Low-Income Demographic. 2

Competitive Preference Priority 2 – School Improvement. 3

Competitive Preference Priority 3 – Promoting Diversity. 4

(a) Quality of the Eligible Applicant. 5

(a)(1) The degree, including the consistency over the past 3 years, to which the applicant has demonstrated success in significantly increasing academic achievement for all students, including educationally disadvantaged students. 6

(a)(2) The degree, including the consistency over the past 3 years, to which the applicant has demonstrated success in closing historic achievement gaps for the following subgroups of students: economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and students with limited English proficiency. 10

(a)(3) The degree, including the consistency over the past 3 years, to which the applicant has achieved results for low-income and other educationally disadvantaged students served by the charter schools operated/managed by applicant that are significantly above the average academic achievement for such students in the state. 11

(b) Contribution in Assisting Educationally Disadvantaged Students. 13

(c) Quality of the Project Design. 27

(d) Quality of the Management Plan. 35

(e) Quality of the Evaluation Plan. 56

Absolute Priority: Experience Operating or Managing High-Quality Charter Schools.

Aspire's History and Major Accomplishments. Aspire Public Schools (Aspire) was founded in 1998 to provide a College for Certain[®] education to historically underserved students. **Aspire has grown to become one of the nation's highest-performing charter management organizations serving low-income students.** Aspire serves more than 13,600 students from PK-12th grade throughout 37 schools in four regions (the Bay Area, Central Valley, and L.A. County in California, and Memphis, Tennessee). Of those students, 85 % are students of color (Latino or African American) and 78 % are low-income. Aspire utilizes one-third less public funding than traditional public schools, while driving student achievement far above schools serving similar communities. **Over the past four years, 100 % of Aspire graduates secured admission to a four-year college or university.**

Aspire has received national recognition for its success in operating high-quality schools serving under-served students. In 2012, Aspire was recognized as being among the top-performing charter organizations in the nation, accelerating student achievement faster than the average charter school organization, according to a report from Mathematica Policy Research and the Center on Reinventing Public Education. Aspire has been recognized for the quality of its schools by the U.S. Department of Education with an Investing in Innovation (i3) Development grant and a Charter Schools Program Replication and Expansion grant. In addition, in 2012, Aspire received the largest Teacher Incentive Fund grant of any charter school system in the nation.

In 2012, Aspire began its national expansion to Memphis, partnering with the Tennessee Achievement School District (ASD) to transform the state's lowest-performing schools to among the highest-performing. Aspire opened its first two Memphis schools in August 2013, and will

open its third Memphis school in August 2014. During the 2013-14 school year, Aspire celebrated a major milestone: 15 years of delivering a College for Certain education to thousands of California's most underserved students.

With Charter Schools Program funding, Aspire seeks to prepare many more underserved students for college with its proven education model by replicating and expanding its schools in Tennessee, with a goal of opening seven new schools , and growing three existing schools by adding grade levels each year.

As evidenced in "Quality of the Eligible Applicant" below, Aspire meets all the eligibility criteria for showing evidence of strong academic results. In addition, Aspire has not had any compliance issues at any of its schools, including compliance issues in the areas of student safety, financial management, and statutory or regulatory compliance.

Vision and Mission. Aspire holds the vision that every student is prepared to earn a college degree. Aspire's mission is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to increase the academic performance of underserved students; develop effective educators; share successful practices with other forward-thinking educators; and catalyze change in public schools.

Competitive Preference Priority 1 – Low-Income Demographic.

More than three-quarters of the students Aspire serves are low-income (as measured by the number of students enrolled to receive free or reduced price lunch); among all Aspire students, 78 % are from low-income families; among students ages 5-17, 79 % are from low-income families. Aspire serves low-income students at rates higher than public schools in the districts in which Aspire schools are located. Among students in the districts in which Aspire school facilities are located, 74 % are from low-income families.

Competitive Preference Priority 2 – School Improvement.

Aspire will operate three Tennessee schools during the 2014-15 school year, and plans to open an additional seven schools in Tennessee over the following three school years. In opening those schools, Aspire plans to partner with and assist one or more LEAs in implementing significant school improvement focused on academic or structural interventions to serve students attending schools that have been identified as priority or focus schools pursuant to Tennessee’s ESEA Flexibility (waiver of 1116(b) of the ESEA). Aspire currently partners with the ASD, as ASD granted Aspire charters to open schools within the ASD, and is approved as a charter operator with the Shelby County Schools district in Memphis to begin opening schools next year.

Partnership with the ASD. In 2012, Aspire was awarded a charter by the ASD to open and operate schools under the “restart” model of school transformation, wherein control of a school is transferred to a charter management organization chosen through a rigorous selection process. The ASD was created by the Tennessee legislature with a Race to The Top grant to transform the lowest-performing Tennessee schools (bottom 5%) into those among the highest performing schools (top 25%). Pursuant to Aspire’s charter, Aspire, in partnership with the ASD, opened its first two Tennessee schools (Aspire Hanley Elementary #1 and #2) in Memphis in fall 2013. Aspire will open its third school within the ASD in fall 2014 (Aspire Coleman Elementary) in Memphis. All ASD schools in Memphis were previously operated by the Memphis City Schools district (now merged with the Shelby County Schools (SCS) district), and were transferred to the ASD upon its creation.

Partnership with Shelby County Schools. In 2012, the SCS received School Improvement Grant funds to support the creation of an Innovation Zone or “iZone,” which affords SCS the flexibility to implement turnaround at any of its priority schools (those ranked in

the bottom 5% in the state in academic achievement). Innovation Zones, like the ASD, can take in any school ranked in the bottom five percent in the state, dubbed “priority schools,” and are charged with improving them so that they are in the top 25 percent in the state. I-Zone schools remain under district management and receive additional funding to implement new operational and academic changes in order to improve student achievement. Aspire has been authorized by the SCS to operate iZone charter schools next year.

Aspire is committed to partnering with other Tennessee LEAs operating priority schools who seek improvement and transformation solutions. Aspire’s LEA partnership activities align, and will continue to align, with Tennessee’s efforts to serve students attending priority or focus schools, as described in its approved ESEA waiver request, including its college- and career-ready expectations for all students, its systems for differentiated recognition, accountability and support, and its system for supporting effective instruction and leadership.

Competitive Preference Priority 3 – Promoting Diversity.

Aspire has a strong record of actively promoting student diversity of all types, including racial and ethnic, ability and English proficiency, in the low-income communities it targets that are comprised largely of communities of color. Across its 37 schools, 69% are Latino, 17% are African American, 7% are white, and 4% are Asian American, mirroring the racial and ethnic make-up of the communities Aspire serves. As well, Aspire serves students with disabilities and English Learners at rates comparable to the rates at which those students are served in public schools in the districts where Aspire schools are located. Among Aspire students, 8% are students with disabilities, and 28% are English Learners, compared to 12% and 25%, respectively, in surrounding district schools.

Aspire strives to ensure that the student population at each Aspire school is reflective of the general population of the communities it serves. Aspire monitors the racial and ethnic balance among its students on an annual basis and engages in a variety of means and strategies, including monitoring and revising its student outreach plan on an annual basis, in an attempt to achieve a student population that reflects the community while honoring the rights of families to choose the best public school option for their student.

(a) Quality of the Eligible Applicant.

Aspire serves more than 13,600 students in 37 schools in California and Tennessee. The tables comprising the “CSP School Summary Table “ (**Appendix 1**) describe, for each Aspire school: the year founded; grades currently served; number of students; number of economically disadvantaged students, from major racial and ethnic groups, with disabilities, and limited English proficiency; results on the State assessment for the past three (3) years by subgroup (for schools open the past three years); attendance rates; student attrition rates for the past three years (for schools open the past three years); and (if the school operates a 12th grade) high school graduation rates, and college attendance rates. The table also includes suspension and expulsion rates by each subgroup for the past three (3) years for each school (for schools open the past three years).

As shown in the table, Aspire serves students in grades PreK through 12, from across the racial, ethnic, ability and English language proficiency spectrums. Reflecting the fact that many low-income communities are comprised predominantly of students of color, the majority of Aspire students (85%) are Latino or African American. The table also shows that Aspire students attend school at a high rate (96%), while schools have a very low attrition rate (3.5%). As well, Aspire students graduated high school at the rate of 83% in 2013, and the college attendance

during the 2012-13 academic year was 87%. The table also provides the results on the California Standards Tests (CST) for the past three years by subgroup. Those results are discussed in section (a)(1) and (a)(3), below.

(a)(1) The degree, including the consistency over the past 3 years, to which the applicant has demonstrated success in significantly increasing academic achievement for all students, including educationally disadvantaged students.

Aspire has demonstrated its ability to increase academic achievement for all students, including educationally disadvantaged students, while opening new schools nearly every year and adding grades to existing schools. **Aspire is California's highest-performing large public school system serving a student population that is at least two-thirds low income.**

The Academic Performance Index for Aspire schools show significant attainment both Aspire-wide and at individual schools. In 2013, Aspire schools had an average Academic Performance Index (API) score of 816, which is 71 points higher than the average API of 745 for low-income students statewide. (Official state assessment scores for Aspire's Tennessee schools will not be released until fall 2014.)

The API is calculated by the state of California using the results of annual statewide assessments (the California Standards Tests, or CSTs) in English Language Arts (ELA) and mathematics. A score ranging from 200 to 1000 is assigned to each school, based on those test results. California has set 800 as the proficiency target for all public schools in the state.

In every community that Aspire serves across California, and at every grade range from K-12, its schools rank among the best in the region. Of Aspire's 24 California elementary schools with official results (one school shares a charter with another and thus its academic

achievement data is not reported separately by the state), 12 are the highest-performing schools within their local districts. In addition, Aspire operates top-performing high schools in Oakland, Berkeley, Lodi and Huntington Park. Two Aspire secondary schools, Aspire East Palo Alto Phoenix Academy and Aspire Vanguard College Prep Academy, witnessed significant gains, growing API scores by 39 points to 819 and 875 respectively. In addition, all of Aspire's second-year schools earned higher API scores than in their first year of operation.

In every community that Aspire serves, its schools are top-performing. Five Aspire schools are the highest-performing schools within their local districts. They include Aspire Port City Academy in Stockton Unified, Aspire Vincent Shalvey Academy in Lodi Unified, Aspire University Charter School in Sylvan Unified, Aspire Vanguard College Prep Academy in Empire Union and Aspire East Palo Alto Charter School in Ravenswood City School District.

Regional highlights include the following:

- In the **Los Angeles region**, Aspire operates the four highest-performing elementary schools, the highest-performing middle school and the second highest-performing high school in Huntington Park, where Aspire serves 2,200 K-12 students. Aspire Firestone Academy earned an API of 859, making it the top-performing elementary school in South Gate. Aspire Gateway Academy is the third highest-performing elementary school in South Gate.
- In the **Central Valley**, Aspire schools rank as the highest-performing elementary schools in the Stockton Unified School District, Lodi Unified School District and Sylvan Unified School District. Aspire Port City Academy and Aspire Rosa Parks Academy are the first and fifth highest-performing elementary schools in the Stockton Unified School District respectively. Aspire Vincent Shalvey Academy and Aspire River Oaks Charter are the two highest-performing elementary schools in the Lodi Unified School District. Aspire Vanguard

College Prep Academy is the top middle/high school in the Empire Union and Ceres Unified school districts.

- In the **Bay Area**, Berkeley’s Aspire California College Preparatory Academy is the highest performing high school in the city with an API of 793. Aspire Lionel Wilson College Prep Academy earned an API of 807 – making it the highest-performing high school with at least 175 students in the Oakland Unified School District. Aspire East Palo Alto Charter School, with an API of 820, is the top elementary/middle school in the Ravenswood City School District.

The API system also documents the ranking of schools with similar demographics. A Similar Schools ranking of 10 indicates that a school is in the top 10% of schools with similar student populations. In 2011-12, the last year for which Similar Schools ranking are reported, Aspire averaged 7.6 out of 10 on the rankings. 16 schools scored a 9 or 10, meaning that **those schools are outperforming at least 80% of schools with similar demographics.**

Aspire students, including educationally disadvantaged students, have shown increased academic performance on the California Standards Test, upon which the API is based. Aspire has demonstrated success in increasing student achievement for educationally disadvantaged students, including low-income students, students with disabilities and English Learners, as shown by increases by each subgroup on the CSTs. From 2002 to 2013, in ELA, the percentage of low-income students and students of color scoring “proficient” or “advanced” (P/A) increased from 12% to 53%. From 2005 to 2013, the percentage of students with disabilities and English Learners that scored P/A in ELA increased from 9% to 29%. From 2002 to 2013, in math, the percentage of low-income students scoring P/A increased from 17% to 56%, while students of color scoring P/A increased from 23% to 56%. From 2005 to 2013, the

percentage of English Learners scoring P/A in math increased from 22% to 46%, and the percentage of students with disabilities scoring P/A increased from 34% to 35%.

More Aspire students complete college preparatory coursework. From 2011 to 2013, the percentage of Aspire students completing the “A-G” coursework required for admission to a University of California or California State University school has increased from 90% to 98%. For low-income students, that percentage increased from 90% to 99%, and for students of color, from 88% to 98%. This compares to only 44% statewide for other California public school students (California Department of Education data for 2012-13, the most recent available).

Aspire students, including low-income students, graduate high school at high rates, and 100% of those students are admitted to a four-year college or university. For the past three years, 84% of all Aspire students who began 9th grade with Aspire graduated from Aspire within four years. This rate is the same for Aspire’s low-income students. (The California Department of Education has not issued official graduation data for other Aspire subgroups for each of its schools because the numbers at some schools are so small that student privacy laws prohibit the publication of that data.)

For the past four years, 100% of Aspire graduates have been admitted to at least one four-year college or university, and often more than one. Aspire graduates have attended some of the highest-ranked and selective higher education institutions in the nation, including Yale, Cornell University, Columbia University, Amherst College, Brown University, New York University, Rice University, Spelman College, Wellesley College, and the University of California, Berkeley.

(a)(2) The degree, including the consistency over the past 3 years, to which the applicant has demonstrated success in closing historic achievement gaps for the following subgroups of students: economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and students with limited English proficiency.

Aspire has been successful in closing achievement gaps between the educationally disadvantaged groups that it serves. As described in Section (a)(1), Aspire has been successful in increasing academic achievement for subgroups of students: economically disadvantaged students, students of color (who comprise the majority of students Aspire serves), students with disabilities and English learners. Each group's CST scores have increased over the past years, and low-income students and students of color are completing A-G coursework at rates on par with all Aspire students and outpacing the California statewide rate three to 1.

In regard to "historic achievement gaps," i.e. those between historically higher achieving subgroups (e.g., white, Asian and higher-income students) and historically lower-achieving subgroups (e.g., students of color, low-income students, students with disabilities, English learners), Aspire subgroups of students show narrower gaps than those at district schools or those statewide. For example, over the past three years, the difference between the percentage of Aspire students of color scoring Advanced/Proficient on the CSTs and the percentage of white/Asian American students is less than that of students in district schools and schools statewide. In math, for Aspire students the difference was 22%, compared to 25% for district students, and 24% for students statewide. In ELA, the percentage difference was 26% for Aspire students, compared to 28% for district students, and 31% for students statewide.

(a)(3) The degree, including the consistency over the past 3 years, to which the applicant has achieved results for low-income and other educationally disadvantaged students served by the charter schools operated/managed by applicant that are significantly above the average academic achievement for such students in the state.

Aspire’s student data shows that, on multiple measures, Aspire students, including low-income and educationally disadvantaged students, are achieving at higher levels than students in neighboring districts and statewide.

Aspire Students Overall Score Higher on Statewide Tests. Over the past three years, more Aspire students have scored Advanced/Proficient (A/P) on the California Standards Tests than either the average for students at schools in neighboring districts (that serve similar demographics of students) and for students statewide. In math, an average of 61% of Aspire students scored A/P, compared to 43% of district students, and 51% of students statewide. In ELA, an average of 58% of Aspire students scored A/P, compared to 48% of district students, and 56% of students statewide.

Aspire Students in Educationally Disadvantaged Subgroups Score Higher on Statewide Tests.

- **Low-Income Students.** Low-income students at Aspire schools score significantly higher than low-income students in neighboring districts or statewide. In math, an average of 57% of low-income Aspire students scored A/P, compared to 38% of low-income district students, and 43% of low-income students statewide. In ELA, an average of 54% of low-income Aspire students scored A/P, compared to 41 % of low-income district students, and 44% of low-income students statewide.
- **Students of Color (Latino and African American).** Aspire students of color also score

significantly higher than students of color in neighboring districts and statewide. In math, an average of 57% of Aspire students of color scored A/P, compared to 36% of district students of color, and 41% of students of color statewide. In ELA, an average of 54% of Aspire students of color scored A/P, compared to 41% of district students of color, and 43% of students of color statewide.

- **English Learners.** Aspire’s English learners are also scoring well above district and state English learners on state assessments. In math, an average of 50% of Aspire English learners scored A/P, compared to 28% of district students, and 37% of students statewide. In ELA, an average of 34% of Aspire students scored A/P, compared to 19% of district students, and 24% of students statewide.

Aspire Students Attend and Stay in School at High Rates. Aspire students overall attended school at a rate of 96% over the past three years, the same rate as for Aspire’s low-income students, students of color, and English learners. The rate for students with disabilities was 95%. Aspire students also stay at Aspire schools at high rates. For all Aspire students, the retention rate is 96%, the same rate as for Aspire’s low-income students and students of color. English learners and students with disabilities attend at a rate of 97%. (There is no district or state comparison data for attendance and retention because California does not include those measures in its student data system.)

Aspire Students Graduate High School at Rates Higher Than Students Statewide.

Over the past three years, Aspire students overall have graduated at the rate of 84%, compared to 79% of students statewide. The rate for low-income Aspire students was also 84%, compared to 73% of low-income students statewide. (Aspire obtained this data from the California Department of Education website.) Aspire does not have graduation rates for its other subgroups

because, at some of its schools, the number of students in specific subgroups is less than ten, which means that the state will not provide data on those students to protect student privacy.

Aspire Students Attend College and Persist at Rates Higher Than Students

Statewide. Based on Aspire graduates' self-reporting of college attendance status, Aspire has determined that 93% of the Class of 2011 was attending college in the 2011-12 academic year; 85% of the Class of 2012 was attending college in 2012-13, and 87% of the Class of 2013 was attending college in 2013-14.

Also based on self-reporting, of all Aspire alumni respondents, in December 2011, 84% were still enrolled; in December 2012, 85% were enrolled as of December 2012; and 88% were enrolled as of December 2013.

(b) Contribution in Assisting Educationally Disadvantaged Students.

The Aspire Schools to be Replicated and Expanded Will Serve Primarily

Educationally Disadvantaged Students. Aspire plans to open seven schools and expand three current schools in Tennessee over the next five (5) academic/grant years (starting in SY15-16). The proposed CSP request will support the addition of 3,900 predominantly educationally disadvantaged students.

Aspire partnered with the Achievement School District (ASD) in Memphis to open its two current schools in Memphis (Aspire Hanley Elementary #1 and #2) and the third (Aspire Coleman Elementary) which will open in Memphis in fall 2014, and will continue to explore options to open additional schools within the ASD. As described above under Competitive Preference Priority #2, the ASD was created to take over and transform the lowest 5% of schools in the state in academic achievement into among the top 25%. With CSP funding, Aspire plans to add grades 6-8 to these three preK-5 schools over the next three school/grant years: Hanley #1

and #2 will add grades 7 and 8 (adding grade 6 in fall 2014), and Coleman will add grades 6, 7 and 8. Among students at Hanley #1, #2 and Coleman, 96 % are African American and 97 % are economically disadvantaged. Ten percent have disabilities and three percent are English learners.

