

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



APPLICATION FOR GRANTS
UNDER THE

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120038

Grants.gov Tracking#: GRANT11189130

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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

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"/>
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* 3. Date Received: <input type="text" value="07/26/2012"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

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

* a. Legal Name:

* 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 Ave."/>
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="94606-5232"/>

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:

Organizational Affiliation:

* Telephone Number: <input type="text" value="510-434-5508"/>	Fax Number: <input type="text" value="510-434-5010"/>
---	---

* Email:

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:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

13. Competition Identification Number:

84-374A2012-1

Title:

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

Areas Served by APS TIF Grant.pdf

Add Attachment

Delete Attachment

View Attachment

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

Aspire Public Schools Educator Effectiveness System

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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="7,227,243.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 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

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:



College for Certain

Areas Served by Aspire Public Schools TIF Grant

Aspire Public Schools is committed to transformative change in California's public schools. Our mission is to close the achievement gap for CA's low-income youth while proving what's possible when we invest in great teaching and great data systems: college for certain.

Our TIF project will serve students and teachers across the Aspire network. Our cities include:

Bay Area

- East Palo Alto (2 schools)
- Oakland (8 schools)

Central Valley

- Modesto (3 schools)
- Sacramento (3 schools)
- Stockton (7 schools)

Los Angeles Area

- Huntington Park (6 schools)
- Los Angeles (3 schools)
- South Gate (2 schools)



Congressional Districts Served by Aspire Public Schools

Aspire City	Congressional District
Oakland	CA-9
Modesto	CA-18
Sacramento	CA-5
Stockton	CA-18
East Palo Alto	CA-14
Huntington Park	CA-34
South Gate	CA-39
Los Angeles	CA-35

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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jennifer Jordan</p>	<p>* TITLE</p> <p>Chief Executive Officer</p>
<p>* APPLICANT ORGANIZATION</p> <p>Aspire Public Schools</p>	<p>* DATE SUBMITTED</p> <p>07/26/2012</p>

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 type="checkbox"/> a. bid/offer/application <input checked="" 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
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Teacher Incentive Fund"/> CFDA Number, if applicable: <input type="text" value="84.374"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
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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:

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Aspire Employee Handbook_Relevant Sections

Delete Attachment

View Attachment

EQUAL EMPLOYMENT OPPORTUNITY

Aspire is an equal opportunity employer and makes employment decisions based on merit. Aspire policy prohibits unlawful discrimination on the basis of race, ethnic group, color, sex (including pregnancy, childbirth, or related medical conditions), national origin, registered domestic partner status, ancestry, religion, creed, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or the appearance of any of these characteristics, and any other basis protected by federal, state, or local law. When necessary, Aspire also makes reasonable accommodations for disabled team members, unless undue hardship would result.

Aspire promotes a positive, productive work environment within which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal opportunity and prohibits discriminatory practices. It is the responsibility of every team member to conscientiously follow this policy.

ANTI-HARASSMENT POLICY

Aspire is committed to providing a work environment free of unlawful harassment. In accordance with applicable law, Aspire policy prohibits sexual harassment and harassment because of race, ethnic group, color, sex (including pregnancy, childbirth, or related medical conditions), national origin, registered domestic partner status, ancestry, religion, creed, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or the appearance of any of these conditions, and any other basis protected by federal, state, or local law. All such harassment is unlawful and will not be tolerated. This policy applies to all person involved in the operation of Aspire, including but not limited to, supervisors, managers, other team members, students, students' family members, and vendors.

Sexual Harassment Defined

Applicable state and federal law define sexual harassment as unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when: (1) submission to the conduct is made a term or condition of employment; or (2) submission to or rejection of the conduct is used as basis for employment decisions affecting the individual; or (3) the conduct has the purpose or effect of unreasonably interfering with the team member's work performance or creating an intimidating, hostile, or offensive working environment. This definition includes many forms of offensive behavior. The following is a non-exhaustive partial list:

- Unwanted sexual advances;
- Offering employment benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters;

- Verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about any team member's body or dress;
- Verbal sexual advances or propositions;
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, or suggestive or obscene letters, notes, or invitations;
- Physical conduct such as touching, assault, or impeding or blocking movements; and
- Retaliation for reporting harassment or threatening to report harassment.