Aspire has been approved by the Shelby County Schools district (SCS) in Memphis to operating iZone charter schools in the district, which schools, like those in the ASD, are also within the state's bottom 5% in academic achievement. (See discussion above, under Competitive Preference Priority #2, regarding iZone schools.) Aspire expects the students it will serve in partnership with SCS will be similar to those at its current Memphis schools, i.e., mostly African American, economically disadvantaged, and performing far below grade level. In addition, Aspire will consider opportunities to partner with other districts in Tennessee that are committed to turning around underperforming schools that currently serve educationally disadvantaged students.

Aspire's Has Been Successful in Improving Educational Achievement and Outcomes for Educationally Disadvantaged Students, Including Students With Disabilities and English Learners. As described in section (a), *Quality of the Eligible Applicant*, above, and Student Data Table in Appendix 1, Aspire schools in California have a strong record of outperforming schools serving similar populations of students in educational achievement and outcomes, including educationally disadvantaged students.

Aspire's Educational Program Will Enable Students, Including Educationally Disadvantaged Students, to Meet or Exceed State Academic Content and Student Academic Achievement Standards, and to Graduate College and Career Ready. Aspire's educational program is designed to give all students, including educationally disadvantaged students, the content knowledge and habits of mind necessary to graduate high school college-

ready. The Common Core State Standards (CCSS), which Tennessee has begun to implement¹, drive the instruction of all Aspire charter schools by providing the road map of what students need to know. Aspire’s rigorous, college preparatory curriculum and instructional practices, as described below, will ensure that all students are equipped to meet or exceed state academic content and student achievement standards, and to graduate college and career ready.

Curriculum and Instructional Practices.

Curriculum. Aspire uses a combination of adopted programs and curriculum developed in-house to meet Aspire standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is articulated as a K-8 system and based on the CCSS. All elements of the curriculum are research-based and have been proven effective in schools and are designed to help prepare students for college. The specific CCSS curriculum materials are being determined through an organization-wide adoption process. Curriculum components include:

- *Language Arts:* Students communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose, e.g., through oral reports and debates, written letters and essays. Through the examination of various texts, students demonstrate critical reading and active listening skills in order to comprehend, interpret, and evaluate ideas. Students write extensively in both expository and creative forms. When students are

¹ Recent Tennessee legislation freezes CCSS implementation this year, so that schools will continue to implement CCSS ELA and math content standards, but will delay adopting science or social studies standards. As well, the state is delaying the use of CCSS standards and schools will continue using the Tennessee Comprehensive Assessment Program (TCAP) standards until a decision is made by the state regarding assessments. Aspire will continue to align curriculum content and assessments with those approved by the Tennessee Department of Education.

learning to read, instruction will focus on phonemic awareness, phonics instruction, fluency, and text comprehension. Writing is integrated into the learning process.

- *Social Science*: Aspire’s history and social studies curriculum ensures that students are historically literate and become active, informed citizens. Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials include primary sources, historical literature, and a variety of non-fiction texts. Throughout the K-8 instructional program, social science and language arts are interwoven.
- *Mathematics*: Students apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to be competent in symbolic reasoning and in constructing logical arguments. A balanced approach provides both the conceptual understanding of math and the skills to solve problems.
- *Science*: Students demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. They apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. Aspire’s

curriculum materials may be supplemented with scientific readings and local resources such as guest speakers, field trips, and presentations.

- Visual and Performing Arts: Appreciation and participation in the arts are essential to each student's development. At the elementary level, arts are integrated into thematic units to inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.
- Physical Education: Students receive regular physical education instruction. Emphasis is placed on activities that students are likely to engage in throughout their lives (e.g. running, dancing).

Instructional Practices. Aspire educators use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher's knowledge of how students best learn different topics, and are usually used in combination. Aspire has created Instructional Guidelines in math, language arts, science and humanities, that spell out the frequency and purpose for each type of instruction. The guidelines, as well as externally-produced materials, provide the structure for a standards-based curriculum. Aspire educators are trained to adapt instruction in ways that maximize personalized learning. The major strategies used include *explicit instruction* (teacher presents the lesson, then students individually demonstrate their new skills or knowledge); *massed and distributed practice* (provides students with multiple opportunities to practice new skills upon initial learning, distributed over the course of many months to increase retention); *problem solving* (provides students with a step-by-step process for determining solution); *inquiry* (students presented with

problem/question – formulate/test theories to work towards solution); and *authentic experiences* (literacy skills acquired through reading and writing experiences that are used in real life).

Technology and Blended Learning. From individualized learning to computer science skills, Aspire provides diverse opportunities for students to utilize technology. Aspire teaches the skills, habits, and knowledge students need to be literate users of technology at every grade level. One approach that Aspire utilizes within its instructional model is its **Blended Learning** program, which emphasizes:

- *Time:* Defined opportunities and spaces for teachers to work with small groups of students to address targeted learning goals (individualization), enhance or extend the curriculum (rigor), and spend time analyzing student data (monitoring).
- *Differentiated Experiences (Rotation Model)/Individualized Learning:* Students work on computers in structured group rotations, while teachers provide differentiated small group instruction, based on student achievement data. While on the computers, students engage in individualized adaptive learning software programs in both ELA and math. Teachers use data generated from these programs to inform instructional decisions.
- *Data to Inform Practice:* Blended learning software provides multiple data points to measure student growth.

Blended Learning requires additional computers/tablets, software, a supportive technology infrastructure, and additional personnel for technology implementation, maintenance, and teacher support.

Developing and Supporting Effective Educators and School Leaders. Aspire believes, and a wealth of research shows, that an effective teacher in the classroom is the key to accelerating student achievement. Aspire piloted and is now fully implementing robust teacher

supports and performance management tools as part of its work on teacher effectiveness. In 2012, the U.S. Department of Education Teacher Incentive Fund recognized Aspire's strong commitment to developing effective teachers by awarding a multi-year grant to Aspire, to enrich and expand its teacher effectiveness work. Aspire has developed a teacher observation protocol, the Aspire Instructional Rubric (AIR), which explicitly defines criteria for rigorous instruction, and is looked to as a model by other CMOs and public school districts. Teacher performance, professional development, leadership opportunities and compensation are based on student achievement, classroom observations, and parent and student survey data. Aspire's teacher effectiveness work ensures that Aspire teachers understand effective teaching, have the professional development support to deliver it, and are rewarded accordingly based on years of effectiveness.

With the goal of maintaining a pipeline of new, effective Aspire teachers, Aspire conducts its own teacher training through the **Aspire Teacher Residency (ATR)**. ATR is a supportive teacher training program that recruits and trains individuals of all ages and backgrounds to become highly-effective teachers. Similar to the medical residency model, ATR prepares teachers by pairing theory and practice through master's level coursework, cohort trainings, and classroom practicum, co-teaching alongside a Mentor Teacher for one year. At the end of their residency year, participants earn their Master of Arts in Education and California Preliminary Teaching Credential through Aspire's partner, the University of the Pacific. Among ATR graduates, 95 % have been rated effective or highly-effective in their first year of teaching, based on Aspire's Teacher Effectiveness Data.

As effective school leaders are nearly as crucial to student achievement as classroom teachers, Aspire launched its **Aspire Principal Residency (APR)**. The APR is an opportunity

for high-performing and promising educators and administrators to prepare to be an Aspire principal. Residents are assigned an administrative role within an Aspire school with a mentor principal, receiving coaching, managing projects and taking supplemental classes. Residents take the School Leaders Licensure Assessment, which qualifies one to receive an administrative credential. APR includes a modified program for those residents who already have a Masters in Educational Administration or an administrative credential, so they can more quickly move into a school leadership role.

Aspire’s Educational Program Will Support Students With Disabilities, English Learners, and Students Achieving Below Grade Level in Mastering State Academic Content and Student Academic Achievement Standards.

Students With Disabilities. Aspire shall comply with all requirements of the Federal Individuals with Disabilities in Education Act (IDEA) and State laws and perform all corrective actions deemed necessary by its charter authorizer(s) or the Tennessee Department of Education Division of Special Education. Aspire will provide students with disabilities with a free and accessibly appropriate education in the least restrictive environment. Aspire is dedicated to ensuring that identified special education students are enrolled in the general education classroom setting along with their non-disabled peers and shall have same access to participate in extracurricular activities as their non-disabled peers.

Aspire will comply with Section 504 of the Rehabilitation Act, which requires schools to provide students with disabilities appropriate educational services and ensure that their individual needs are met to the same extent as their non-disabled peers, prohibiting discrimination on the basis of disability. The decisions regarding specialized academic services each student will receive are the responsibility of the Individualized Education Team, which

includes the involvement of parents in decision-making and developing the written Individualized Education Plan (IEP). In the IEP process, general education teachers, specialists, students, and parents work together to share information and create an IEP that addresses the student's unique learning needs and specific requirements related to a student's disability. The IEP may include specialized academic instruction, classroom accommodations for a student, or specific supports which will enable a student to progress towards learning or behavioral goals in the least restrictive environment.

The identification process for students who would be eligible for special education services under the IDEA begins when students are enrolled in an Aspire school. Through the process of "Child Find," an early intervention strategy mandated by the IDEA and the State of Tennessee, each school fulfills the obligation of locating, evaluating, and identifying children with disabilities who may be in need of special education. The Student Success Team will initiate the referral process, if appropriate, for special education or other services. Specialized Academic Instruction will be provided by the Education Specialist (Mild/Moderate or Moderate/Severe) as determined in an eligible student's IEP.

English Learners. Aspire is committed to the success of its English learners (ELs), and provides supports both within academic classes and in supplemental settings for students who need additional help learning English. Aspire schools meet all applicable legal requirements for ELs as they pertain 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 requirement. Aspire has policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Aspire's program for ELs

is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements.

Aspire administers a home language survey upon a student's initial enrollment (on enrollment forms). All students who indicate that their home language is other than English will be given the English Language Development Assessment (ELDA) or tested with any new English Language Development test adopted by Tennessee during the testing window. Aspire schools notify all parents of the school's responsibility for ELDA testing and of ELDA results within 30 days of receiving results from the publisher. The ELDA is used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

To meet the needs of ELLs, Aspire has added a number of bilingual teaching strategies to its core program, including Specially Designed Academic Instruction in English (SDAIE), an approach tailored to students learning English that teaches both academic content and language. Additional strategies include the use of objects, illustrations, audio and visual media, and peer interaction. As well, Aspire teachers receive professional development in teaching English learners in their appropriate content areas.

As students gain proficiency, they are reclassified as Transitional Limited English Proficient students. Students exit bilingual classes and begin the transition to all mainstreamed classes. During the first two years of this transition, the student's teachers and the school's ESL department communicate frequently to monitor student progress and provide interventions as needed.

Students Achieving Below Grade Level. Students with intensive academic support needs are determined through Response to Intervention (RtI), a universally adopted system that identifies academic and behavioral challenges, and focuses on matching interventions to

students' needs, monitoring progress and making changes as needed. RtI ensures that students below grade level, or students achieving below expected levels of performance, receive additional instruction or intervention to ensure progress towards expected levels. Systematic progress monitoring of results of instruction or intervention guides decision-making about the intervention's success and student's next step.

Students who perform below the acceptable level may receive a mix of intervention services, including: in-class individual targeted instruction by classroom teachers; in-class small-group guided learning by classroom teachers; before- or after-school instructional support provided by non-classroom educators in a one-on-one or in small groups; participation in a specialized support class taught by a literacy specialist or other educator. If a student does not make sufficient progress to meet grade-level standards in one or more areas, the Student Success team will determine whether the student needs a comprehensive evaluation.

How Aspire Will Inform All Students About Schools and Recruit Students for Enrollment, and Given an Equal Opportunity to Attend Schools.

Aspire has successfully developed a multi-pronged approach which includes reaching out to neighborhood groups and associations that serve families and children in the area, including faith-based organizations, Boys and Girls Clubs, neighborhood associations, rotary clubs, and other civic institutions. Additionally, Aspire reaches directly to families (often door-to-door) in the neighborhoods where the schools will be located, with Open Houses, community meetings, and tabling at community events. The school opening and recruitment activities are generally advertised through newspaper ads, community announcements, door flyers and other postings.

How Aspire will Recruit and Admit Students, and How Its Lottery Will be Consistent With State Law and the Charter Schools Program Authorizing Statute.

Application and Admissions. The Aspire application process is comprised of Completion of a Student Interest Form for each child who is interested in attending the Charter School. Thereafter, applications are accepted during a publicly advertised open application period each year, for enrollment in the following school year. Following the open enrollment period, applications are counted to determine whether any grade level has received more applications than availability.

Use of Lottery. Aspire complies with state law and CSP statutes required when using an admissions lottery if more students apply for admission to the charter school than can be admitted.

Information Regarding Weighted Lottery.

(1) The circumstances in which a weighted lottery would be used, including the specific categories of students the weighted lottery would favor. If an Aspire school is oversubscribed and, consequently, must use a lottery, it will include in that lottery all eligible applicants for admission. Aspire may exempt from the lottery those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply. Aspire will use a weighted lottery, as permitted by state law, if its schools are oversubscribed. The categories of students the weighted lottery would favor are described below (*see* T.C.A. Section 49-13-106):

Initial Year. Enrollment preferences in the case of a public random drawing (lottery) shall be as follows:

- All students enrolled in the school at the same location in the previous year, for the grade levels that Aspire proposes to operate (assuming the school utilizes an LEA-owned facility).
- Children of Aspire regular, full-time employees (not to exceed 15%) and children of founding families (not to exceed 15%) of the new school.

- Siblings of students already admitted to the school.
- Students residing within the state-mandated attendance boundary for that school.
- Students residing in the adjacent attendance boundary areas that are currently zoned to state-mandated priority schools.
- All other students attending state-mandated priority eligible schools.
- No more than 25% of students who are not zoned to attend state-mandated priority schools.

Subsequent Years. All existing Aspire students currently enrolled are guaranteed enrollment in the following school year. Enrollment preferences in the case of a public random drawing (lottery) shall be as follows:

- All currently enrolled Aspire students.
- Children of Aspire regular, full-time employees (not to exceed 15%) and children of founding families (not to exceed 15%) of the school.
- Siblings of students already admitted to the school.
- Students residing within the attendance boundary for that school.
- Students residing in the adjacent attendance boundary areas that are currently part of or are eligible to be part of the LEA.
- All other students attending educationally disadvantaged priority schools.
- No more than 25% of students not zoned to priority schools.

Parents of students who were not granted admission due to capacity shall be given the option to put their name on the waitlist according to their draw in the lottery, giving them the option of enrollment in the case of an opening during the current school year. The waitlist will not carry over to the following school year.

(2) Evidence that the State permits the use of a weighted lottery under the circumstances in which a weighted lottery is proposed to be used.

As permitted by Tennessee state law, T.C.A. Sec. 49-13-113, charter operators are allowed the use of weighted lotteries in favor of educationally disadvantaged students, defined as students in the categories described in section 1115(b)(2) of the ESEA, which include students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless students. In addition, T.C.A. Section 49-13-106(b), provides that:

“students living in other school zones may enroll after those living in the school zone, but only if there is program, class, grade level and building capacity to serve the out-of-zone students. If applications by out of-zone students exceed the charter school's capacity, then enrollment of out-of-zone students shall be determined on the basis of a lottery. Out-of zone, students who attended the school the previous school year and such students' siblings may be given preference in enrollment. Parents whose children are enrolled in the existing public school to be converted shall have the option to enroll their children in another public school operated by the LEA without penalty.”

(3) The mechanisms that exist for any oversight entity to review, approve, or monitor specific lottery practices, including the establishment of weight amounts if applicable.

All lottery preferences are subject to approval by charter authorizers. Any changes Aspire wishes to make to lottery preferences have to go through the charter renewal or material revision process, so authorizers have a chance to provide input to both the lottery preferences and the order in which they are applied. During the charter approval and subsequent renewal processes, all lottery practices and provisions are reviewed and approved by the chartering authorizer.

(4) The use of a weighted lottery for a permitted purpose is within the scope and objectives of the proposed project. As Aspire plans to open schools in Tennessee targeting educationally disadvantaged students as permitted by Tennessee state law, T.C.A 49-13-113, Aspire will employ rankings in favor of educationally disadvantaged students, defined as students in the categories described in section 1115(b)(2) of the ESEA, which include students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless students. State law also allows for the preference of students geographically zoned to public schools, including public charter schools. Aspire will follow this state requirement in prioritizing students zoned to those schools opened; these students are also educationally disadvantaged.

(5) The amount or range of lottery weights that will be employed or permitted and the rationale for these weights. Aspire uses ranked lottery preferences, which function in a similar way as weighted lotteries but are not the same. Some chartering entities and approved charters allow for the weighting of certain preferences 3:1 for example, so they put in three entries for every one available spot. Aspire employs only ranked or weighted lotteries that are permissible by federal statute and state law, which allow for preferences such as for founding school families, children of employees, and siblings of currently enrolled students. These are permissible per federal statute, and honor families that contribute substantially to the founding of the school (non-financially) and easing the strain on parents by keeping children close by and siblings together.

(c) Quality of the Project Design.

Aspire Schools' Program Design Elements.

- *Small Schools and Classes; PK-8 Structure:* Students are more likely to succeed in small schools, where teachers and the principal know each student and family well. Aspire schools are small, with target PK-8 enrollment between 400 and 600, and approximately 70 students per K-8 grade level, placed into divisions and small classes to create a community where each student is known personally. Aspire strives to maintain a 22:1 student-teacher ratio in grades K-3 and a 30:1 ratio in grades 4-8. The PK-8 school structure prevents the loss of learning that research suggests occurs in the transition to middle school.
- *Looped Grouping:* In grade K-5, teachers strive to teach the same group of students for two years. This longer time allows teachers to learn each student's strengths and weaknesses and, accordingly, tailor instruction more quickly in the second year, and to develop a caring relationship with each student.
- *Advisory Groups:* Beginning in grade 6, each student is assigned to an advisory group that meets regularly 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). Ideally, the same group stays together for several years, sometimes through graduation, and provides a support structure for students.
- *More Learning Time.* Aspire provides 15% more learning time (one more hour of instruction per day) for students than traditional public schools. Aspire schools provide approximately 186 to 190 days of instruction, about 6-10 more days than traditional Tennessee public schools. Some additional days are on Saturday, when families can attend class with their children.

Aspire Will Involve Parents and Other Community Members in the Planning, Program

Design, and the implementation of its Proposed / Expanded Schools. Aspire will reach out to

families and other community members during the outreach and recruitment activities described above to share components of Aspire's education model and to get input on the values, goals and objectives they have for their children's education, as well as how they want to be involved.

Aspire intends for each of its schools to become the core institution of the community by hosting events as neighborhood meetings, science fairs, student performances, and other events depending on the needs of the neighborhoods. Schools may also establish Advisory School Councils (ASCs) to engage parents in the community and ensure they have a voice in the educational well-being of their children.

Parental involvement opportunities include *student-led conferences* (parents, students and teachers meet formally at least twice a year to plan and assess student learning progress and determine goals); *student exhibitions* (parents sit on panels to judge student work); *school and staff evaluations* (parents complete surveys each year evaluating the strengths and weaknesses); *volunteer opportunities* (helping in classrooms, serving on panels to judge student work, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees); *advocacy (opportunities to communicate support for their school to the public, educators and policy makers and advocate for resources)*.

Aspire will continue its tradition of building cooperative relationships with its surrounding school districts and reaching out to partner with multiple community agencies, such as the YMCA, Boys and Girls Clubs, local universities and national organizations such as Girls, Inc., and AmeriCorps, to create links to resources for students and families.