It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job is unlawful whether it involves coworker harassment, harassment by a manager or supervisor, or harassment by persons doing business with or for Aspire.

Other Types of Harassment

Prohibited harassment on the basis of race, ethnic group, color, national origin, registered domestic partner status, ancestry, religion, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or any other protected basis, includes behavior similar to sexual harassment, such as:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

Harassment Complaint Procedure

Aspire's complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies for any victim of harassment. A claim of harassment may exist even if the team member has not lost a job or some economic benefit.

Any Aspire team member who believes that s/he has been harassed on the job, or becomes aware of the harassment of others, is encouraged to inform the offender that this behavior is unwelcome. A written or verbal complaint to the supervisor, manager, Human Resources, or any other member of management should also be made as soon as possible. The complaint should be as detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

All incidents of prohibited harassment that are reported will be investigated. Aspire will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be completed and a determination regarding the reported harassment will be made and communicated to the team member who complained and to the accused harasser(s).

If Aspire determines that prohibited harassment or other conduct that violates an Aspire policy has occurred, the organization will take effective remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of prohibited conduct is substantiated, appropriate disciplinary action, up to and including immediate termination, will be taken. Whatever action is taken against the wrongdoer will be communicated to the team member who complained. Applicable law prohibits retaliation against any team member who complains of prohibited harassment or who participates in an investigation.

Aspire encourages that all team members report any incidents of harassment immediately so that complaints can be quickly and fairly resolved. Please be aware that the Federal Equal Employment Opportunity Commission (EEOC) and the California Department of Fair Employment and Housing (DFEH) investigate and prosecute complaints of prohibited harassment in employment. Any employee who believes that s/he has been harassed or retaliated against for resisting and/or reporting may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

Liability for Harassment

Any team member of Aspire, who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate termination of employment. Any team member who engages in prohibited harassment, including any supervisor or manager who knew about the harassment but took no action to stop it, may be held personally liable for monetary damages. Aspire does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, Aspire reserves the right not to provide a defense or pay damages assessed against team members for conduct in violation of this policy.

DISABILITIES - REASONABLE ACCOMMODATION

In accordance with applicable federal and state law protecting qualified individuals with known disabilities, Aspire will attempt to reasonably accommodate those individuals unless doing so would create undue hardship on Aspire. To ensure that Aspire understands the person's particular needs, any person who requires a reasonable accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation.

Aspire is committed to engaging in a timely, good faith interactive process with any qualified person with a disability who requests an accommodation in order to ascertain whether an effective, reasonable accommodation exists. The request should specify what accommodation

the individual believes is needed to perform the job. Aspire then will conduct an investigation to identify the barriers that make it difficult for the individual to have an equal opportunity to perform his or her job. Aspire, in consultation with the individual, will identify possible accommodations that will help eliminate the limitation.

WORKERS' COMPENSATION

Workers' Compensation is designed to ensure that employees who are injured, become ill or disabled on the job are provided with needed medical benefits and wage-loss protection. A team member who sustains a work-related injury should immediately notify his/her supervisor, Office Manager and the Human Resources Department. Should the injury require the attention of a doctor, the site principal, supervisor or Office Manager can provide the number of the Workers' Compensation Carrier's Physician Network Referral Unit. For reporting regulations, team members who have an on-the-job injury are required to see one of Aspire's approved worker's compensation doctors – seeing one's own primary care provider is not equivalent. All site Office Managers have a listing of clinics in the local area which are approved to treat employees reporting a work-related injury. In the case of an emergency, team members should go to the nearest hospital emergency room for treatment and then utilize the Network Referral Unit if additional treatment is necessary.

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	
<input type="text" value="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="Jennifer Jordan"/>	* DATE: <input type="text" value="07/26/2012"/>

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Address:

* Street1:	1001 22nd Ave.
Street2:	Suite 100
* City:	Oakland
County:	
* State:	CA: California
* Zip Code:	94606
* Country:	USA: UNITED STATES

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

510-434-5027	
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Email Address:

james.gallagher@aspirepublicscho

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

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No Provide Assurance #, if available:

Please attach an explanation Narrative:

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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, a California-based nonprofit (501)(c)(3) charter management organization (CMO) committed to creating small, high performing, college-ready public schools, is applying for a General TIF Competition grant in partnership with 29 of its schools, each a qualified LEA. The application addresses Competitive Priority 5 An Educator Salary Structure based on Effectiveness as well as the two Absolute Priorities. The 29 Aspire schools are: Alexander Twilight College Preparatory Academy, Alexander Twilight Secondary Academy, Capitol Heights Academy, APEX Academy, Langston Hughes Academy, Port City Academy, River Oaks Charter School, Rosa Parks Academy, Summit Charter Academy, Vanguard College Preparatory Academy, California College Preparatory Academy, College Academy, East Palo Alto Charter School, East Palo Alto Phoenix Academy, ERES Academy, Golden State College Preparatory Academy, Lionel Wilson College Preparatory Academy, Millsmont Academy, Monarch Academy, Antonio Maria Lugo Academy, Firestone Academy, Gateway Academy, Huntington Park Charter School, Inskeep Academy, Junior Collegiate Academy, Pacific Academy, Slauson Academy, Tate Academy, and Titan Academy.

Aspire Public Schools consists of 34 high-need schools in California. Aspire has previously piloted its PBCS in two of its schools and proposes, through this TIF grant, to bring the project to scale. Aspire's overarching goal is to provide the best quality education to the high-need students in its schools, enabling them to graduate from high school, college-ready. The performance based compensation system (PBCS) developed within the scope of Aspire's Human Capital Management System (HCMS) provides incentives and additional compensation for teachers and principals who are found to be effective or better in evaluations, as well as those who take on additional responsibilities and leadership roles. The PBCS guides Aspire's policies concerning compensation of educators, professional development, and advancement for teachers and principals. Through this TIF grant, Alliance proposes to expand its PBCS and extend the teacher evaluation and compensation system to additional staff.

The Goal of Aspire TIF is to effectively enhance student achievement so that high-need students graduate from high school fully prepared for college success.

Objective #1: Improve teacher effectiveness to compel these measurable results in student achievement: By 2014, Aspire expects 25% of students to graduate with a score of 3, 4 or 5 on at least one AP test or earn three UC/CSU approved credits, 15% of students to pass the Math EAP and 20% to pass the ELA EAP. By the close of the grant, Aspire will surpass the California average of 20% of students passing at least one AP exam by graduation.

Objective #2: Improve principal effectiveness to compel measureable results in student achievement, graduation rates, and college readiness as defined and measured in the following project evaluation plan.

Specific activities include:

- (1) Implement residency programs for teachers in the hard-to-staff areas of math, science and special education, and other areas as appropriate to enhance recruitment of educators on a fast track to effectiveness.
- (2) Evaluate teachers using a standards-based, rubric-assessed evaluation tool in conjunction with a measure of student growth based on a transparent value-added model.
- (3) Develop teachers through targeted mentoring and differentiated professional development based on evaluation results.
- (4) Implement career path and reward teachers systematically to develop effectiveness, positively impacting student achievement.
- (5) Promote and reward principals systematically to ensure leadership which cultivates teacher effectiveness and student achievement.
- (6) Recruit and retain effective teachers and principals.

Neither Aspire nor any of the partner LEAs are involved in any other TIF application during FY2012.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Add Optional Project Narrative File

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Priority 1 (Absolute): An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation Systems at the Center.

(1) How HCMS is aligned with Aspire’s vision of instructional improvement

Aspire is a nonprofit (501)(c)(3) charter management organization (CMO) committed to creating small, high performing, college-ready public schools. As a non-profit organization, Aspire is applying in partnership with 29 of its schools, each a qualified LEA. Attached is proof of Aspire’s non-profit status, along with MOUs signed by each partnering LEA. Aspire is often credited as the creator of the non-profit charter management organization model.