(c)(1) The extent to which the goals, objectives, and outcomes to be achieved are clearly specified, measurable, and attainable.

Aspire will replicate its successful public charter school model by opening seven additional schools in Tennessee, and will expand enrollment at three other Aspire schools in Tennessee. The schools will be located in educationally and economically disadvantaged communities and serve students from PK-8 when fully enrolled. Aspire will deliver a college readiness curriculum at all grades and will serve 3,900 students in Tennessee over the five-year grant term, and expanding to 5,600 when all schools are fully grown

The schools Aspire plans to transform are currently low-performing schools on the state's priority list as a result of performing in the bottom 5% of state schools. Aspire aims to improve these schools into the top 25% of schools, mirroring the purpose of the ASD, which has already authorized Aspire to open schools in Memphis.

Aspire has two primary goals for its growth: (1) replicating its successful model, and (2) adhering to proven practices in new schools, each of which is further detailed with objectives and outcomes below. In addition to these goals, Aspire will share best practices with its partner districts and the broader Tennessee community. Aspire is eager to collaborate on building strong supports and outcomes for special education students, developing innovative teacher effectiveness practices, and ensuring robust and flexible data systems - all areas for which Aspire has been lauded. The mechanisms for collaboration in these areas, and others, are further detailed below.

Goal 1: Replication. Aspire will open seven high-quality charter schools in the five years of the CSP grant to serve educationally disadvantaged students in Tennessee, and expand two opened in SY13-14 and a third to be opened SY14-15 in Memphis, during that same timeframe.

Objective. Aspire will ensure that it has the legal and statutory ability to replicate. The organization will work with partner districts to ensure that it has been chartered for all seven

new schools. The organization will also work with legislative and community-based organizations as needed, to ensure it can serve the target number of students.

Outcome 1: Aspire will ensure that 3,900+ low-income have access to a high-quality educational experience in Tennessee. **Outcome 2:** Ten (10) Aspire schools in Tennessee will be financially secure and sustainable, as documented by annual budgets, chartering district reports, and CPA audits. **Outcome 3:** Seven new PK-8 Aspire schools will be opened and three existing schools will be expanded in Tennessee.

Goal 2: Fidelity to Model. The new Aspire schools opened in Tennessee will be designed to replicate the proven success of Aspire existing schools, including the model's **seven (7) core elements.**

Objective 1: All students have access to a high quality education, characterized by **(1) high standards and clear learning goals, (2) a balanced curriculum, (3) a variety of research-based teaching strategies, (4) educator support, (5) rigorous assessment, (6) individualized student support, and (7) extra learning time:**

- All Aspire schools have **high standards and clear learning goals** that are aligned to college readiness standards. These standards ensure that students learn basic skills across core academic content, as measured by the number of students scoring proficient or advanced on annual state assessments. All Aspire schools will provide a **balanced curriculum.** Aspire uses a combination of programs created in-house and externally developed and validated resources.
- Aspire schools will use a variety of **research-based teaching strategies** to present standards and curricula. (Instructional strategies detailed in Section (b) above (Contribution in Assisting Educationally Disadvantaged Students.).)

- **Educator support** ensures that teachers are meeting student needs. First year teachers, in particular, can expect to receive regular coaching from an Aspire coach on the Instructional Guidelines and the Aspire Instructional Rubric (AIR). All teachers can expect to be evaluated on AIR through either multiple mini-observations throughout the year or through several formal observation cycles. Teachers are also expected to participate in weekly professional development targeted to meet school-wide needs. Aspire schools employ **rigorous assessment**, using data to drive practice on an individual, classroom, and school-wide level. Aspire has a calendar of assessments developed to ensure that student progress is carefully tracked across various subject areas, that teacher efficacy is constantly improving, and to measure the success of the educational program as a whole. Students are assessed through nationally recognized tests (i.e. Developmental Reading Assessment), assessments required by the state or local district (i.e. TCAP, Measure of Academic Progress), progress monitoring tools (i.e. Dynamic Indicators of Basic Early Literacy Skills), curricular assessments, teacher-developed assessments (i.e. quizzes, tests), qualitative evaluation (i.e. teacher anecdotal records) , and the examination of other work samples (i.e. interdisciplinary final projects, writing work).
- As described in detail above, Aspire schools provide **individualized student support**, including support for struggling students and ensuring that high-performing students are appropriately challenged.
- As described above, Aspire provides **extra learning time** to ensure students can maximize in-depth learning.

Outcome: Aspire students learn and master basic skills, thinking skills, and life skills that prepare them to be college-ready when they graduate from high school:

- 10% more students score proficient or advanced each year based on state assessments.
- 80% of students meet annual growth goals on district assessments (i.e. MAP)
- 95% of students attend school daily.
- 80% of teachers score a 3 or above on the AIR rubric.²

Objective 2: All students will attend a school with a **robust culture and climate, created by strong design features, intervention for students struggling with behavior, and strong relationships with family and community.**

- All schools will be designed to include structures proven to create a **strong student and staff culture**. All Aspire schools are characterized by a number of elements designed to ensure a robust culture (detailed above), including small schools, small classes, a PK-8, structure, looped grouping, and cohort advisory groups.
- Aspire schools will include **supports for students struggling with behavior** (supports detailed above).
- Aspire schools strive to create a **strong relationship with families**. Teachers, parents, and students sign a school-family-student compact at the beginning of the school year which affirms mutual accountability for student success, staff development, and parent satisfaction. Staff members meet with parents to review students' report cards, discuss their academic progress and challenge areas and suggest ways to support at home.

² The AIR includes four performance levels, with “1” the lowest and “4” the highest. A score of “3” means that the teacher is consistent in demonstrating a specific indicator (e.g., selection of learning objectives), and student learning is improved.

Outcome: Aspire schools have a **strong sense of community**, as measured by:

- 80% parent satisfaction with their student’s education
- 80% student satisfaction with their school’s culture and climate
- Less than 3% rate of expulsion.

(c)(2) The extent to which the proposed project is supported by evidence of promise.

As indicated in both this project narrative and logic model (**attached as Appendix 2**), Aspire relies heavily on research-based practice and theory. As a result, many components of Aspire’s program and philosophy have been developed using rigorous external research studies as well as internal action research. As part of replication, Aspire is committed to ensuring fidelity to the Aspire model, including the critical components of the model that Aspire knows to be linked to the outcomes it seeks for its students. A few of those critical components, which are set forth in the logic model, are:

- **DreamBox Learning:** Aspire implements DreamBox as part of Blending Learning, an opportunity for students to have differentiated instruction at their level, which teachers are able to meet with small groups for tailored instruction. A randomized controlled trial study by Wang and Woodworth in 2011 meets What Works Clearinghouse standards and finds a potentially positive effect on mathematic achievement for elementary school students. These findings were statistically significant ($P = 0.04$), with a small effect size of 0.11, suggesting a favorable relationship between DreamBox and mathematics achievement.³ This empirical evidence bolsters Aspire’s belief that this is an important component that will help the organization meet the achievement outcomes (e.g. increased proficiency on state and local assessments) it is aiming for.

³ (http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_dreambox_121013.pdf)

- **PK-8 School Configuration:** Aspire strives to build K-8 or PK-8 schools where possible. This is based on an extensive body of research about the optimal configuration of schools and grades. In a study of New York City schools, Jonah Rockoff and Benjamin Lockwood found a “sharp drop in student achievement related to the performance of those remaining in K-8 schools.” This decrease in achievement was 0.18 standard deviations for math, and 0.16 for English, which is approximately a quarter of the achievement gap between poor and non-poor students.⁴ These findings, from a quasi-experimental (i.e. randomized based on assumptions of similarity across middle school and non-middle school parents) controlled trial, were echoed in the statistically significant findings of Martin West and Guido Schwerdt that middle school attendance, rather than just school transition, is responsible for lowering student achievement, as seen in a state-wide study of Florida students.⁵ This is another critical component of Aspire’s model that research suggests will help it meet the desired achievement outcomes.

(d) Quality of the Management Plan.

(1) The management plan will achieve the objectives of the proposed project on time and within budget. (4 points)

Aspire’s Administrative Relationship with its Public Chartering Agency. As described above, Aspire seeks to partner with school districts in Tennessee who are focused on turning around failing schools. Many of these districts act as the chartering agency for their district. Having partnered with a variety of chartering agencies in California, including at the district,

⁴ (<http://educationnext.org/stuck-in-the-middle/> for a description of those results)

⁵ (<http://educationnext.org/the-middle-school-plunge/>)

county and state level, Aspire is experienced in have strong administrative relationships with its charter authorizers.

In Tennessee to date, Aspire’s charter authorizer has been the Achievement School District (ASD). Aspire’s administrative relationship with the ASD is governed by the charter agreements (“Charter Agreements”) it was entered into with the ASD to operate each of its schools within the ASD. Pursuant to those agreements, the ASD ensures that each Aspire school is governed and operated in conformance with Aspire’s charter application and the Charter Agreements, and all other applicable laws and regulations. Aspire is accountable to the ASD for ensuring implementation of the terms and conditions of the Charter Agreements. During the term of the charter, the ASD retains the right to review Aspire’s academic, operational and financial performance. Among the ASD’s responsibilities are the allocation and payment of state and local Basic Education Program funds, funds based on average daily attendance, and ESEA and other categorical grant funding received by the ASD for which Aspire schools are eligible. Aspire must comply with all federal regulations tied to such categorical funds. Aspire’s responsibilities include financial reporting and compliance with Tennessee Department of Education academic performance targets.

How Aspire Operates and Manages Its Schools.

Organization and Governance Structure. Each school under the charter will be an independent charter school governed by the Aspire Board of Directors. Aspire is a tax-exempt 501(c)(3) California nonprofit public benefit corporation. Aspire has a Tennessee Nonprofit LLC as a subsidiary that holds Aspire’s charters in Tennessee, all in compliance with Tennessee charter school and other laws.

Aspire is governed by a Board of Directors in accordance with California's charter school law, Tennessee's charter school law, the California Nonprofit Public Benefit Corporation Law and its bylaws. The Board's primary role is to serve as a group of engaged leaders and thought partners for Aspire's management and staff as they work to design and implement the organization's strategy. The Board's governance duties include defining the organization's mission, values, and vision; setting and implementing strategic direction; overseeing, evaluating, and supporting the CEO; monitoring the operational budget and finances for long-term viability; adopting policies to ensure that Aspire is run effectively and in compliance with law; and supporting Aspire fundraising and increasing public awareness.

Aspire complies with conflict of interest and disclosure requirements set by the Political Reform Act and its code has been approved by the California Fair Political Practices Commission. Aspire will comply with any required interest disclosure laws in Tennessee.

Local School Structure and Support. The Principal leads the design team and plan for the opening of a new Aspire school up to a year in advance. The Principal and school's Business Manager spend the planning period building relationships in the community, forming an advisory school council comprised of parents and community members and meeting with them on a biweekly basis to inform planning and decisions about the new school.

All teachers attend a school site retreat and summer training before school starts. The school retreat is the time for the principal and school leadership team to set the stage for the upcoming school year. The leadership team consists of the principal, three grade level lead teachers, an education specialist and the intervention specialist. The leadership team and the principal meet on a weekly basis throughout the school year to shape the school and inform decisions. The Advisory School Council meets once per month to advise the principal.

Support is also provided by the Memphis Regional Home Office which includes the Executive Director of Memphis, the Regional Director of Education, and other Regional staff including HR, recruitment, instructional coaches, special education, finance, data and technology. The team can also seek input from Aspire’s Chief Executive Officer, Chief Academic Officer, and other Aspire Senior Leadership team members.

The following is a list of the Regional Home Office staff, with the frequency and type of support provided to the school site:

Role	Frequency	Type of Support
Executive Director	10-20 hours/week	Work with principal to manage priorities and school opening check list
Operations Team		
Regional Director of Business and Operations	Weekly	Facilities, support with Business Managers, strategy and process support, Manages Ops Team
IT Manager	Weekly	Orders all items and manages contractors to install in school before start date
Talent Manager	Weekly	Recruitment, organizes selection days, vets candidates, Manages Substitute Pool
HR Manager	Weekly	Supports with onboarding all new hires and reviews all HR policies with principal before school starts
Financial Analyst		Plans start up budget and reviews projected budget for

	Biweekly	next year
Education Team		
Regional Director of Education	Weekly	Supports with developing PD Calendar, Planning summer training and retreat, input on ordering curriculum – Manages Ed Team
Program Specialist	Weekly	Develops SPED program based on caseload, supports with hiring SPED team and PD during summer for SPED teachers
Instructional Coaches (x # of schools)	Weekly	Plan summer training, draft pacing guides, assessments, set up classrooms with teachers, assist with hiring
Regional Student Services Coordinator	Monthly	Provides PD to Deans and Counselors during the summer, supports with selection of deans and counselors
Data & Assessment Manager	Weekly	Collects data on students from previous school, supports with PowerSchool and data management
Manager of Digital Learning	As Needed	Supports with selection of STEM teachers, Develops Blended Learning Teaching Assistants, selects software for blended program, provides training to teachers
Director of Pre-K	As Needed	Supports with selection of Pre-K teachers, provides PD to Pre-K team and manages partnership with external Pre-K partner

In addition, Regional Office teammates will be able to leverage their counterparts in the Home Office for additional support.

Operations Capacity. Aspire has developed a wealth of knowledge, strong skill sets, and expertise in building, opening, and supporting schools and their communities. Aspire believes that one of the critical success factors for high student achievement is to provide high-quality customer service to its schools in various functions housed in Aspire’s Home Office, such as finance and accounting, vendor management, professional development, and data analysis, so that schools can focus on their students. Aspire’s collective experience, experienced staff, existing processes and systems, and lessons learned will be leveraged to help establish a strong foundation for its Memphis schools and will be immediately available to the Regional Office that will be based in Memphis to provide on-the-ground support for these schools, staff, and students.

The Regional Director of Business and Operations will be responsible for overseeing all regional activities related to operations, facilities, and compliance and leading a team that supports school sites in these areas. The Regional Director of Business and Operations will be supported by the Executive Director, CFO, Vice President of Operations, and functional directors in the Home Office, including the following areas:

- ***Growth.*** Aspire has developed “smart growth” principles that have helped guide decisions about new school openings, so that existing Aspire schools are not negatively impacted by the growth. In addition, Aspire has established processes and systems that coordinate efforts across major functions at the Home Office and school sites to select locations and facilities and ensure that schools open on time for the start of the school year.

- ***Hiring and Staffing.*** Aspire’s Talent/Human Resources team have developed a rigorous screening and selection process that has led to successful hiring of teachers, principals, other educators, and support staff. The Talent/HR team has extensive experience in general HR management and recruiting for charter organizations.
- ***Professional Development.*** Aspire’s education and talent teams have experience in facilitating Aspire-wide, region-wide, grade-level, and subject-specific professional development days for Aspire educators. Additionally, Aspire has an in-house professional development online portal of resources. Instructional coaches are also an integral piece of helping new and struggling teachers improve their practice. Aspire coaches are typically former classroom teachers, principals, and/or lead / mentor teachers that have had proven success in achieving positive gains in students’ academic performance, supported with data.
- ***Organization Performance Management.*** Aspire’s Senior Leadership Team (SLT) has and will continue to use student, school, and organization-wide data to inform progress towards these goals. With data tools, such as the School Health Dashboard, Admin Data Portal, and Principal Operational Dashboard, the SLT will be able to monitor progress and raise issues in a timely manner.
- ***Data Management and Technology.*** Aspire has developed a robust set of tools and technologies to capture and centrally store student, staff, and school data in a data warehouse, accessible through a user-friendly business intelligence tool. In addition, Aspire has integrated many of its core operational systems. As a data-driven organization, these improvements in data management and technology have vastly improved Aspire’s ability to make use of accurate and complete data to make decisions. Teachers,

Principals, and Home Office Directors have various dashboards and standard reports that are leveraged to easily view and interact with data to draw insights. Aspire has also developed strong skill in technology tool development, tool selection, and vendor management that has led to the implementation of technology that has improved process and data quality and decreased Aspire's cost structure. ***Facilities Management.*** Aspire has experience managing various vendors, landlords, and partners to ensure that school facilities are safe, secure, and meet both Aspire's educational program and compliance requirements. Aspire has developed a process for identifying, prioritizing, and selecting facility improvement needs and have managed the process for implementing those improvements. Aspire is in the process of improving its facility management process in order to save money and mitigate risk.

General Operations. Aspire's experience working across multiple regions, multiple charter authorizers and state and federal agencies has given it the opportunity to build and refine various operational processes, such as vendor management, charter compliance, and school site operations. Processes and tools have been developed and continue to be refined in an effort to ensure that Aspire meets compliance requirements, manages vendors to keep operational costs low, and provides necessary operational support to school sites. For example, Aspire has improved its internal audit practices to ensure that schools are adhering to specific health, safety, student data management, and finance/accounting policies, procedures and requirements, and are providing mechanisms to help schools to improve in areas that they are struggling.

Plan/Timeline for Opening New Schools. The following is a set of milestones to help guide the planning and successful launch of each new Aspire school. The school leader will be selected

once the charter is approved to ensure that all of the student outreach efforts and staffing are led by the person who will be leading the school.

Date	Students-School Leader and Executive Director
Aug- Year 1	Begin working with the authorizing district to determine the need for the following school year: new start or full transformation (Year 1 being the first year of school planning)
Sep- Year 1	Establish a clear student and family outreach plan to ensure there is awareness of a new Aspire school that will open in Year 2.
Feb- Year 2	Meet with school families to share more information about Aspire and address concerns/questions and enroll students.
May- Year 2	Enroll zoned students from February through May
Jul-Year 2	Provide a summer program for students who will be attending the new Aspire school to ensure that the onboarding process for new students and families is smooth and includes an identification of what each student needs to support his or her Individualized Learning Plan.
	People-School Leader & Executive Director
Jul-Year 1	The principal for the new school is selected and able to start by July 1.
Oct-Year 1	3 experienced Aspire Lead Teachers are selected for new school.
Jan-Year 2	The principal begins selection process to ensure all teammates are hired by June 1.

Feb-Year 2	Establish monthly meetings with key supporters for the new school to give them updates and elicit support.
May- Year 2	All teachers are hired.
June- Year 2	New school team is hired.
	Operations & Facilities- Regional Director of Business and Operations
Sep-Year 1	Authorizing district provides Aspire the list of facilities and condition to inform the location of the new school.
Dec-Year 1	Facilities space identified is sufficient for a PK-5 school to open in Fall Year 2 with room to grow to PK-8.
Apr- Year 2	Facilities assigned are acceptable, technology infrastructure is adequate, and capital improvements required are on-track for start date.
Aug- Year 2	Facilities ready for the first day of school.
	Instructional Program- Regional Director of Education
Dec- Year 1	Common Core Pacing Guides are written for K-5 ELA and math.
May- Year 2	Summer Training is scheduled and planned to serve all new teachers who will open the new school.
April- Year 2	A comprehensive program is established to support all students with special needs and the appropriate staff is hired. – Program Specialist
June-	All revisions to the instructional program based on the prior school year will be

Year 2	applied to the new school.
Jul- Year 2	New Aspire teachers agree or strongly agree that summer training prepares them for day 1, week 1 and month 1 including any changes to blended learning software and program.
July- Year 2	Families are contacted by their teacher before school starts.

(2) The business plan for increasing, sustaining, and ensuring the quality and performance of charter schools operated 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 developed a set of multi-year set of business plan strategies for increasing, sustaining, and ensuring the quality and performance of our schools. Supporting each Strategy are high level priorities, initiatives and metrics. Aspire’s Strategies and Priorities fall under four main areas – College Readiness, People, Financial Stewardship, and Catalyze Change.

College Readiness: Increase the number of college-ready Aspire graduates.

Priority #1: Achieve meaningful gains in Aspire students’ college readiness levels by aligning its instruction with the Common Core State Standards (CCSS) & Next Generation Science Standards (NGSS)

Priority #2: Increase the percentage of 9th grade cohort that graduates from Aspire schools. Aspire secondary schools follow the Early College High School model, which blends high school and college into a coherent educational program, making it possible for all students

to earn two years of college credit at the same time they are earning a high school diploma (within four to five years of entering ninth grade).

This college credit requirement is incorporated into Aspire's graduation requirements, which are based on California's University of California and California State University academic requirements. The demand and rigor of these requirements can and have led to high school students leaving Aspire's secondary schools. In order to achieve Aspire's mission and vision, it is critical to increase the percentage of students that stay with Aspire from the time a student starts 9th grade until he/she graduates from high school. This will increase the number of college-ready high school graduates entering college.

Priority #3: Use an equity lens to examine Aspire's policies, practices, and systems to strive for all groups to increase access and benefit from its work. Aspire was founded for the sole purpose of addressing inequities in public education by opening and operating high-quality charter schools in low-income neighborhoods. Aspire's impact is dependent on providing quality instruction and schools for all students that it serves. Decisions, practices and systems at Aspire must be diligently and rigorously analyzed to ensure that certain groups of students are not negatively or disproportionately impacted based on students' ethnicity/race, socio-economic status, sexual identity, etc. is a critical factor in living out Aspire's mission and vision.

People: Develop Highly effective educators in every classroom. Ensure Aspire is a destination for Top Talent.

Priority #1: Recruit, retain and promote a high-caliber workforce that is more reflective of the communities that Aspire serves. Aspire acknowledges and believes in the importance of a diverse set of perspectives and ideas in order to identify and address critical issues facing students and the ability to improve how Aspire serves students. Students benefit by

having educators that can understand and empathize with their perspectives and can also offer new and different ones.

Priority #2: Support and challenge all teammates with evaluation and career pathway systems. Aspire believes in the importance of developing its staff in order to continue improving student outcomes. Over the past few years, Aspire developed, piloted and implemented a teacher effectiveness program meant to help develop effective educators through evaluation, support and professional development, and compensation tied to overall effectiveness. This effectiveness program has been implemented, to varying degrees, for other teammates, such as principals, instructional coaches, and non-teaching staff. Aspire continues to improve and evolve the effectiveness program.

Priority #3: Achieve high levels of affiliation. High levels of affiliation in an organization can reduce turnover levels and improve effectiveness of individual staff members. Connection to Aspire's values and mission, finding a means to connect their work to the broader organizational purpose, and working with others with similar values helps increase the likelihood that an employee stays with the organization, as an intrinsic value above and beyond compensation.

Financial Stewardship: Secure and manage reliable and renewable financial resources to achieve Aspire's strategies.

Priority #1: Ensure that every school has a balanced, multi-year budget. Aspire's core philosophy around financial management is that budget decisions are best made by those closest to the students that it serves. The overall financial health of the organization is dependent on the health of individual school budgets. Where budget decisions need to be elevated to an

organizational decision made by Aspire’s senior leadership team members, principals provide significant input and guidance on those decisions.

Priority #2: Meet the Annual Fund milestones to ensure multi-year grant commitments. Aspire acknowledges the need to reduce the reliance on large foundations and federal grants in order to be sustainable and protect the on-going operations of the organization. As part of the multi-year grant agreement with the largest funders and to reduce the risk associated with relying on a small group of funders, the organization has committed to building an Annual Fund that grows to \$5.5M by FY2016-17 and is made up of unrestricted donations from smaller foundations and individual philanthropists.

Priority #3: Reduce the Home Office deficit and evolve Home Office into a national support system. In conjunction with the Annual Fund, Aspire has also committed to evolving its central support system in order to better serve a multi-state organization and reduce the Home Office deficit. This evolution is expected to result in a redefinition of what core, baseline support is provided centrally by the Home Office and how support is differentiated by region based on regional and school site needs.

Catalyze Change: Further Aspire’s impact by opening new schools where the opportunity for catalytic impact is greatest. Support scalable opportunities to share successful practices.

Priority #1: Grow the Memphis region in partnership with the city. The selection of Memphis as the first national expansion city outside of California for the CMO was driven largely by the reform momentum underway in Tennessee and the intense need for high quality school options in the underserved communities of Memphis. Strong partnerships with the ASD and the city of Memphis can help to bring about critical system change to Memphis public schools through opportunities like sharing lessons learned and best practices, collaborating on

city and state-wide education policy initiatives, and leveraging each other's resources to support public school improvement.

Priority #2: Develop and support strategic partnerships to more widely share practices, processes and systems. In order bring out real change in education, sharing practices with others is an important and critical piece to the solution. Strategic partnerships, such as that with other charter organizations in Los Angeles through The College Ready Promise, Schoolzilla – spin off of Aspire to share Aspire's data infrastructure and analysis tool – and the Charter Accelerator Network, are ways to focus sharing efforts on the most impactful areas and avenues.

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

Aspire's multi-year financial and operating model. See Appendix 3 for Aspire's multi-year model.

How Aspire will ensure that each proposed new/expanded school receives its share of Federal education funds. A Financial Analysis who oversees financial matters for all Aspire's Tennessee schools ensures that Aspire meets the milestones and deadlines required to receive Federal education funds for its schools in Tennessee. In Aspire's first year in Tennessee, it received all Federal entitlement education funding (IDEA, Title I) and applied for and received competitive grant funding through the School Improvement Grant program. In addition, Aspire has Federal compliance checklists and processes to ensure that it meets parent participation and communication requirements for Title I funding.

How Aspire will provide for continued operation of its proposed new/expanded schools once CSP funding has expired. Aspire is committed to ensuring all grant-funded

projects are sustainable beyond the funding period. Aspire’s board and Advancement team raise funds for all of Aspire’s key initiatives, and continually evaluate program effectiveness to determine sustainability plans after grant funds end. After initial start-up costs and investments covered through grant funds, Aspire school costs are integrated into the school revenue structure from standard school state, local and federal funding streams and private general operating philanthropy.

How Aspire will use CSP grant funds, including how it will use those funds in conjunction with other Federal programs administered by the Secretary of Education.

Aspire will use CSP grant funds to support the start-up expansion of some targeted positions and programs – PK, community outreach, special education services, blended learning, the Aspire Teacher Residency, the Aspire Principal Residency. Aspire’s Teacher Incentive Fund (TIF) grant will support Aspire teacher effectiveness compensation and a teacher effectiveness coach in Tennessee; neither of those expenses are included in the proposed CSP budget. Most materials and furniture will be funded through other sources of school revenue including state funds and private philanthropy.

Aspire cannot, has not, and will not use its current Charter School Program grant funding for any Tennessee replication or expansion. Aspire will target the requested grant funding for its replication and expansion in Tennessee only, and those activities do not overlap with those funded by Aspire’s current CSP grant funding.

Aspire has Demonstrated Commitments from Current and Future Partners. Aspire has received significant multi-year funding from the Hyde Family Foundation, the Charter School Growth Fund, the Walton Family Foundation, and an anonymous foundation for its Tennessee schools. The Achievement School District, as Aspire’s charter authorizer and partner

in transforming Memphis's lowest-performing schools, has worked closely with Aspire during Aspire's first two years of operation in Tennessee, sharing crucial resources. As well, the Tennessee Department of Education has been a key ally. The Shelby County Schools have already approved Aspire to operate in Memphis in 2015.

Aspire has broad support from stakeholders critical to the project's long-term success. Parents of Aspire students in Memphis have been strong and vocal supporters of Aspire's work in Memphis to date, as have community-based organizations, churches, local businesses, and local and state government leaders. Governor Bill Haslam visited Aspire's first Memphis schools, speaking glowingly of Aspire's model and offering his assistance. The Memphis media has portrayed Aspire positively. A local family foundation has pledged ten years of funding for Aspire's schools in Tennessee.

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

Aspire has a strong protocol for monitoring all schools to determine any risk to closure. Aspire's risk analysis is designed to identify issues early enough to implement effective action plans to mitigate any need for closure or risk to charter renewal. Early risk detection allows Aspire and school leaders to plan and execute steps to address key risk areas or areas of improvement with the flexibility to explore various renewal options before the renewal cycle. As a result, Aspire will be more closely monitoring schools during their 3rd and 4th year of their charters against academic, operational and financial performance stated in their approved charters and Memoranda of Understanding.

In the event that a school closes, the following procedures shall be utilized to ensure that students are smoothly transitioned to new schools and assets are efficiently transferred.

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 Charter Authorizer –The notification will include the following information: school name and charter number; date of closure action; effective date of the closure, if different; and reason for the closure.

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.

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

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. 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. 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. In addition to this final audit, the school will also submit any required year-end financial reports to the charter authorizer in the form and time frame required.

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, will be returned to their source. 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.

(5) The qualifications of the project director, CEO, and key project personnel, especially in managing projects of the size and scope of the proposed project. (4 points)

As detailed below, Aspire Memphis’s Executive Director (who will serve as the Project Director) and key Project personnel have the training and experience required to implement the Project successfully, given their deep and varied experience as leaders and educators with demonstrated commitment to delivering a “College for Certain” education to all students. (See **Appendix 4** for resumes.)

James Willcox, Chief Executive Officer. In 2009, James Willcox was named Aspire’s CEO. Prior to his appointment as CEO, Mr. Willcox was Aspire’s Chief COO. Before joining Aspire, he was the founding COO for Education for Change, a nonprofit charter management organization founded to restart underperforming district schools within Oakland, CA. Mr. Willcox was a Principal at NewSchools Venture Fund, a philanthropic organization focused on

improving public schools nationwide. Prior to NewSchools, he 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 an M. Ed. and M.B.A. from Stanford University.

Allison Leslie, Executive Director of Aspire Memphis. As Memphis Executive Director, Ms. Leslie oversees all academic, operational, and community/family programs for Aspire schools in Memphis. Ms. Leslie has been with Aspire since 2001 as teacher, principal, instructional coach, and, most recently, Director of Educator Development. In that role, Ms. Leslie designed, oversaw, and managed all aspects of Aspire’s nationally-renowned Teacher Residency program; coached 20 Aspire mentor teachers; designed the K-12 ELA curriculum; and planned and managed all educator professional development. As principal, Ms. Leslie led Aspire East Palo Alto Charter School through a period of incredible student achievement growth, increasing the API by almost 200 points. She holds a B.A. from the UC San Diego and a Master’s in Administration from the UC Berkeley.

Kahlmus Eatman, Regional Director of Business & Operations. Mr. Eatman rejoined Aspire after four years with Pacific Charter School Development. At PCSD, he directed and coordinated activities of land use consultants, architects, general contractors, and school administrators to successfully complete five charter school expansion projects serving over 1,100 students. Prior to PCSD, he was a nonprofit consultant with The Bridgespan Group. As a Duke University undergraduate, Mr. Eatman co-founded Black Male Outreach and Education, an organization supporting first-generation black male college students on the path to degree attainment. With Aspire Memphis, he leads, manages and oversees all functions of operations, finance, and compliance, including accounting, budgeting, facilities, and charter compliance.

Elise Darwish, Chief Academic Officer. Ms. Darwish has been an executive with Aspire 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 holds a Master's Degree in Educational Administration from San Francisco State University and a B.S. in Early Childhood Education from the University of Illinois.

Viraj Patel, Chief Financial Officer. Mr. Patel is responsible for all accounting and finance functions. He brings 30 years of financial and operations experience at prominent VC-backed and Fortune 500 public technology and industrial companies in the US, Europe and Asia. Previously serving as CFO for UTStarcom from 2005-2010 and Deeya Energy from 2010--2013, Mr. Patel managed a large team across many geographies. He holds a BBA from Pace University and is a Certified Public Accountant. Mr. Patel is also a Board Member and Audit Committee Chair for Helios and Matheson Analytics.

Delphine Sherman, Vice President of Finance. Ms. Sherman is responsible for the financial management of Aspire and oversees the finance and accounting teams. Prior to joining Aspire,

she was the VP of Client Services at EdTec, working with dozens of charter schools across the state in a financial and operational capacity. Before joining the education finance field, Ms. Sherman was a Senior Consulting Associate at Cambridge Associates, consulting to foundations and endowments on their investment strategy and manager selection. She has served on several non-profit boards in the Bay Area, and is currently an advisory board member for the Center for Nonprofit and Public Leadership at the Haas School of Business at UC Berkeley. Ms. Sherman holds an undergraduate degree from Dartmouth College and an MBA from UC Berkeley.

(e) Quality of the Evaluation Plan.

Aspire’s Methods of Evaluation Will Include the Use of Objective Performance Measures That are Clearly Related to the Intended Outcomes of the Project and Will Produce

Quantitative and Qualitative Data. Aspire proposes that its success be evaluated based on the following performance measures and methods:

Replication: Aspire will use the following performance measure to determine whether it has met the replication objective:

- **# of charter applications granted:** At a basic level, this is the most obvious metric of success of Aspire’s replication and therefore warrants reporting.
- **# of students enrolled:** Evaluating the extent to which Aspire has met its goal to serve 3,900 Tennessee students through this grant will help Aspire measure its efficacy in replication.
- **% of Free and Reduced Price Lunch students being served:** Aspire’s target population is low-income students; FRPL is a common proxy used to measure low-

income status. This metric will help Aspire ensure that its maintained focus on serving high-need students.

- **# of schools successfully meeting auditing requirements:** Given that one of the primary threats to charter school success is financial insolvency, and that one of Aspire's goals is to ensure that it is financially sustainable after start-up funds have been spent, this metric is key.

Fidelity: Aspire proposes an evaluation process which focuses on key metrics proven to lead to, or represent, student outcomes;

- **Attendance rates:** Attendance is a leading indicator of school success, and particularly turnaround success. Aspire believes this is a key metric in understanding the path that its schools are on and its success in replicating its model.⁶
- **Expulsion rates:** Like attendance, expulsion is a leading indicator of school success. Aspire believes that examining its expulsion rates can also help it to learn more about the culture and climate within its schools, and help Aspire evaluate whether students are maximizing their instructional time.
- **TCAP & TVAAS (Tennessee Value Added Assessment System) scores (or other relevant state assessment data):** Aspire schools will ultimately be evaluated on state

⁶ Kowal, J., and J. Ableidinger. "Leading indicators of school turnarounds: how to know when dramatic change is on track." Charlottesville, VA: University of Virginia (2011).

See also: http://alaskacc.org/sites/alaskacc.org/files/STG_-_Evaluating_school_turnaround_Sept_2010.pdf

<http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/webinar-leading-indicators-turnaround-success.pdf>

assessment outcomes, so Aspire believes it is important to consider those when reflecting on whether Aspire students have made progress. (Although Tennessee is transitioning to the CCSS, its use of CCSS-aligned assessments is unclear for SY14-15; it may authorize the continued use of the TCAP.)

- **Measures of Academic Progress (MAP) assessment scores (or other relevant district assessment data):** In addition to TCAP (or other state-authorized assessments) scores, Aspire is interested in evaluating student growth on a measure that is adaptive, and therefore provides more specific information on students' growth – particularly for those students who are well below grade level. Evaluating both of these metrics in context will help Aspire understand its students' academic progress.
- **Parent survey results:** Parents of Aspire students take surveys to help us evaluate their perceptions of the school's academic program, culture, and climate. The results of this survey will allow Aspire to evaluate how effectively it is meeting its objective around culture and climate.
- **Student survey results:** Aspire students also have an opportunity to evaluate their experience at Aspire. Aspire believes this is an important tool to understand the culture and climate that students feel, and are confident that it is the appropriate measure to help Aspire evaluate its culture-related goal.

Aspire's performance measures will accurately measure the performance of the project and are consistent with the performance measures established for the Charter Schools Program. The performance measures Aspire proposes accurately assess the performance of the project and are aligned to those established for the competition. Ultimately, the organization's goal is to expand high quality learning experiences for low income students; if

Aspire increases the number of schools and seats available, students and families are satisfied with their educational experience, *and* student proficiency rates improve, it can feel confident about its performance. Further, these measures are very tightly aligned with the Secretary's goals related to the number of charter schools in operation around the Nation and the percentage of fourth- and eighth- grade students who are achieving at or above proficiency levels on state assessments.

Each proposed baseline is valid. Several of the performance measures outlined in the project plan and logic model, such as number of approved charters and number of financially sustainable schools, do not require baselines. Aspire believes, based on research and practice, that it is achievable to reach the targets for parent satisfaction, expulsion rates and attendance regardless of baseline rates. For achievement focused outcomes, however, baseline data is crucial. Achievement outcomes take time to transform, and meaningful goals depend on using baseline data to balance ambition with achievability. It is Aspire's practice to use schools' first year achievement data as a baseline for future years. This practice allows Aspire to gain a full and complete understanding of the needs and strengths of its target population in order to set effective goals, and develop growth-based performance measures.

Each performance target is ambitious yet achievable compared to the baseline. As discussed above, Aspire's growth plan is quite ambitious, calling for the expansion of services to 3,900 students in low-income communities across Tennessee over the five-year grant term. This goal is ambitious, but Aspire feels this to be achievable. Based on state and local outcomes,⁷ the organization believes that the goals related to attendance, discipline, and parent/student satisfaction are similarly ambitious, but based on its experience and research of highly effective

⁷ (<http://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf>)

schools, knows them to be achievable. Finally, increasing proficiency on state tests each year following the baseline year by 10% in both math and reading is an absolutely ambitious goal. Given that most of Aspire schools in Tennessee are anticipated to start with proficiency levels of about 10%, the organization will be required to bring about drastic change. Across the state of Tennessee, approximately 50% of all students are at or above proficiency in reading and math, while less than 40% of low-income students are at or above proficiency, and 10% increase represents significant progress towards the remedying that gap.⁸ Given the long history of efforts made to affect this sort of change in the communities it serves, Aspire knows this will not be an easy task, but past success demonstrates its achievability.

Aspire has the capacity to collect and report viable, valid, and meaningful performance data. Aspire has a number of data collection tools which enable it to effectively and accurately report on both inputs and outcomes, and currently tracks and acts upon a variety of metrics internally. Of the proposed performance measures for this grant, Aspire routinely tracks student enrollment numbers, attendance rates, performance on state and local assessments (i.e. TCAP and MAP), expulsion data, parent and student survey data, and the percentage of low-income students at its schools. Aspire can easily report the number of charters approved, and the number of schools successfully passing financial audits, as that information is readily available. The organization has significant experience in data reporting and collection and the capacity to do so successfully. For example, Aspire was the recipient of both a 2010 CSP grant award and a 2012 Teacher Incentive Fund grant award, and has reported on both to the DOE's satisfaction in several reports.