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

As a result of its successes, Aspire is a lead partner in a \$60 million project funded by the Bill and Melinda Gates Foundation (hereinafter Gates), which is designed to increase effective teaching so that more students graduate college-ready. The first-of-its-kind partnership—known as The College-Ready Promise (TCRP)—was named one of the foundation’s Intensive Partnerships for Effective Teaching sites because of its innovative plan to reform how teachers are recruited, evaluated, supported, retained, and rewarded. The College-Ready Promise directly

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

supports the American Recovery and Reinvestment Act emphasis on measuring teacher effectiveness and ensuring that effective teachers serve traditionally underserved students.

TCRP represents a collaborative among four California-based Charter Management Organizations to work together and focus on improving the effectiveness of teachers and principals. TCRP was awarded a TIF grant in 2010 to develop performance-based compensation system (PBCS) that informs all human capital decisions within their schools, including attracting, hiring, and retaining the best, most qualified teachers and principals available. This system is currently being piloted successfully in eight case study schools (including 2 Aspire schools).

Aspire's overarching goal is to provide the best quality education to the high-need students in its schools, enabling them to graduate from high school, college-ready. Aspire places great emphasis upon making the educators in its schools the best they can be. Through the performance based compensation system (PBCS) developed within the scope of the TCRP TIF grant, Aspire's Human Capital Management System (HCMS) provides incentives and additional compensation for teachers and principals who are found to be effective or better in evaluations, as well as those who take on additional responsibilities and leadership roles. The PBCS guides Aspire's HCMS policies concerning compensation of educators, professional development, and advancement for teachers and principals. This request is for \$28.6 Million over five years dollars will allow it to expand the original PBCS to all of its schools, as well as extending the teacher evaluation and compensation system to all teachers, in particular to add teachers of special education and non-tested subjects. Attached to this proposal is a list of the 29 high-need schools in the Aspire system to which the PBCS will be extended; the list also shows a breakdown per school of the 84% of Aspire students eligible for free or reduced priced meals.

(2) Aspire uses information generated by its evaluation systems to inform key human

capital decisions, including recruitment, hiring, placement, retention, dismissal, compensation, professional development, and promotion.

Building on strong track records of success, Aspire established a seven-year, nine-point plan to collectively reform human resource systems in ways that better develop, identify, reward, deploy, and retain the most effective educators. The TIF grant has allowed Aspire to refine and implement five of the nine components of the reform initiative: teacher evaluation, professional development, principal effectiveness, career path, and differentiated compensation components. These Five TIF-sponsored components are known as Educator Effectiveness. The data received from this system will help support the growth of developing teachers, identify existing highly effective educators and incent them, through robust career options, to remain in the classroom where they have the greatest impact on students.

The Goal of the Educator Effectiveness System is to increase student achievement and ensure that students are prepared to enter college-level courses without remediation; within five years, Aspire expects changes from its reform efforts to result in 70-75% of Aspire's high-minority, high-poverty students to score at advanced or proficient levels on required state assessments and twice the current percentage to enter college fully prepared for college-level work.

(3) Aspire's human capital strategies ensure that its high-need schools attract and retain effective educators.

Aspire has undertaken a set of strategies to recruit effective teachers in hard-to-staff subjects, implementing **a performance-based compensation system (PBCS) which develops, rewards, and retains highly effective teachers and leaders who can accelerate academic progress for students** who enter school far behind grade level. Data informs decisions on

recruitment, hiring, compensation, career advancement, and retention of educators. Two of Aspire's schools have successfully piloted the PBCS. With this grant, Aspire will bring these strategies to scale and provide enhanced teacher effectiveness to all of its high-need schools and further refine its existing systems.

(4) Proposed modifications to Aspire's HCMS includes the features described above.

The proposed modifications are extending the HCMS to include a more robust career pathway that provides advancement opportunities once teachers reach specific effectiveness levels. Aspire will continue the ongoing process of HCMS refinement in response to experience and stakeholder feedback. Implementation of the expansion to additional schools and the extension to additional staff will take place no later than the second year of the grant cycle. A clearly defined timetable is included later in this application.

Priority 2 (Absolute): LEA-wide Educator Evaluation Systems Based, in Significant Part, on Student Growth.

Educator Effectiveness offers promotion within the teaching career, as well as an enhanced opportunity to move into administration. A teacher's effectiveness score is determined after a year or two in the classroom and is based: **40% on student achievement** (Individual and School-wide) and **60% on Teacher Practice and Behavior**, as determined by **40%** principal observations, **5%** peer feedback, and **15%** student and family feedback.

Every Aspire teacher is observed at least twice each year. Teacher evaluations metrics are applied across the board. Student growth percentile (SGP) is measured on standardized tests. SGP describes a student's growth by comparing his/her current achievement to his/her academic peers. An academic peer is a student with a similar starting point and has similar prior achievement. Student growth is also measured as a combination of individual teacher and school-

wide SGP. For tested subjects, the assessments look at individual teacher SGP; for non-tested subjects, the school SGP. Aspire weights student growth as follows: For tested subjects, 30% individual SGP, 10% school-wide SGP; for non-tested subjects, 40% school-wide SGP.

(4) Aspire’s LEA-wide educator evaluation system implementation timeline.

The educator evaluation system is currently functional. During the first year of the TIF grant, Aspire will make refinements to the evaluation system to include all teachers and principals; during the entire five years of the grant, Aspire will continue to refine and improve the system based on lessons learned during implementation and stakeholder feedback.

Priority 5 (Competitive Preference): An Educator Salary Structure Based on Effectiveness.

(a) How Aspire will use overall evaluation ratings to determine educator salaries;

Aspire will implement PBCS Model 1: Both (1) Additional compensation for teachers and principals who receive an overall rating of effective or higher, and (2) teachers and principals eligible for additional compensation based on their evaluation will also be eligible for additional compensation for taking on additional responsibilities and leadership roles outlined on the career pathway.

Data from teacher evaluation ratings are already being used to determine salaries for teachers and principals. Aspire expects to implement a new compensation structure which includes all teachers by the second year of the grant.

In 2012-13, teachers will earn awards based on their demonstrated effectiveness. From 2013 on, awards will be replaced with a compensation scale based on effectiveness measured through the evaluation system described in this application.

Two of the main tenets of Aspire’s Mission Statement are to “Increase the academic performance of underserved students” and “Develop effective educators.” Put simply, Aspire

aims to make “college for certain” a reality for its students and change the odds for students in low income neighborhoods. Aspire believes the key driver in that effort is to create schools where students are taught by highly effective teachers year after year. To develop, and retain, highly effective teachers, educators must derive satisfaction, happiness, and a sense of effectiveness from the difficult work that they do.

Aspire remains focused on its goal of developing and retaining highly effective teachers. Through the creation and adoption of the Teacher Effectiveness rubric as a tool for norming principals, instructional coaches, and teachers around a common understanding of effective teaching that can be used for providing “indicator specific” supports, Aspire aims to develop and retain highly effective teachers. These individualized supports will be aligned to specific growth areas identified by teacher data resulting from classroom observations, student growth scores, and stakeholder survey feedback.

When Aspire piloted the teacher effectiveness evaluation system in 2010-2011, the organization began with a “pie” structure in which six evaluation measures (formal observations, informal observations, student growth, and student, family, and peer survey data) were assigned a weight and used to calculate a teacher’s effectiveness level. Based on feedback from pilot teachers, who expressed a desire not to have the important work that they do reduced to “a number,” Aspire evolved the system so that it takes into account certain thresholds of effectiveness in the six measures.

Although the preliminary models were built using a limited sample of formal observation and SGP data, Aspire was able to discover trends in its current compensation structure across the organization. This is the first time that Aspire has been able to compare teacher salaries and effectiveness levels, and it discovered a broad range of salaries within a given effectiveness

level. While Aspire acknowledges that individual effectiveness isn't the only dimension that is important, the compensation range is wider than anticipated.