⁸ (http://www.tn.gov/education/data/tcap/subgroups_gap_results_compared_to_2013.pdf)

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

APPENDIX 1

CSP School Summary Table

Aspire Public Schools

Charter Schools Program- Replication and Expansion of High-Quality Charter Schools

School Name	Year Founded	Grades Served	Number of Students	Number of Students (ages 5-17)	Economically Disadvantaged Students	Economically Disadvantaged Students (ages 5-17)	Afr. Am./Latino Students	White/Asian Students	Students with Disabilities	Students with limited English Proficiency
Aspire Alexander Twilight College Preparatory Academy	Fall 2009	K-5	417	410	288	285	318	82	29	100
Aspire Alexander Twilight Secondary Academy	Fall 2010	6-12	318	308	226	225	261	36	29	41
Aspire Antonio Maria Lugo Academy	Fall 2005	K-5	184	180	172	170	181	0	16	113
Aspire APEX Academy	Fall 2010	K-5	283	277	210	210	210	39	24	84
Aspire Benjamin Holt College Preparatory Academy	Fall 2003	6-12	709	652	229	225	316	321	34	14
Aspire Berkley Maynard Academy	Fall 2005	K-8	561	554	447	447	534	18	38	134
Aspire California College Preparatory Academy	Fall 2005	9-12	230	176	148	131	217	10	26	22
Aspire Capitol Heights Academy	Fall 2003	K-5	298	296	252	251	255	25	21	29
Aspire Centennial College Preparatory Academy	Fall 2013	6-7	305	305	296	296	305	0	41	70
Aspire College Academy	Fall 2011	K-5	254	248	238	234	252	0	7	143
Aspire East Palo Alto Charter School	Fall 2003	K-6	413	404	372	371	399	7	26	289
Aspire East Palo Alto Phoenix Academy	Fall 2006	7-12	322	274	237	226	309	5	35	44
Aspire ERES Academy	Fall 2009	K-8	222	217	213	210	218	1	23	136
Aspire Firestone Academy	Fall 2010	K-5	391	382	346	346	388	3	29	155
Aspire Gateway Academy	Fall 2010	K-5	387	381	339	339	383	3	22	146
Aspire Golden State College Preparatory Academy	Fall 2007	6-12	524	492	400	391	515	1	36	136
Aspire Hanley Elementary School #1	Fall 2013	PK-5	313	309	274	258	313	0	34	0
Aspire Hanley Elementary School #2	Fall 2013	PK-5	294	287	253	238	288	1	35	0
Aspire Huntington Park Charter School	Fall 2006	K-5	234	227	225	224	234	1	11	154
Aspire Inskip Academy	Fall 2011	K-6	339	333	331	331	337	0	25	198
Aspire Junior Collegiate Academy	Fall 2007	K-5	296	291	279	277	296	0	15	147
Aspire Langston Hughes Academy	Fall 2006	6-12	656	620	549	537	537	77	47	42
Aspire Lionel Wilson College Preparatory Academy	Fall 2002	6-12	499	442	459	429	495	6	50	91
Aspire Monarch Academy	Fall 2000	K-5	393	391	378	269	386	3	35	310
Aspire Ollin University Preparatory Academy	Fall 2006	7-11	556	545	500	500	544	0	44	63
Aspire Pacific Academy	Fall 2010	10-12	432	324	404	355	441	3	51	44
Aspire Port City Academy	Fall 2007	K-5	408	400	294	294	293	80	27	58
Aspire River Oaks Charter School	Fall 2001	K-5	383	375	207	203	178	157	33	69
Aspire Rosa Parks Academy	Fall 2005	K-5	382	380	338	338	335	37	25	109
Aspire Slauson Academy	Fall 2011	K-6	315	309	310	310	311	1	26	154
Aspire Summit Charter Academy	Fall 2001	K-5	406	399	214	210	247	144	23	108
Aspire Tate Academy	Fall 2011	K-6	315	308	306	306	315	1	31	177
Aspire Titan Academy	Fall 2009	K-5	325	313	319	315	324	1	22	196
Aspire Triumph Technology Academy*	Fall 2014	K-5	266	266	219	215	260	2	16	77
Aspire University Charter School	Fall 1999	K-5	263	260	55	53	83	142	12	48
Aspire Vanguard College Preparatory Academy	Fall 2009	6-12	330	317	166	164	162	144	36	18
Aspire Vincent Shalvey Academy	Fall 1999	K-5	390	387	110	110	163	209	24	51
Aspire Public Schools Total	Fall 1999	PK-12	13,613	13,039	10,603	10,293	11,603	1,560	1,058	3,770

*Formerly Aspire Millsmont Academy, founded in the fall of 2004. Aspire Triumph Technology Academy will serve the same body of students.

APPENDIX 1

CSP School Summary Table

Aspire Public Schools

Charter Schools Program- Replication and Expansion of High-Quality Charter Schools

% Proficient and Advanced, ELA School Name	All			Economically Disadvantaged Students			Afr. Am./Latino Students			Asian/White			Students with Disabilities			Students with Limited English Proficiencies		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Aspire Alexander Twilight College Preparatory Academy	50.96%	60.08%	57.78%	46.84%	55.62%	51.09%	46.41%	52.73%	52.00%	67.44%	76.47%	76.09%		47.06%	36.36%	31.25%	32.26%	17.07%
Aspire Alexander Twilight Secondary Academy	33.33%	42.22%	40.24%	32.98%	38.78%	34.81%	24.73%	33.82%	35.71%	48.00%	65.71%	57.14%		25.00%	22.22%	5.26%	25.64%	10.00%
Aspire Antonio Maria Lugo Academy	63.46%	56.89%	62.43%	63.27%	55.70%	61.45%	63.46%	56.89%	62.23%					46.67%	58.33%	50.56%	32.73%	49.32%
Aspire APEX Academy	40.63%	37.33%	39.42%	33.33%	33.61%	36.84%	41.67%	33.61%	38.46%	53.85%	65.00%	48.39%		23.53%	26.67%	16.67%	16.67%	32.65%
Aspire Benjamin Holt College Preparatory Academy	77.45%	79.93%	75.52%	68.90%	72.00%	64.00%	72.96%	76.06%	69.45%	81.45%	84.51%	81.27%	77.42%	62.50%	60.00%	42.86%	25.00%	12.50%
Aspire Berkley Maynard Academy	63.37%	65.90%	61.77%	60.54%	63.45%	59.51%	62.69%	65.63%	61.48%	83.33%	73.33%	65.00%	57.14%	53.57%	32.26%	61.06%	49.09%	42.00%
Aspire California College Preparatory Academy	54.04%	58.64%	53.29%	51.28%	55.88%	50.41%	54.55%	59.09%	52.83%	42.86%	57.14%	62.50%	58.33%	15.38%	17.65%	23.08%	7.69%	40.91%
Aspire Capitol Heights Academy	64.16%	68.42%	61.66%	62.50%	66.67%	61.49%	63.27%	66.45%	61.49%	76.92%	77.27%	64.71%		22.22%	16.67%	52.17%	36.36%	37.50%
Aspire College Academy		35.29%	33.33%		34.78%	31.68%		34.75%	32.73%					22.22%			40.98%	18.42%
Aspire East Palo Alto Charter School	69.48%	59.68%	58.76%	67.96%	57.31%	57.61%	68.52%	58.64%	58.11%	100.00%	100.00%	88.89%	47.37%	40.00%	27.27%	67.65%	47.41%	42.86%
Aspire East Palo Alto Phoenix Academy	49.17%	58.45%	59.31%	49.06%	57.48%	59.32%	49.58%	58.27%	59.86%		100.00%	50.00%			13.33%	28.00%	34.48%	11.11%
Aspire ERES Academy	44.19%	51.40%	60.00%	44.31%	51.14%	59.04%	43.53%	50.85%	59.54%	100.00%	100.00%	100.00%		15.38%	43.75%	23.86%	35.63%	42.86%
Aspire Firestone Academy	54.46%	64.06%	62.45%	54.44%	63.23%	62.60%	54.05%	63.64%	62.55%	100.00%	100.00%	50.00%		23.08%	30.43%	48.11%	46.25%	42.47%
Aspire Gateway Academy	50.93%	58.59%	61.25%	50.79%	57.60%	61.70%	51.16%	57.85%	60.85%	0.00%	100.00%	100.00%		15.38%	12.50%	25.35%	39.39%	38.24%
Aspire Golden State College Preparatory Academy	39.52%	36.80%	31.79%	38.08%	33.73%	31.22%	39.78%	36.68%	31.92%	100.00%	100.00%	0.00%	27.27%	6.67%	3.03%	11.63%	4.08%	10.34%
Aspire Huntington Park Charter School	55.93%	63.13%	56.71%	53.94%	62.34%	57.52%	55.93%	62.66%	56.71%		100.00%			38.46%	50.00%	35.71%	28.00%	44.23%
Aspire Inskip Academy		41.58%	45.38%		41.99%	45.61%		41.79%	45.15%						9.68%	17.86%		15.19%
Aspire Junior Collegiate Academy	63.59%	60.58%	62.50%	63.54%	59.80%	63.02%	63.41%	60.58%	62.50%					55.56%	7.69%	16.67%	59.38%	31.43%
Aspire Langston Hughes Academy	49.48%	49.52%	51.87%	48.69%	46.83%	50.20%	46.67%	45.94%	49.25%	66.67%	69.23%	64.29%	29.41%	11.90%	10.87%	43.24%		6.67%
Aspire Lionel Wilson College Preparatory Academy	49.65%	54.36%	54.25%	47.40%	53.21%	53.48%	49.16%	53.94%	53.95%	100.00%	100.00%	100.00%	14.29%	25.00%	34.78%	31.45%	14.63%	14.29%
Aspire Monarch Academy	47.15%	45.45%	42.75%	48.25%	45.26%	41.63%	47.13%	44.94%	42.80%	50.00%	66.67%	66.67%	28.57%	25.00%	25.00%	32.00%	27.94%	27.22%
Aspire Ollin University Preparatory Academy	53.33%	58.07%	53.53%	54.17%	57.63%	53.07%	53.33%	58.07%	53.36%			100.00%	19.05%	30.95%	36.96%	21.15%	24.04%	11.43%
Aspire Pacific Academy	43.51%	46.78%	48.80%	43.36%	46.58%	48.48%	42.95%	46.65%	48.68%	100.00%	66.67%	100.00%	12.50%	13.51%	4.35%	3.64%	4.55%	8.51%
Aspire Port City Academy	64.73%	63.22%	61.72%	61.84%	62.50%	57.85%	62.03%	59.47%	58.60%	68.63%	72.92%	70.00%	58.33%	25.00%	35.29%	64.29%	50.00%	15.38%
Aspire River Oaks Charter School	72.84%	77.27%	78.40%	65.65%	71.22%	78.57%	66.13%	68.29%	71.79%	82.02%	89.00%	85.19%	50.00%	60.00%	79.17%	48.48%	64.29%	75.00%
Aspire Rosa Parks Academy	56.65%	57.03%	55.87%	53.62%	55.11%	55.26%	57.14%	55.20%	52.58%	57.14%	78.26%	76.00%	33.33%	23.53%	22.22%	36.51%	39.19%	23.73%
Aspire Slauson Academy		45.00%	43.27%		48.41%	44.04%		45.45%	43.69%			0.00%		28.57%	5.88%		49.49%	28.77%
Aspire Summit Charter Academy	70.17%	68.75%	66.41%	63.24%	60.76%	59.74%	62.68%	62.42%	62.20%	81.32%	79.12%	74.12%		50.00%	40.00%	44.83%	35.14%	52.08%
Aspire Tate Academy		39.50%	40.00%		41.32%	40.58%		39.70%	40.00%					12.50%	5.00%		15.66%	10.34%
Aspire Titan Academy	60.10%	61.76%	54.29%	59.36%	61.76%	54.41%	59.90%	61.58%	54.29%	100.00%	100.00%			46.15%	28.57%	53.72%	39.51%	34.07%
Aspire Triumph Technology Academy*	41.86%	38.89%	37.79%	39.13%	38.06%	36.62%	43.11%	38.86%	37.72%	0.00%	50.00%	100.00%	25.00%	15.38%	8.33%	35.56%	25.64%	19.15%
Aspire University Charter School	84.76%	85.29%	83.43%	73.33%	77.78%	73.33%	74.51%	77.78%	74.51%	90.82%	90.63%	91.00%		16.67%	36.36%	83.33%	86.67%	83.33%
Aspire Vanguard College Preparatory Academy	67.82%	70.92%	77.88%	54.26%	56.85%	70.25%	55.56%	64.18%	70.07%	80.65%	77.54%	85.81%		26.32%	51.61%	12.50%	16.67%	37.50%
Aspire Vincent Shalvey Academy	81.20%	84.86%	78.74%	66.00%	75.38%	70.31%	79.22%	83.33%	72.45%	82.01%	83.78%	82.96%	83.33%	73.68%	50.00%	68.00%	73.33%	80.00%
Aspire Public Schools Total	58.40%	58.18%	56.78%	53.86%	53.70%	52.71%	54.61%	54.25%	53.05%	78.77%	81.00%	78.65%	44.36%	28.53%	27.99%	41.58%	31.86%	28.90%

Data is unavailable for the year or subgroup in gray cells.

*Formerly Aspire Millsmont Academy, founded in the fall of 2004. Aspire Triumph Technology Academy will serve the same body of students.

APPENDIX 1

CSP School Summary Table

Aspire Public Schools
Charter Schools Program- Replication and Expansion of High-Quality Charter Schools

% Proficient and Advanced, Math	All			Economically Disadvantaged			Afr. Am./Latino Students			Asian/White			Students with Disabilities			Students with Limited English Proficiencies		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Aspire Alexander Twilight College Preparatory Academy	71.01%	76.95%	72.59%	69.62%	73.60%	70.65%	68.63%	73.33%	68.00%	83.33%	92.16%	91.30%		58.82%	59.09%	56.25%	51.61%	53.66%
Aspire Alexander Twilight Secondary Academy	34.92%	36.67%	31.30%	31.91%	35.37%	25.97%	31.18%	31.62%	28.06%	40.00%	48.57%	48.57%		31.25%	22.22%	15.79%	25.64%	6.67%
Aspire Antonio Maria Lugo Academy	72.90%	68.67%	70.90%	72.11%	68.15%	70.39%	72.90%	68.67%	70.74%				33.33%	46.67%	58.33%	66.29%	46.30%	65.75%
Aspire APEX Academy	58.33%	44.67%	51.44%	48.33%	42.62%	48.54%	56.94%	42.86%	50.64%	92.31%	60.00%	67.74%		23.53%	26.67%	58.33%	16.67%	34.69%
Aspire Benjamin Holt College Preparatory Academy	65.54%	61.71%	64.16%	52.91%	50.67%	58.74%	51.97%	48.25%	54.74%	75.93%	71.28%	72.76%	68.75%	35.48%	66.67%	27.27%		
Aspire Berkley Maynard Academy	65.54%	63.39%	64.88%	65.89%	63.74%	67.28%	64.68%	62.77%	64.78%	91.67%	80.00%	65.00%	71.43%	46.43%	48.39%	69.91%	61.82%	68.00%
Aspire California College Preparatory Academy	40.88%	43.75%	26.67%	39.74%	41.00%	29.17%	40.13%	42.11%	26.75%	57.14%	71.43%	25.00%	41.67%	7.69%	6.25%	30.77%	7.69%	31.82%
Aspire Capitol Heights Academy	71.68%	82.11%	77.20%	70.39%	81.03%	76.44%	70.75%	81.29%	75.16%	69.23%	86.36%	88.24%		61.11%	61.11%	78.26%	72.73%	68.75%
Aspire College Academy		52.10%	53.15%		52.17%	52.48%		51.69%	52.73%					33.33%	12.50%		55.74%	39.47%
Aspire East Palo Alto Charter School	76.74%	64.52%	67.18%	75.73%	62.87%	66.77%	76.54%	64.59%	66.94%	88.89%	80.00%	77.78%	42.11%	46.67%	52.38%	75.88%	63.79%	65.60%
Aspire East Palo Alto Phoenix Academy	13.22%	15.00%	30.07%	14.02%	13.60%	26.50%	13.33%	15.33%	30.71%	0.00%	0.00%	0.00%			21.43%		7.41%	11.11%
Aspire ERES Academy	61.63%	67.04%	69.14%	62.28%	67.05%	68.67%	61.18%	66.67%	68.79%	100.00%	100.00%	100.00%		53.85%	50.00%	45.45%	62.07%	60.00%
Aspire Firestone Academy	68.75%	72.66%	80.30%	67.22%	71.75%	80.53%	68.47%	72.73%	80.15%	100.00%	66.67%	100.00%		38.46%	56.52%	62.26%	61.25%	69.86%
Aspire Gateway Academy	68.06%	72.69%	72.92%	69.11%	71.89%	73.19%	68.37%	72.65%	72.77%	0.00%	66.67%	75.00%		46.15%	50.00%	56.34%	56.06%	57.35%
Aspire Golden State College Preparatory Academy	33.10%	29.84%	24.01%	32.77%	27.63%	23.61%	33.45%	29.86%	24.29%	100.00%	100.00%	0.00%	36.36%	6.67%	3.13%	23.26%	7.29%	7.76%
Aspire Huntington Park Charter School	75.71%	83.13%	70.12%	74.55%	82.47%	69.93%	75.71%	82.91%	70.12%	0.00%	100.00%	0.00%	76.92%	71.43%	35.71%	60.00%	75.00%	55.56%
Aspire Inskip Academy		63.37%	60.92%		64.64%	62.28%		63.68%	60.76%					35.48%	28.57%		45.57%	50.52%
Aspire Junior Collegiate Academy	85.44%	78.37%	80.77%	84.38%	77.94%	81.25%	85.37%	78.37%	80.77%				77.78%	23.08%	38.89%	82.81%	60.00%	58.90%
Aspire Langston Hughes Academy	50.13%	45.93%	44.86%	46.60%	43.54%	42.44%	48.36%	43.95%	42.77%	58.82%	53.85%	54.76%	11.11%	28.57%	17.02%	54.05%	17.39%	23.33%
Aspire Lionel Wilson College Preparatory Academy	51.89%	45.06%	40.83%	50.91%	44.29%	40.45%	51.91%	44.78%	40.60%	40.00%	75.00%	50.00%	18.18%	32.56%	21.74%	38.40%	17.28%	18.57%
Aspire Monarch Academy	63.82%	60.87%	58.59%	65.79%	61.64%	58.97%	63.93%	60.32%	58.57%	50.00%	100.00%	100.00%	71.43%	45.00%	33.33%	56.00%	47.79%	44.65%
Aspire Ollin University Preparatory Academy	52.71%	52.88%	55.76%	53.29%	52.86%	55.64%	52.71%	52.88%	55.60%	0.00%	0.00%	100.00%	14.29%	28.57%	34.78%	29.81%	25.00%	21.43%
Aspire Pacific Academy	21.24%	24.03%	19.46%	21.05%	24.50%	19.37%	20.79%	23.97%	19.27%	66.67%	33.33%	100.00%	7.69%	5.41%	9.76%	5.66%	4.55%	4.65%
Aspire Port City Academy	82.56%	74.71%	73.44%	79.71%	74.07%	71.30%	81.82%	71.58%	70.43%	84.31%	85.42%	78.00%	58.33%	62.50%	41.18%	80.95%	58.33%	46.15%
Aspire River Oaks Charter School	82.76%	82.64%	81.20%	82.44%	77.70%	76.43%	78.23%	72.36%	70.94%	91.01%	94.00%	90.74%	38.89%	75.00%	58.33%	81.82%	82.14%	81.25%
Aspire Rosa Parks Academy	69.70%	66.67%	65.59%	67.80%	65.33%	64.47%	68.42%	64.71%	62.44%	85.00%	91.30%	84.00%	16.67%	35.29%	38.89%	57.14%	55.41%	28.81%
Aspire Slauson Academy		50.50%	62.50%		52.23%	63.73%		51.01%	63.11%	0.00%	0.00%	0.00%		14.29%	23.53%		54.55%	60.27%
Aspire Summit Charter Academy	80.59%	76.17%	77.82%	73.33%	72.15%	74.03%	76.76%	70.70%	73.94%	85.56%	85.71%	84.71%		87.50%	40.00%	58.62%	62.16%	63.27%
Aspire Tate Academy		57.00%	58.14%		58.08%	57.97%		57.29%	58.14%					18.75%	20.00%		40.96%	36.78%
Aspire Titan Academy	77.72%	79.41%	75.24%	77.01%	79.41%	75.00%	77.60%	79.31%	75.24%	100.00%	100.00%	0.00%		69.23%	38.10%	71.90%	65.43%	62.64%
Aspire Triumph Technology Academy*	55.23%	45.56%	47.67%	50.43%	43.87%	48.59%	56.89%	45.14%	47.31%	0.00%	100.00%	50.00%	25.00%	15.38%	33.33%	46.67%	23.08%	34.04%
Aspire University Charter School	88.41%	91.76%	84.00%	86.67%	96.30%	63.33%	80.39%	88.89%	80.39%	93.88%	92.71%	87.00%		58.33%	54.55%	83.33%	100.00%	83.33%
Aspire Vanguard College Preparatory Academy	59.07%	61.65%	62.87%	44.96%	48.25%	53.25%	45.60%	54.55%	57.04%	72.36%	68.61%	69.08%		31.58%	23.33%	12.50%	16.67%	37.50%
Aspire Vincent Shalvey Academy	91.88%	91.24%	88.19%	90.00%	84.62%	78.13%	88.31%	85.71%	81.63%	92.81%	93.92%	94.07%	86.67%	68.42%	56.25%	92.00%	80.00%	80.00%
Aspire Public Schools Total	62.75%	59.50%	58.78%	59.39%	56.26%	56.12%	59.40%	56.05%	55.62%	80.35%	78.72%	76.94%	44.93%	37.19%	34.70%	57.11%	46.00%	45.85%

Data is unavailable for the year or subgroup in gray cells.

*Formerly Aspire Millsmont Academy, founded in the fall of 2004. Aspire Triumph Technology Academy will serve the same body of students.

APPENDIX 1

CSP School Summary Table

Aspire Public Schools

Charter Schools Program- Replication and Expansion of High-Quality Charter Schools

Official Name	2013-14 Attendance Rate	2011-12 Attrition Rate	2012-13 Attrition Rate	2013-14 Attrition Rate	2012-13 High School Graduation Rate*	2012-13 College Attendance Rate**	2011-12 Suspension Rate	2012-13 Suspension Rate	2013-14 Suspension Rate	2011-12 Expulsion Rate	2012-13 Expulsion Rate	2013-14 Expulsion Rate
Aspire Alexander Twilight College Preparatory Academy	96%	6%	3%	2%			8.5%	6.5%	8.0%	0.0%	0.0%	0.0%
Aspire Alexander Twilight Secondary Academy	95%	8%	9%	6%			25.9%	35.4%	17.5%	0.0%	0.4%	0.0%
Aspire Antonio Maria Lugo Academy	97%	5%	0%	3%			4.8%	8.2%	1.5%	0.0%	0.0%	0.0%
Aspire APEX Academy	96%	6%	3%	4%			10.2%	8.6%	6.8%	0.0%	0.0%	0.0%
Aspire Benjamin Holt College Preparatory Academy	97%	4%	2%	2%	91%	96%	2.1%	4.9%	4.4%	0.0%	0.0%	0.0%
Aspire Berkley Maynard Academy	95%	3%	2%	2%			10.4%	16.4%	15.0%	0.2%	0.0%	0.0%
Aspire California College Preparatory Academy	96%	4%	4%	3%	72%	91%	6.7%	6.8%	10.1%	0.0%	0.0%	0.4%
Aspire Capitol Heights Academy	96%	11%	5%	5%			0.0%	13.4%	13.3%	0.0%	0.0%	0.0%
Aspire Centennial College Preparatory Academy	96%			3%					2.2%			0.3%
Aspire College Academy	95%	10%	10%	6%				8.5%	10.1%		0.0%	0.3%
Aspire East Palo Alto Charter School	97%	1%	2%	4%			6.4%	9.8%	9.5%	0.0%	0.2%	0.0%
Aspire East Palo Alto Phoenix Academy	95%	9%	3%	10%	66%	84%	4.8%	17.7%	3.8%	0.0%	0.0%	0.0%
Aspire ERES Academy	97%	1%	5%	0%			15.9%	20.1%	16.0%	0.0%	0.0%	0.4%
Aspire Firestone Academy	96%	4%	2%	4%			0.8%	0.5%	0.0%	0.0%	0.0%	0.0%
Aspire Gateway Academy	96%	4%	3%	5%			2.3%	1.5%	0.0%	0.0%	0.0%	0.0%
Aspire Golden State College Preparatory Academy	95%	10%	6%	9%	81%	77%	34.0%	34.0%	23.2%	0.2%	0.4%	0.4%
Aspire Hanley Elementary School #1	91%			6%					20.7%			0.0%
Aspire Hanley Elementary School #2	90%			18%					17.0%			0.3%
Aspire Huntington Park Charter School	97%	3%	2%	1%			0.0%	4.1%	0.4%	0.0%	0.0%	0.0%
Aspire Inskip Academy	96%	4%	6%	6%			0.3%	6.7%	3.2%	0.0%	0.0%	0.0%
Aspire Junior Collegiate Academy	97%	1%	1%	1%			0.0%	1.0%	0.0%	0.0%	0.0%	0.0%
Aspire Langston Hughes Academy	96%	8%	5%	5%	100%	88%	12.4%	12.4%	10.9%	0.0%	0.3%	0.0%
Aspire Lionel Wilson College Preparatory Academy	96%	1%	2%	2%	94%	77%	11.5%	13.5%	7.7%	0.0%	0.0%	0.2%
Aspire Monarch Academy	97%	1%	1%	2%			9.8%	6.5%	5.0%	0.0%	0.0%	0.0%
Aspire Ollin University Preparatory Academy	96%	1%	2%	2%			13.8%	10.7%	0.5%	0.0%	0.0%	0.0%
Aspire Pacific Academy	94%	7%	7%	5%	81%	84%	21.7%	8.7%	0.9%	0.2%	0.2%	0.0%
Aspire Port City Academy	96%	1%	2%	2%			1.7%	2.2%	2.9%	0.0%	0.0%	0.0%
Aspire River Oaks Charter School	97%	2%	1%	1%			4.2%	5.5%	2.8%	0.0%	0.0%	0.0%
Aspire Rosa Parks Academy	97%	2%	4%	2%			5.9%	3.3%	4.4%	0.0%	0.0%	0.0%
Aspire Slauson Academy	96%	9%	10%	8%			6.3%	3.6%	5.6%	0.0%	0.0%	0.3%
Aspire Summit Charter Academy	96%	2%	1%	3%			0.2%	4.6%	2.9%	0.0%	0.0%	0.0%
Aspire Tate Academy	95%	7%	5%	7%			2.2%	8.8%	4.7%	0.0%	0.0%	0.0%
Aspire Titan Academy	97%	2%	0%	2%			0.3%	1.0%	0.0%	0.0%	0.0%	0.0%
Aspire Triumph Technology Academy***	94%	5%	4%	6%			3.6%	13.6%	11.5%	0.0%	0.7%	0.3%
Aspire University Charter School	96%	2%	1%	2%			3.8%	3.0%	4.0%	0.0%	0.0%	0.0%
Aspire Vanguard College Preparatory Academy	95%	9%	7%	8%	100%	83%	10.8%	8.7%	5.4%	0.0%	0.0%	0.0%
Aspire Vincent Shalvey Academy	97%	1%	1%	1%			1.0%	0.8%	0.8%	0.0%	0.0%	0.0%
Aspire Public Schools Total	96%	4%	3%	4%	83%	87%	8.1%	9.6%	7.1%	0.03%	0.07%	0.07%

Data is unavailable for the years in gray cells.

*Cohort Completion rate, as defined by the CDE. 2013-14 data has yet to be reported.

**College matriculation data is collected from high school graduates in December, to provide an accurate account of enrollment and retention in college and universities. Therefore, 2013-14 data is currently unavailable.

***Formerly Aspire Millsmont Academy, founded in the fall of 2004. Aspire Triumph Technology Academy will serve the same body of students.

APPENDIX 2

Logic Model

Aspire Public Schools

Charter School Program – Replication and Expansion of High-Quality Charter Schools

GOAL 1 – REPLICATION				
Objectives	Inputs	Outputs	Outcomes	Measures
Aspire will ensure that it has the legal and statutory ability to replicate in low-income communities.	LEA supports, Aspire teammates, community-based organizations	Charters for 7 new Tennessee schools in targeted neighborhoods.	7 new high-performing Aspire opened.	<ul style="list-style-type: none"> • # of charter applications granted • % FRPL students at schools
Aspire will use state, local, and federal funds to ensure financial sustainability once charters are established.	State, local, and non-CSP federal funds.	Public funding sources to support the ongoing financial sustainability of the charter schools. ¹	7 operating sustainably.	<ul style="list-style-type: none"> • # of schools successfully passing financial audits
Aspire will ensure that each school is thoughtfully developed to ensure student success.	CSP grant, Aspire teammates, school and organizational staff.	Year One schools are fully staffed by quality personnel ² and have systems and structures in place to support student learning. ^{3,4}	3,900+ low-income Memphis students successfully pursue College for Certain.	<ul style="list-style-type: none"> • Student enrollment records <p><i>Aspire believes that the best assessment of this goal is captured in the student achievement and growth focused metrics included below.</i></p>

¹ Financial challenges are the “primary reason that charter schools close...41.7% of charter school closures fit into this category.” (*The State of Charter Schools: What We Know – and What We Do Not – About Performance and Accountability*, the Center for Education Reform, Dec. 2011, pg. 8 at http://www.ed-reform.com/wp-content/uploads/2011/12/StateOfCharterSchools_CER_Dec2011-Web-1.pdf).

² Considering hiring practices: Loeb, S., & Reininger, M. (2004). *Public policy and teacher labor markets: What we know and why it matters*. The Education Policy Center at Michigan State University; the importance of strong staff climate: Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). *The schools teachers leave: Teacher mobility in Chicago Public Schools*. Chicago Consortium for School Research; understanding teacher quality: Goldhaber, D. (2002). *The mystery of good teaching: Surveying the evidence on student achievement and teachers’ characteristics*. Education Next, 2(1).

³ See *Successful Schools: From Research to Action Plans*, by Willard R. Daggett, Ed.D. President, International Center for Leadership in Education; presented June 2005 at the Model Schools Conference.

⁴ For key characteristics of effective principals’ practice, see Cotton, Kathleen. *Principals and Student Achievement: What the Research Says*. Association for Supervision and Curriculum Development (ASCD), 2003 (hereafter, *Principals and Student Achievement*).

GOAL 2 – FIDELITY TO ASPIRE PUBLIC SCHOOL MODEL

Objectives	Inputs	Outputs	Outcomes	Measures
<p>All students have access to a high quality education, characterized by high standards, a balanced curriculum, a variety of robust teaching strategies, rigorous assessment, individualized support, and extra learning time.</p>	<ul style="list-style-type: none"> • College readiness standards (Common Core and State aligned) • Balance curriculum incorporating both in-house and externally validated resources • A variety of teaching methods based on best practices • Support for teacher development and learning⁵ • Blended Learning opportunities for students⁶ • Rigorous and regular assessment • Systems to provide individualized instruction, particularly for at-risk students⁷ • Additional learning time 	<ul style="list-style-type: none"> • High quality, maximized instruction in every classroom. • Clear data on student outcomes that can be shared with teachers, parents, and students. • Support for struggling students 	<p><i>Aspire students learn and master basic skills, thinking skills, and life skills that prepare them to be college ready by the time they graduate from high school, as measured by</i></p> <ul style="list-style-type: none"> • 10% more students score proficient or advanced each year after the baseline year, based on annual state assessments • 80% of students meet annual growth goals on district assessments (i.e. MAP) • 80% of teachers score a 3 or above on the AIR rubric • 95% daily attendance rate 	<ul style="list-style-type: none"> • Attendance rates • TCAP & TVAAS scores (or other relevant state assessment data) • MAP assessment scores • Teacher effectiveness data

⁵ Saunders, William M., Claude N. Goldenberg, and Ronald Gallimore. *Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools*. American Educational Research Journal 46.4 (2009): 1006-1033.

⁶ Singh, Harvey. *Building effective blended learning programs*. Educational Technology, v43 n6 51-54 Nov-Dec 2003..

⁷ Fuchs, Douglas, and Lynn S. Fuchs. *Introduction to response to intervention: What, why, and how valid is it?*. Reading Research Quarterly 41.1 (2006): 93-99.

<p>All students will attend a school with a robust culture and climate, created by strong design features, intervention for students struggling with behavior, and strong relationships with family and community.</p>	<ul style="list-style-type: none"> • Small school design • preK-8 design • Focus on looping • Advisories beginning in sixth grade • Supports for behaviorally struggling students including mentoring, check-ins and individualized behavioral plans • Systems to support teachers struggling with student behavior • Family-focused structures such as the Advisory School committee, Saturday School, and Student-School-Family Compacts. 	<ul style="list-style-type: none"> • Safe inclusive student culture.⁸ • Reduction in expulsion and suspension due to supports for struggling students. • Student and parent satisfaction. 	<p><i>Aspire students and parents feel supported by their school, as measured by:</i></p> <ul style="list-style-type: none"> • 80% parent satisfaction with their student’s education • 80% student satisfaction with their school’s culture and climate • Less than 3% rate of expulsion. 	<ul style="list-style-type: none"> • Parent survey results • Student survey results • Expulsion data
--	--	---	---	---

⁸ *Principals and Student Achievement* (see Footnote 4)

APPENDIX 3

Multi-Year Financial and Operating Model

Aspire Public Schools

Charter Schools Program – Replication and Expansion of High-Quality Charter Schools

	TN			CA			Total		
	2014-2015 Budget	2015-2016 Budget	2016-2017 Budget	2014-2015 Budget	2015-2016 Budget	2016-2017 Budget	2014-2015 Budget	2015-2016 Budget	2016-2017 Budget
State	8,978,910	13,413,520	21,405,220	116,375,401	123,023,233	126,279,455	125,354,311	136,436,753	147,684,675
Federal	2,058,852	2,259,028	2,288,278	19,076,430	17,612,071	17,588,163	21,135,282	19,871,099	19,876,440
Local	3,581,000	3,725,000	5,170,000	13,009,001	8,542,188	7,161,364	16,590,001	12,267,188	12,331,364
Total Revenues	14,618,762	19,397,548	28,863,498	148,460,832	149,177,492	151,028,982	163,079,595	168,575,040	179,892,480
Personnel	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
Operating	4,772,271	6,198,780	9,635,531	45,657,017	42,064,274	40,751,125	50,429,288	48,263,054	50,386,657
Total Expenses	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
Operating Surplus	1,564	33,337	8,247	5,293,108	4,022,293	2,612,860	5,294,673	4,055,630	2,621,106

APPENDIX 4

Resumes of Key Personnel

Aspire Public Schools

Charter School Program – Replication and Expansion of High-Quality Charter Schools

JAMES R. WILLCOX

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

PR/Award # U282M140005

ALLISON LESLIE

WORK EXPERIENCE

Aspire Public Schools

Director of Educator Development

May 2010- present

- Design, manage and oversee all aspects of the Aspire Teacher Residency Program
- Coach 20 Mentor teachers as part of the Aspire Teacher Residency Program
- Supervise and coach 8 K-12 English Language Arts instructional coaches
- Oversee all aspects of Curriculum & Instruction of the K-12 English Language Arts Program
- Plan and manage professional development for 34 schools across California; including summer training, and regional professional development days

Aspire Public Schools

Instructional Coach

July 2008-May 2010

- Designed summer training and regional professional development days focused on literacy.
- Supported 14 teachers to clear preliminary credential through BTSA program.
- Provided small group intervention to over 30 students in grades 2nd- 5th at four different sites in literacy.
- Redesigned organization's educator website to increase resource sharing and collaboration among grade level teams.

East Palo Alto Charter School K-8

Principal

July 2004- June 2008

- Led staff in use of data to increase student achievement to 80% proficiency in mathematics and 56% proficiency in English Language Arts on the California Standards Test and an Academic Performance Index of 837
- Established biweekly meetings for all grade level and content teams to analyze data
- Observed all 20 classroom teachers an average of 25 times per school year
- Aligned after school program with school wide focus on literacy and increased attendance of students below grade level in English Language Arts

East Palo Alto Charter School K-8

July 2001-July 2004

7th and 8th Grade Language Arts Teacher/Lead Teacher

- Led Middle School Reform Team to increase enrollment from 100 to 150 students
- Interpreted conferences and meetings in Spanish on a regular basis
- Designed curriculum to support state standards for English Language Arts

Teach for America/Fonville Middle School, Texas

August 1999- June 2001

ESL Teacher

- Created and implemented a program for beginning English Language Learners resulting in an average increase in their overall English skills from level 1 to level 3

- Increased the average writing score for sixth grade students by 2 points on the district wide assessment
- Led a Title VII committee in creating a budget for \$20,000 to support ELLs

EDUCATION

2006-2008	Leadership Support Tier II Program University of California at Berkeley
2004- 2006	Administrative Credential/ Masters in Administration University of California at Berkeley Principal's Leadership Institute
2002- 2003	California Multiple Subject Teaching Credential Cal State Teach Credential Program
1999-2000	ESL teacher certification The University of Saint Thomas
1995 - 1999	Bachelor of Arts degree in Spanish Literature/ Writing University of California at San Diego

PROFESSIONAL DEVELOPMENT

- **2010-2011:** Urban Teacher Residency United Symposium
- **June 2006:** New Schools Venture Fund : Achieving with Data
- **February 2005:** Aspire Language Arts Instructional Guidelines Training
- **July 2003:** Columbia University Summer Institute on the Teaching of Writing
- **January 2002:** Write Traits: 6-Traits Instruction & Assessment
- **August 2000:** Secondary Summer Institute for ESL & Content Area Teachers
- **June 2000:** Gifted & Talented Training Institute
- **January 2000:** Neuhaus Multisensory Grammar
- **October 2000:** Rice University Advanced Placement Institute

CREDENTIALS

- California Clear Multiple Subject Teaching Credential
- California Clear Administrative Services Credential

ADDITIONAL SKILLS

- Fluent in Spanish
- Advanced technical skills in Microsoft Office Suite

KAHLMUS D. EATMAN

EXPERIENCE

Pacific Charter School Development, Los Angeles, CA

Project Manager

February 2009 – Present

- Directed and coordinated activities of land use consultants, architects, general contractors, and school administrators to successfully complete the zoning, entitlements, and construction of five charter school expansion projects serving over 1,100 students.
- Conducted student proximity analysis which influenced the Department of Transportation to adopt lower traffic rates for all charter school projects located within South Los Angeles, thereby reducing the projected traffic impacts.
- Collaborated with Chief Executive Officer to create an updated 5-year business plan and strategic growth initiatives, and to develop an employee performance review process.

Aspire Public Schools, Oakland, CA

Operations Manager

July 2008 – January 2009

- Collaborated with and reported to the Chief Operating Officer on a variety of strategic initiatives including stakeholder surveys, multi-year expansion and growth strategy, and grant compliance
- Developed Management Team dashboard tool and streamlined the monthly process for highlighting the key indicators of organizational success to provide insight and context for Senior Leadership decision-making
- Managed the annual business planning review process to develop a sustainable business model, serving as a strategic thought partner to the Chief Operating Officer
- Prepared comparative compensation analysis for Aspire schools in Los Angeles in response to teacher grievances; analysis led to salary increases for over 80% of teachers in the region
- Identified teacher turnover patterns over the last 4 years resulting in the submission of a concept paper for a human capital grant targeting teacher development and retention

The Bridgespan Group, Boston, MA and San Francisco, CA

Associate Consultant

August 2006 – July 2008

- Bridgespan Diversity Recruiting Lead, Diversity Advisory Team, Charitable Fund Committee
- Foundation strategy, Gates Global Libraries Initiative:*
- Built the cost / impact model for a \$325M initiative in partnership with senior client and external consultant
 - Synthesized multiple primary research reports on library usage, access, and user demographics across target countries to inform strategic decisions and identify potential interventions
- Youth development network, Latin American Youth Center:*
- Launched organizational diagnostic survey and presented findings and recommendations to Senior Leadership Team
 - Analyzed population trends in target geographic areas and influenced client's intended growth plans
 - Built a financial model and created a sustainability plan with CFO and Director of Development
- National network strategy, Woodrow Wilson National Fellowship Foundation:*
- Formalized start-up process and defined primary role for organization to play in assisting school developers to successfully open Early College High Schools
 - Created, deployed, and analyzed market research survey to assess potential of proposed service offerings

Goldman Sachs, New York, New York

Summer Analyst, Corporate Treasury Division

Summer 2004

- Devised a management process for the efficient allocation of international credit; process was recommended to executive management and implemented upon my departure
- Prepared management reports including data analysis, and generation of charts, graphs, and tables for weekly presentations to executive management

EDUCATION

Duke University, Durham, NC

May 2006

Bachelor of Science, Economics. Minors in Religion and Theater Studies.

Honors: Graduated *magna cum laude*, profiled in "Duke Senior Stories: Stories of Engagement" (highlights members of the graduating class who maximized their Duke experience), Phi Eta Sigma National Honor Society, Duke University Deans List (Fall 2002–Spring 2005) with Distinction (Fall 2003, Fall 2004), National Dean's List (2002–2004), Goldman Sachs Scholarship for Excellence Recipient (2004–2005)

Activities: Black Male Outreach and Education (Co-founder, Vice Chair), Duke University Annual Fund (Supervisor), United in Praise Gospel Choir (Treasurer), Duke University SafeWalks (Data Manager, Volunteer Escort)

Duke in Rome, Overseas Studies Program, Rome, Italy

Summer 2005

Additional Proficient in Microsoft Excel, Word, Powerpoint, Outlook, and Project. Skillful typist (85 wpm). Effective communicator and natural presenter.

Experience

Chief Academic Officer

1999 to Present Aspire Public Schools, Oakland, CA

- Founding Chief Academic Officer of the first charter management organization in the country.
 - * *Designed and implemented the K-12 instructional program currently implemented in 34 California schools with a majority of high poverty students.*
 - * *Made key decisions about the strategy and growth of Aspire as part of the founding management team.*
 - * *Built processes and systems for educational practices to be replicated within the organization.*
 - * *Supported and evaluated principals in all regions and grade levels.*
- Increased achievement to be the highest performing school system compared to similar California districts
 - * *Raised average Academic Performance Index from 619 to 824 while increasing enrollment from 500 students to 12,000.*
 - * *Created schools where over 95% of underserved students are accepted to 4 year universities.*
- Shared practices, materials and systems to school districts, other charter management organizations, non-profits and individual charter schools.

Adjunct Professor in Educational Leadership

2004-2008 San Jose State University, San Jose, CA

- Taught classes in educational administration.

Instructional Coordinator

1995-1999 San Carlos Charter Learning Center, San Carlos, CA

- Instructional leader for the first charter school in California.
- Created an innovative educational program designed to be the research and development site for the San Carlos School District.
- Responsible for all aspects of the academic and operational processes of the school.

Assistant Principal and Teacher

1990-1995 Woodside School District, Woodside, CA

Teacher

1989-1990 Morton Grove School District, Morton Grove, IL

Teacher

1988-1989 The Harvard School, Chicago, IL

Education

San Francisco State University, San Francisco, CA

Masters of Education

University of Illinois, Urbana, IL

Bachelor of Science, Education

References

References are available on request.



VIRAJ PATEL, CPA

Global finance executive with 30 years of experience at prominent VC-backed and public companies (US, Europe and Asia); industries include renewable energy, mobile, wireless, broadband, networking and software, and diversified industrial companies. Experienced in multi-channel revenue models - direct sales, SaaS, distributors, OEM, reseller and system integrators. Raised venture equity/debt, public equity/debt, PIPE transactions; ran simultaneous fund-raising and road shows in US, India, Europe, MENA and Greater China; M&A, investor relations, ERP implementations, and all aspects of public company reporting under SEC regulations.

Board Member and Audit Committee Chair for Helios and Matheson (HMNY – NASDAQ)

PROFESSIONAL EXPERIENCE

DEEYA ENERGY (start-up), Fremont, California **2010 - Present**
A VC-backed energy storage company that provides energy storage solutions primarily in the emerging markets; total employees 150+

Chief Financial Officer - (responsible for finance, legal and HR)

- Raised \$34m (\$26m in equity and \$8m in venture debt)
- In-charge of fund-raising and road shows across all geographies (US, Europe, India, MENA and Greater China)
- Restructured and rebuilt finance functions and executive teams in Fremont and India and setup operations support for key locations in SEA and Africa
- Negotiated key MSA terms with contract manufacturers
- Negotiated a key in-license technology with PNNL (US DOE Lab) as part of the go-to-market strategy

UTSTARCOM (UTSI – NASDAQ), Alameda, California **2005 – 2010**
Global leader in the manufacture, integration, and support of IP-based, end-to-end mobile, wireless, broadband and networking solutions with revenues of \$3 billion and 6,000 employees

Chief Financial Officer

2008 – 2010

VP Corporate Controller and Chief Accounting Officer

2005 – 2008

- Directed a worldwide finance team of 200 people (Tax, Treasury, FP&A, Controllershship, IR, Internal Audit and Compliance); Asia centric primarily China, India, Japan, Korea and EMEA and Latin & South America
- Increased gross margins from low teens to 30% by implementing strict deal-review process and through product rationalization
- Successfully restructured the company which resulted in \$150 million in savings and achieved EBITDA breakeven after five cumulative years of consecutive losses; reduced headcount by 3000 employees
- Divested non-core businesses (captive handset distributorship (raised \$250 million), IP-CDMA assets, Korea design center); monetized real estate value by sale lease-back generating \$130 million in free cash flow
- Ran an active M&A process for a potential sale; resulting in a \$50m investment from China PE investors
- Established shared service center in China and built finance organization in India; implemented Oracle worldwide
- Moved finance and company headquarters from USA to China
- Successfully led the company’s restatement processes for legacy accounting and FCPA issues; negotiated financial settlement with Department of Justice related to legacy issues
- Spent 50% of time at overseas locations (primarily China and India)



NEKTAR THERAPEUTICS (NKTR - NASDAQ), San Francisco, California

2004 – 2005

Biopharmaceutical company, develops drug products using its proprietary drug technologies for partnering opportunities

Vice President, Finance

Directed corporate planning, financial reporting and manufacturing finance

- Managed and prepared annual operating plans
- Provided deal analyses for partner funded activities - Bayer, Schering-Plough, Pfizer, Chiron
- Directed implementation of cost models for commercial start-up activity with contract manufacturers
- Oversaw implementation of commercial cost and billing systems (J.D. Edwards)

EXTREME NETWORKS (EXTR – NASDAQ), Santa Clara, California

2003 – 2004

Provider of network infrastructure equipment to enterprise customers and telcos worldwide with revenues of \$400 million

Corporate Controller (consulting engagement)

Managed a group of 30 finance staff members on a worldwide basis

- Reviewed and analyzed methodologies for revenue recognition (bundled hardware and software offerings), inventory valuation, warranty reserves, upgrades and back-end rebates, option re-pricing models
- Advised CFO on in-bound strategic investment from Avaya

AVANTI CORPORATION (AVNT – NASDAQ), Fremont, California

1999 – 2002

Leader in electronic design automation software, supplying the global electronics market with the software, IP, and services used in design and manufacturing of semiconductor chips - revenues of \$400 million and 1500 employees

Chief Financial Officer

Directed finance, investor relations, and administrative functions; managed a group of 100 people

- Company acquired by Synopsys (SNPS) – total transaction value \$1.0 billion
Received 88% premium over the current price
Worked through an exhaustive due diligence process with multiple bidders
Successfully dealt with SEC and FTC anti-trust review processes
- Directed investor relations and fund-raising activities
Managed ongoing investor relationships and road shows; built strong relationships with institutional shareholders
– Fidelity, Wellington, J.W. Seligman, Becker Capital, and more
Raised \$34 million through equity private placement and prepared IPO for Hong Kong listing
- Operational and other
Implemented SaaS based licensing model which resulted in a predictable revenue stream
Increased operating margins from 29% to 46%.
Increased cash collections from \$25 million/quarter to \$40 million/quarter, reduced DSO, from 74 to 35 days.
Worked on public and private company acquisitions (Analogy, Xynetics, and Chrysalis)
Moved finance and administration groups outside Silicon Valley, resulting in 30% cost savings
Implemented offshore IP holding company structure, resulting in reduction in taxes
Provided strategic guidance which avoided bankruptcy due to pending litigation



PALL CORPORATION (PLL - NYSE), New York, New York

1989 – 1999

Multinational company that manufactures, markets filtration, purification, and separation products and integrated systems solutions - revenues \$1.2 billion

Corporate Controller and Chief Accounting Officer

Responsible for worldwide financial accounting and planning groups, including divisional P&L responsibilities

- Operational:
 - Built financial accounting and planning systems which reduced closing cycle by one-half
 - Implemented transfer prices and currency exchange risk program on a global basis
 - P&L and capital budgeting responsibility for \$200 million sales and manufacturing divisions
- Corporate transactions:
 - Worked on public/private company acquisitions and JVs leading to successful closure of deals (Filtron Corporation, Gelman Sciences, Rochem, VITEX and others); raised \$300 million in capital through equity and short-term borrowings
 - Performed financial due diligence and restructuring reviews and identified savings in excess of \$50 million
 - Prepared and implemented pre/post-merger integration plans.

PRICEWATERHOUSECOOPERS, New York, New York

1982 – 1989

Manager

Clients included IBM, Anglo-American Corporation, International Flavors & Fragrances, JPMorgan Chase and Depository Trust Company; managed IPO process for a client listing on NYSE

PROFESSIONAL QUALIFICATIONS

BBA, Pace University, New York, 1983 (Graduated with Honors – Cum Laude)

Certified Public Accountant – New York; Member –

DELPHINE SHERMAN, MBA

EXPERIENCE

ASPIRE PUBLIC SCHOOLS, Oakland, California

\$130M multi-state non-profit organization serving 13,500 K-12 students in low-income neighborhoods. During the last five years, organization doubled its budget and added 12 sites in two states.

Vice President of Finance, April 2013 – Present

Member of Senior Leadership Team, providing financial leadership regarding strategy, policy and evaluation for 37 sites. Lead finance and accounting team of 16 employees, which includes Payroll, Accounts Payable, Accounting, Risk Management and Financial Planning.

- Identify strategies to ensure that each school is financially sustainable. Saved the organization \$1.6M by minimizing the financial impact of seismic retrofit capital improvements.
- Ensure resources are used to maximize organization's outcomes. Strategized with technology and education teams on how best to deploy \$2.5M of new state funding.
- Build the case and secure approval from Board of Directors to invest \$2M of surplus bond funds in capital improvement projects linked to organization's strategic priorities.
- Manage disclosures, ratings, and financial covenants for \$93M publicly issued bond. Bond offering enabled Aspire to open ten schools with permanent facilities. Communicate with investors, bond counsel, and rating agencies.
- Redefine processes in support of national expansion to ensure alignment of financial systems across the organization and compliance with state, federal, and local requirements.
- Drive annual audit process and A-133 audits resulting in no material weaknesses or deficiencies.

Director of Finance, May 2009 – April 2013

Directed budget, forecasting, and financial reporting for 37 locations and 14 home office departments. Managed four financial analysts.

- Managed organization through four years of revenue shortfalls of 20% by cutting expenses and implementing fundraising strategy.
- Created financial model, term and assumptions that resulted in \$8M of new funding. Secured approval for funding from the Board of Directors.
- Secured \$10M of Revenue Anticipation Notes to protect organization from California's state funding deferrals. Structured and closed transaction with public and private investors each year reducing cost of transaction by 50% over three-year period.
- Designed and implemented process improvements to increase team's efficiency as organization doubled in size. Cash forecast tool resulted in aggregate efficiency savings of 60 hours per month.
- Maximized resources from public and private grant revenue, including a \$28M federal grant to support teacher effectiveness. Developed grant budgets and milestones. Kept funders apprised of progress. Successfully influenced grant amendments.

EDTEC, Emeryville, California

Finance, back-office and professional consulting services to 300 charter schools.

Vice President of Client Management, June 2008 – June 2009

Member of Leadership Team; strategized to maximize impact and firm profitability.

- Led and coached client management group consisting of three client managers and three business managers servicing approximately 30 clients throughout California. Client management group responsible for 75% of firm's revenues.

Director of Client Management, May 2006 – June 2008

Advised 20 schools with budgets in aggregate of \$100M

- Developed multi-year budgets, cash flow projections and capital allocation decisions with clients' Executive Directors and Boards of Directors. Monitored compliance with budgets. Ensured alliance between programmatic goals of the school and the Boards' financial decisions.
- Educated school leaders on charter school regulations and conducted periodic internal audits to ensure compliance. Areas monitored include attendance reporting, state testing, teacher credentials, fund accounting, student lottery and grant management.
- Managed cross-functional team of accountants, payroll specialists and educational consultants to handle all financial transactions of the schools.

UNIVERSITY OF CALIFORNIA, Office of the Treasurer, Oakland, California

Managed \$70 billion portfolio of retirement and endowment funds for the UC System.

Credit Analyst, Summer 2005

- Analyzed potential investments in publicly traded companies for fixed income portfolio. Interviewed management teams, equity analysts, and rating agencies. Synthesized research and presented recommendations to Fixed Income Research Team.

CAMBRIDGE ASSOCIATES, Boston, Massachusetts

Investment consulting firm for endowed non-profit institutions ranging from \$20 million independent school to \$4 billion foundation.

Senior Consulting Associate, 2002 – 2004

Consulting Associate, 2001 – 2002

- Delivered recommendations at Investment Committee meetings for clients, which included a \$1.2 billion foundation, a high performing public university, and an independent K-12 school.
- Performed due diligence on venture capital funds for client's \$3 billion portfolio.

Team Leader, 2002 – 2004

- Managed group of 45 consulting associates in cooperation with five other team leaders. Handled account staffing, determined promotions and salary increases, and developed hiring projections.

EDUCATION

University of California Berkeley, Haas School of Business

Master of Business Administration, 2006; Haas Community Fellow

Dartmouth College

Bachelor of Arts in Economics, Minor in Sociology, 2001; Phi Beta Kappa

NON-PROFIT BOARD EXPERIENCE

LIGHTHOUSE COMMUNITY CHARTER SCHOOLS: K-12 charter school in East Oakland

Board Member, Finance Committee, 2013 – present

CENTER FOR NONPROFIT AND PUBLIC LEADERSHIP: Haas School of Business

Advisory Board Member, 2009 – present

CHARTERSAFE: Charter school insurance and safety program

Board Member, January 2013 – present

APPENDIX 5

Resumes of Key Personnel

Aspire Public Schools

Charter School Program – Replication and Expansion of High-Quality Charter Schools

Internal Revenue Service

Date: January 24, 2006

ASPIRE PUBLIC SCHOOLS
% MICHAEL BARR
[REDACTED]

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

Person to Contact:
[REDACTED]

Customer Service Representative

Toll Free Telephone Number:
[REDACTED]

Federal Identification Number:
[REDACTED]

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,

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

APPENDIX 6

Schools Operated by Applicant

Aspire Public Schools

Charter School Program- Replication and Expansion of High-Quality Charter Schools

	School	Address	CDS#	Charter#	Opened	Chartering District	SELPA	Low Grade	High Grade
Central Valley	Aspire Alexander Twilight College Preparatory Academy	2360 El Camino Ave, Sacramento, CA 95821	34-67447-0120469	1554	Fall 2009	San Juan Unified School District	EDCOE	K	5
	Aspire Alexander Twilight Secondary Academy	2360 El Camino Ave, Sacramento, CA 95821	34-67447-0121467	1555	Fall 2010	San Juan Unified School District	EDCOE	6	12
	Aspire Benjamin Holt College Preparatory Academy	3201 East Morada Lane, Stockton, CA 95212	39-68585-0101956	565	Fall 2003	Lodi Unified School District	EDCOE	6	12
	Aspire Capitol Heights Academy	2520 33rd St, Sacramento, CA 95817	34-67439-0102343	598	Fall 2003	Sacramento City Unified School District	EDCOE	K	5
	Aspire APEX Academy	444 N. American St, Stockton, CA 95202	39-68676-0121541	1552	Fall 2010	Stockton Unified School District	EDCOE	K	5
	Aspire Langston Hughes Academy	2050 West Lane Stockton, CA 95205	39-68676-0118497	1048	Fall 2006	Stockton Unified School District	EDCOE	6	12
	Aspire Port City Academy	2040 West Lane Stockton, CA 95205	39-68676-0114876	1553	Fall 2007	Stockton Unified School District	EDCOE	K	5
	Aspire River Oaks Charter School	1801 Pyrenes Ave., Stockton, CA 95210	39-68585-6118921	364	Fall 2001	Lodi Unified School District	EDCOE	K	5
	Aspire Rosa Parks Academy	1930 South D St, Stockton CA 95206	39-68676-0108647	554	Fall 2005	Stockton Unified School District	EDCOE	K	5
	Aspire Summit Charter Academy	2036 E. Hatch Road, Modesto, CA 95351	50-71043-0112292	812	Fall 2001	Ceres Unified School District	EDCOE	K	5
	Aspire University Charter School	3313 Coffee Road, Modesto, CA 95355	50-71290-0118125	1026	Fall1999	Sylvan Union Elementary School District	EDCOE	K	5
	Aspire Vincent Shalvey Academy	10038 Hwy 99 E. Frontage Road, Stockton CA 95212	39-68585-6116594	178	Fall 1999	Lodi Unified School District	EDCOE	K	5
	Aspire Vanguard College Preparatory Academy	5255 First St, Empire, CA 95319	50-76638-0120212	1125	Fall 2009	SBE (CDE)	EDCOE	6	12
	Bay Area	Aspire Berkeley Maynard Academy	6200 San Pablo Ave, Oakland, CA 94608	01-61259-0109819	726	Fall 2005	Oakland Unified School District	EDCOE	K
Aspire California College Preparatory Academy		2125 Jefferson Ave, Berkeley, CA 94703	01-10017-0118489	1049	Fall 2005	Alameda County Office of Education	EDCOE	9	12
Aspire College Academy		8030 Atherton St, Oakland, CA 94605	01-61259-0128413	1577	Fall 2011	Oakland Unified School District	EDCOE	K	5
Aspire East Palo Alto Charter School		1286 Rummymede St, East Palo Alto, CA 94303	41-68999-0114953	125	Fall 2003	Ravenswood School District	EDCOE	K	6
Aspire East Palo Alto Phoenix Academy		1039 Garden St, East Palo Alto, CA 94303	41-69062-0118232	1022	Fall 2006	Sequoia Union High School District	EDCOE	7	12
Aspire ERES Academy		1936 Courtland Ave, Oakland, CA 94601	01-61259-0120188	1115	Fall 2009	Oakland Unified School District	EDCOE	K	8
Aspire Golden State College Preparatory Academy		1009 66th Ave, Oakland, CA 94621	01-61259-0118224	1023	Fall 2007	Oakland Unified School District	EDCOE	6	12
Aspire Lionel Wilson College Preparatory Academy		400 105th Ave, Oakland, CA 94603	01-61259-0130666	465	Fall 2002	Oakland Unified School District	EDCOE	6	12
Aspire Millmont Academy		3200 62nd Ave, Oakland, CA 94605-1614	01-61259-0108803	689	Fall 2004	Oakland Unified School District	EDCOE	K	5
Aspire Monarch Academy		1445 101st Ave, Oakland, CA 94603	01-61259-0117568	252	Fall 2000	Oakland Unified School District	EDCOE	K	5
Los Angeles	Aspire Antonio Maria Lugo Academy	2565 East 58th St, Huntington Park, CA 90255	19-64733-0109660	694	Fall 2005	Los Angeles Unified School District	EDCOE	K	5
	Aspire Centennial College Preparatory Academy	2079 Saturn Ave, Huntington Park, CA 90255	19-64733-0126797	1436	Fall 2013	Los Angeles Unified School District	LAUSD	6	7
	Aspire Firestone Academy	8929 Kauffman Ave, South Gate, CA 90280	19-64733-0122622	1214	Fall 2010	Los Angeles Unified School District	LAUSD	K	5
	Aspire Gateway Academy	8929 Kauffman Ave, South Gate, CA 90280	19-64733-0122614	1213	Fall 2010	Los Angeles Unified School District	LAUSD	K	5
	Aspire Huntington Park Charter School	6005 Stafford Ave, Huntington Park, CA 90255	19-64733-0117960	1035	Fall 2006	Los Angeles Unified School District	EDCOE	K	5
	Aspire Inskip Academy	123 W. 59th St, Los Angeles, CA 90003	19-64733-0124800	1332	Fall 2011	Los Angeles Unified School District	LAUSD	K	6
	Aspire Junior Collegiate Academy	6724 South Alameda St, Huntington Park, CA 90255	19-64733-0114884	1551	Fall 2007	Los Angeles Unified School District	EDCOE	K	5
	Aspire Ollin University Preparatory Academy	2540 East 58th St, Huntington Park, CA 90255	19-64733-0112128	693	Fall 2006	Los Angeles Unified School District	EDCOE	7	9
	Aspire Pacific Academy	2565 East 58th St, Huntington Park, CA 90255	19-64733-0122721	1230	Fall 2010	Los Angeles Unified School District	LAUSD	10	12
	Aspire Slauson Academy	123 W. 59th St, Los Angeles, CA 90003	19-64733-0124784	1330	Fall 2011	Los Angeles Unified School District	LAUSD	K	6
	Aspire Tate Academy	123 W. 59th St, Los Angeles, CA 90003	19-64733-0124792	1331	Fall 2011	Los Angeles Unified School District	LAUSD	K	6
	Aspire Titan Academy	6720 South Alameda St, Huntington Park, CA 90255	19-64733-0120477	1550	Fall 2009	Los Angeles Unified School District	EDCOE	K	5
	Memph	Hanley Elementary School #1	680 Hanley St, Memphis, TN 38114	8024	Fall 2013	Achievement School District	Achievement	PK	5
Hanley Elementary School #2		680 Hanley St, Memphis, TN 38114	8025	Fall 2013	Achievement School District	Achievement	PK	5	

PR/Award # U282M140005

APPENDIX 7

CSP Assurances

Aspire Public Schools

Charter Schools Program- Replication and Expansion of High-Quality Charter Schools

CHARTER SCHOOLS PROGRAM – REPLICATION & EXPANSION GRANTS

Grantee Assurances

As the duly authorized representative of the grantee, I certify that the grantee has submitted to the Secretary, or will submit within 30 days of the date of the Grant Award Notification, the following items:

- 1) All items described in section V (Application Requirements) of the Notice Inviting Applications for New Awards for Fiscal Year 2011, published in the Federal Register on [July 12, 2011 (76 FR 40898)];
- 2) Proof that the grantee has applied to an authorized public chartering authority to operate each charter school and provided to that authority adequate and timely notice, and a copy, of this application;
- 3) Proof of the grantee's non-profit or not for-profit status;
- 4) A statement as to whether the charter school the applicant is proposing to replicate or expand currently receives, or has previously received, funding for this program either through a State subgrant or directly from the Department;
- 5) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- 6) A description of the State or local rules generally applicable to public schools that will be waived for, or otherwise not apply to, the charter schools the applicant proposes to create or expand; and
- 7) Such other information and assurances as the Secretary may require.

As the duly authorized representative of the grantee, I also certify to the following assurances:

- 8) That the grantee will annually provide the Secretary such information as the Secretary may require to determine if the charter schools created or expanded under this grant are making satisfactory progress toward achieving the objectives described in 5203(b)(3)(C)(i);
- 9) That the grantee will cooperate with the Secretary in evaluating this program;
- 10) That the grantee will use the funds to replicate or expand a high-quality charter school in accordance with the requirements of the CSP;

- 11) That the grantee will ensure that a charter school that receives funds under this program will not receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or the initial implementation of a charter school; and
- 12) That the State will grant waivers of State statutory or regulatory requirements, and a description of the State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the schools the applicant proposes to replicate or expand.

James Willcox
NAME OF AUTHORIZED OFFICIAL

Chief Executive Officer
TITLE


SIGNATURE OF AUTHORIZED OFFICIAL

7/18/2014
DATE

Aspire Public Schools
APPLICANT ORGANIZATION

7/18/2014
DATE SUBMITTED

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

Aspire Public Schools

Charter Schools Program- Replication and Expansion of High-Quality Charter Schools

Summary

Aspire's total grant request is \$8,183,800 and includes funding for 7 new schools, 3 expanding schools, and allowable CMO contribution:

- \$800,000 per new school we plan to open; since we plan to open 7 schools in the next three years, the total budget amount for new schools is \$5.6 million.
- \$947,040 for 3 expanding schools; across the three schools, we conservatively anticipate enrollment growth to be an additional 632 students in 6-8th grades – with a max funding of \$1,500/new seat, that equates eligible funding of \$948,000
- \$1,636,760 over 5 years as a CMO contribution of 20% of the grant amount; this will support the opening of 7 new schools (\$1,400,000) and the significant expansion of 3 existing schools (\$236,760)

New Schools

Below are the details of the budget for *each* of the 7 schools for which we are requesting funding.

	Planning Year	Year 1	Year 2	TOTAL (\$)	% of Total Budget
Personnel	████████	████████	████████	████████	██████
Fringe Benefits	\$78,850	\$83,740	\$1,500	\$164,090	9%
Travel					1%
Equipment					16%
Supplies	\$98,400	\$36,177	\$6,000	\$140,577	22%
Contractual					0%
CMO Contribution	\$96,812	\$98,188	\$5,000	\$200,000	20%
Total	████████	████████	████████	████████	██████

We are planning to open 1 new school in Fall 2015, 3 schools in Fall 2016, and 3 schools in Fall 2017. The total budget for the 7 new schools over the five year budget period would be:

	2014-15	2015-16	2016-17	2017-18	2018-19	Total
Personnel	████████	████████	████████	████████	████████	████████
Fringe	78,850	320,290	489,270	255,720	4,500	1,148,629
Supplies	98,400	331,377	409,731	126,531	18,000	984,040
CMO Contr	96,813	388,625	590,000	309,563	15,000	1,400,000
Total	████████	████████	████████	████████	████████	████████

Salaries

The positions that would be funded with this grant for new schools include:

	Planning Year	Year 1	Year 2
Principal Resident	1.0	n/a	n/a
Business Manager	0.5 (6 months)	n/a	n/a
Ed Specialist	n/a	1.0	n/a
Instructional Coach	n/a	1.0	n/a
Teacher Residents	5 residents	2 residents	n/a
Teacher Training Stipends	15 teachers	5 teachers	5 teachers
Director of Pre-K	n/a	0.33	n/a
Director of Community Outreach	n/a	0.33	n/a
Tech Ops Regional Support Mgr	n/a	0.33	n/a

Principal Resident

	<i>Planning Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>
Salary	████████	n/a	n/a
FTE	1.0	n/a	n/a
Cost	████████	\$0	\$0

The average annual salary of an Aspire Principal Resident is ██████████. The Principal Resident will be recruited a year in advance of the school opening and join a cohort of other Aspire principal residents to train to become a principal. He/she will be paired with an experienced principal at another TN school to learn from an experienced principal. A year of training is critical to the success of a principal, so that they understand the systems and educational program at Aspire before becoming a principal of their own school.

Business Manager

	<i>Planning Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>
Salary	████████	n/a	n/a
FTE	0.50	n/a	n/a
Cost	████████	\$0	\$0

The average annual salary of an Aspire business manager is ██████████. This budget provides for the salary of a business manager at each school to start 6 months prior to the first year of the school’s opening; therefore the first year cost is ██████████. During those 6 months, the Business Manager’s primary activities will be to assist the Principal with community engagement and information, recruiting students for the schools, working with the Regional Director of Business and Operations to ensure the facility is ready for opening, and working with Central Office staff to procure the materials necessary to open the schools.

Ed Specialist

	<i>Planning Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>
Salary	n/a	████████	n/a
FTE	n/a	1.0	n/a
Cost	\$0	████████	\$0

As discussed in the program narrative, we are projecting the schools we open to have a high number of students with special needs and individualized education plans (IEPs). In the first year, we believe it is important to have a lower staff to student with IEP ratio, which is why we have included an additional Ed specialist (which is what we call our special education teachers). Over time, as the school expands, and the students are well integrated into the Aspire program, we can increase the staff to student with IEP ratio, and won’t need additional funding for this position.

Instructional Coach

	<i>Planning Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>
Salary	n/a	████████	n/a
FTE	n/a	1.0	n/a
Cost	\$0	████████	\$0

The average annual salary of an Aspire Instructional Coach is ██████████. This budget provides for the salary of an Instructional Coach during the first year of the school’s operation. The

primary responsibility of the Instructional Coach is to guide new teachers around lesson plans, the Aspire educational guidelines, classroom management and intervention, and be a liaison with Aspire’s organizational instructional team.

Teachers in Residency

	<i>Planning Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>
Salary	████████	████████	n/a
FTE	5.0	2.0	n/a
Cost	████████	████████	\$0

The cost of each Teacher Intern participating in Aspire’s Teacher Residency Program is ██████████ per participant. This budget provides for the cost of five Teachers in Residency during the first year of the school’s operation and two Teachers in Residency during the second year. 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.

Teacher Training Stipends

During the summer prior to school opening, the site will conduct 12.5 days of training for new teachers. Those new teachers will receive ██████████ as a stipend.

Planning Year: For 15 new teachers, the total will be ██████████ * 12.5 days * 20 teachers, or ██████████.
 Year 1: For 5 new teachers, the total will be ██████████ * 12.5 days * 5 teachers, or ██████████.
 Year 2: For 5 new teachers, the total will be ██████████ * 12.5 days * 5 teachers, or ██████████.

Director of Pre-K Education

	<i>Planning Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>
Salary	n/a	████████	n/a
FTE	n/a	0.33	n/a
Cost	\$0	████████	\$0

The annual salary of Aspire’s Director of Pre-K Education in Tennessee is ██████████. This budget provides for the cost of the position to be split across the new and expanding schools, so that each new school only pays for 1/3 of the cost of the position; therefore the first year cost is ██████████. This position will work closely with the Principal and Director of Special Education to ensure that the pre-K program is well integrated into the school program.

Director of Community Outreach

	<i>Planning Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>
Salary	n/a	████████	n/a
FTE	n/a	0.33	n/a
Cost	\$0	████████	\$0

The annual salary of Aspire’s Director of Community Outreach is ██████████. This budget provides for the cost of the position to be split across the new and expanding schools, so that each new school only pays for 1/3 of the cost of the position; therefore the first year cost is \$33,333. This position will work closely with the Director of Business and Operations and the Regional office team to ensure that enrollment targets are met and that the schools have and will continue to form close partnerships with community, neighborhood organizations.

Tech Ops Regional Support Manager

	<i>Planning Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>
Salary	n/a	████████	n/a
FTE	n/a	0.33	n/a
Cost	\$0	████████	\$0

The annual salary of Aspire’s Tech Ops Regional Support Manager is ██████████. This budget provides for the cost of the position to be split across the new and expanding schools, so that each new school only pays for 1/3 of the cost of the position; therefore the first year cost is ██████████ in the school’s first year. (The position will be funded by other new schools the following year and then will be supported by the enrollment growth at all of the open schools). Because the schools are opening with a significant amount of technology due to the blended learning program, there is need for additional IT support in that first year of operation.

Benefits

Aspire’s fully-loaded cost of benefits is 25% of salary for most certificated positions, and 30% of salary for most classified positions. Stipends only have payroll taxes and TN retirement (TCRS) (12% assumption) and the benefit load for teacher residents is a higher percentage because their salary is ██████████ (12% of salary plus ██████████ per resident in medical benefits). The computations for annual benefit cost are recapped in the table below:

	Planning Year	Year 1	Year 2
Principal Resident – 25% of salary	████████	n/a	n/a

Business Manager – 25% of salary	██████	n/a	n/a
Ed Specialist – 25% of salary	n/a	██████	n/a
Instructional Coach – 25% of salary	n/a	██████	n/a
Teacher Residents – 12% of salary plus \$8,000 for health benefits	██████	██████	n/a
Teacher Training Stipends – 12% of stipends	██████	██████	██████
Director of Pre-K – 30% of salary	n/a	██████	n/a
Director of Community Outreach – 30% of salary	n/a	██████	n/a
Tech Ops Regional Support Mgr – 30% of salary	n/a	██████	n/a

Books & Supplies

The majority of the classroom materials, textbooks and furniture will be funded with state dollars or other philanthropy that Aspire has secured. Aspire is requesting funding for computers for its blended learning program and additional textbooks/instructional materials (estimated at \$100/new student):

	<i>Planning Year</i>	<i>School Yr 1</i>	<i>School Yr 2</i>
Textbooks – Rate per Student	\$100	\$100	\$100
Textbooks – Qty	384	60	60
Textbooks – Total	\$38,400	\$6,000	\$6,000
Computers – Cost per student computer	\$1,200	\$1,207	n/a
Computers –Qty	50	25	n/a
Student Computers – Total	\$60,000	\$30,177	\$0
TOTAL BOOKS & SUPPLIES	\$98,400	\$36,177	\$6,000

Expansion Schools

We are requesting funding for 3 schools which are significantly expanding their enrollment. The expansion plan is as follows:

Hanley 1: In FY 2013/14, this school was at 342 students, and will be expanding to 564 students over the next three years and adding 6-8th grades.

	2014-15	2015-16	2016-17
Grades Served	Pre K-6	Pre K-7	Pre K-8
Estimated Enrollment	420	486	564
Enrollment Growth	78	66	78

Hanley 2: In FY 2013/14, this school was at 322 students, and will be expanding to 564 students over the next four years and adding 6-8th grades.

	2014-15	2015-16	2016-17	2017-18
Grades Served	Pre K-6	Pre K-7	Pre K-8	Pre K-8
Estimated Enrollment	380	458	536	564
Enrollment Growth	58	78	78	28

Coleman: This school will open in Fall 2014 with 396 students serving pre-K through 5th grade, and will be expanding to 564 students over the next four years and adding 6-8th grades.

	2014-15	2015-16	2016-17	2017-18
Grades Served	Pre K-5	Pre K-6	Pre K-7	Pre K-8
Estimated Enrollment	396	452	508	564
Enrollment Growth		56	56	56

A summary of the expansion school budget assuming the growth plan outlined above is:

	2014-15	2015-16	2016-17	2017-18	2018-19	Total
Personnel	█	█	█	█	█	█
Fringe	-	81,690	-	-	-	81,690
Travel	1,350	1,350	1,350	1,350	1,350	6,750
Supplies	122,400	180,000	190,800	75,600	-	568,800
CMO Contr	30,938	138,210	48,038	19,238	338	236,760
Total	█	█	█	█	█	█

Salaries

The positions that would be funded with this grant for these expanding schools include:

2015-16 (Project Year 2 only)	Hanley 1	Hanley 2	Coleman
Ed Specialist (████████ Annual Salary)	0.7	0.7	0.7
Director of Pre-K (████████ Annual Salary)	0.25	0.25	0.16
Director of Community Outreach (████████ Annual Salary)	0.25	0.25	0.16
Tech Ops Regional Support Mgr (████████ Annual Salary)	0.25	0.25	0.16

2015-16 (Project Year 2 only)	Hanley 1	Hanley 2	Coleman
Ed Specialist (████████ Annual Salary)	████████	████████	████████
Director of Pre-K (████████ Annual Salary)	████████	████████	████████
Director of Community Outreach (████████ Annual Salary)	████████	████████	████████
Tech Ops Regional Support Mgr (████████ Annual Salary)	████████	████████	████████
Total Personnel (Expansion Schools)	████████	████████	████████

The position descriptions are above in the new school budget narrative. These positions would only be funded in 2015/16 (Project Year 2) when the expansion at each of these schools is the greatest. The Ed Specialist position would continue to be funded by the school thereafter by the increased enrollment and the three other positions (Director of Pre-K, Director of Community Outreach, and Tech Ops Regional Support Manager) would be funded by the new schools opening in Fall 2016 and Fall 2017 as described above.

Benefits

Aspire’s fully-loaded cost of benefits is 25% of salary for most certificated positions, and 30% of salary for most classified positions. The computations for annual benefit cost are recapped in the table below:

2015-16 (Project Year 2 only)	Hanley 1	Hanley 2	Coleman
Ed Specialist (25% Benefits)	████████	████████	████████
Director of Pre-K (30%	████████	████████	████████

Benefits)			
Director of Community Outreach (30% Benefits)	██████	██████	██████
Tech Ops Regional Support Mgr (30% Benefits)	██████	██████	██████
Total Benefits (Expansion Schools)	██████	██████	██████

Books & Supplies

We are requesting funding for books, computers and furniture for the new seats that we are adding to our existing schools. Books are estimated at \$200/new seat, computers are estimated at \$600/new seat (assuming a ratio of 2 students/computer), and furniture is estimated at \$100/new seat.

	<i>Project Year 1</i>	<i>Project Year 2</i>	<i>Project Year 3</i>	<i>Project Year 4</i>
Enrollment Growth (per above)	136	200	212	84
Textbooks – Rate per Student	\$200	\$200	\$200	\$200
Textbooks – Total	\$27,200	\$40,000	\$42,400	\$16,800
Computers – Rate per student	\$600	\$600	\$600	\$600
Student Computers – Total	\$81,600	\$120,000	\$127,200	\$50,400
Furniture – Rate per student	\$100	\$100	\$100	\$100
Furniture – Total	\$13,600	\$20,000	\$21,200	\$8,400
TOTAL BOOKS & SUPPLIES	\$122,400	\$180,000	\$190,800	\$75,600

Travel

Travel is provided each year for the project directors meeting in Washington DC as required per the grant program. We are requesting \$1,350 per year * 5 years = \$6,750.

<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	Washington, DC	Lodging	\$193 x 3 days x 1 person x 1 trip	\$579

project director)				
Mandated 2-day project directors meeting (for project director)	Washington, DC	Meals & incidentals	\$65 x 3 days x 1 person x 1 trip	\$195
Mandated 2-day project directors meeting (for project director)	Washington, DC	Cabs to/from airport	\$39 each way	\$76
TOTAL				\$1,350

Central Office Oversight

Based on the parameters of the program, 20% of the total requested award is allocated for cost of central office support. Included in the central office costs are human resources, payroll, information technology, data analysis, operations and accounting functions. Because all of these costs represent personnel and benefits costs, we include the following amounts in the ED 524 form:

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Total
Personnel	████████	████████	████████	████████	████████	████████
Benefits	\$31,938	\$131,709	\$159,509	\$82,200	\$3,834	\$409,190
Total CMO Contribution	████████	████████	████████	████████	████████	████████

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***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 %.

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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Allison		Leslie	

Address:

Street1:	1001 22nd Avenue
Street2:	Suite 1001
City:	Oakland
County:	
State:	CA: California
Zip Code:	94606
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

--

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------