To address the misalignment between teacher effectiveness level and compensation that exists (according to Aspire's proxy data), Aspire seeks to implement compensation "floors." Meaning, in the first year of the performance based compensation system, Aspire will award compensation based on the effectiveness measures so that a teacher's compensation will be more commensurate to his/her effectiveness level, as opposed to other factors that may have previously determined compensation. The final determination of the level (or amount) of these "floors" is being determined as more complete data sets of Aspire teacher's formal observation and median SGP levels become available.

(b) Aspire will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a) (c). The implementation is feasible, given that it has robust stakeholder support and applicable LEA-level policies.

Throughout all Aspire schools, stakeholders are not only in agreement with the goals and design of the described PBCS and evaluation system, they are also participants in the process of creating the components necessary to make it work.

Throughout the development and implementation of Aspire's teacher effectiveness, there have been many opportunities for every Aspire team member to provide feedback. Nearly 200 Aspire teachers participated in Focus Groups and on Advisory Panels from 2010-2012. They provided critical insight, ideas, and questions that fundamentally shaped the design of teacher effectiveness at Aspire. During the 2011-2012 school year, 388 Aspire teachers (nearly 80% of all Aspire teachers) piloted one or more of the teacher effectiveness components. At the same time, teachers across the organization were able to share their insights via surveys, interactive

webinars, and during school-site visits. Finally, in the Fall of 2011 all Aspire team members were provided training on the formal observation rubric and teacher effectiveness measures at regional professional development days. Throughout the stakeholder sessions, feedback was gathered to refine the system. High quality participation and support is an essential strength of the initiative.

As described throughout this application, teachers have been instrumental in the development and testing of Aspire's PBCS. Aspire has received significant positive teacher support for its current PBCS model. For example, Aspire sought teacher feedback when deciding how to distribute effectiveness-based funding through its PBCS. 65% of teachers approved of the plan for Aspire to pay teachers commensurate with their effectiveness "floors," and Aspire chose to adopt this system based on teachers' positive feedback. Teachers were also asked to choose among three models for fund distribution, coined "share the wealth," "meet in the middle," and "big results, big rewards." 59% of teachers chose the "meet in the middle" model, which would result in a significant difference in the amount of bonus pay teachers received based on their effectiveness levels. Aspire based its decision to adopt a "meet in the middle" model of distribution on this teacher feedback.

NO union is the exclusive representative of teachers or principals in any participating LEA.

(a) Coherent and Comprehensive Human Capital Management System

Since opening its first charter school in 1999, Aspire has created 34 high-quality, small, college-preparatory schools in California, and it has demonstrated the important role of charter schools in providing education opportunities for underserved students. Individually, Aspire Public Schools are among the most successful schools serving low-income and minority students in California. Collectively, Aspire Public Schools are helping to drive student achievement and graduation rates upward in some of the state's most challenging districts.

In 2011-12, Aspire served 12,000 students (75% of them low-income) in 34 schools in three discrete CA regions. Our students are 75% low-income and 80% minority. Students are 62% Latino, 18% African American, 30% English Language Learners, 5% Special Education; and 72% participate in the Free/Reduced Meal Program. All (100%) Aspire students are considered educationally disadvantaged.

Even though Aspire is much more successful than surrounding schools at helping disadvantaged students enter college, too many are still required to take remedial courses once they arrive. Only about 5-10% of students begin college level courses without the need for remediation. In California, high school juniors can take the Early Assessment Program (EAP) exam which provides a clear picture of whether students are ready for first-year college courses at California State University (and soon the University of California and California Community College System). As a result, California—unlike most states—has a true measure of college readiness that Aspire can use to track our success.

Aspire is committed to improving the college-readiness rates of its students, ensuring that students who continue on to higher education are fully prepared to enter college-level courses. To achieve this, Aspire is undertaking several interrelated initiatives to ensure that all of its teachers are highly effective and can accelerate academic progress for students who enter school far behind grade level. The goal is to increase student achievement by:

- Setting clear standards and raising the bar for instructional excellence across the organization captured in Aspire's teacher effectiveness rubric;
- Retaining highly effective teachers through an enhanced career pathway, teacher recognition & reward;

- Reinforcing the value Aspire places on great teaching. Maintaining an individual data record for each student to identify his/her needs, interests, and progress toward proficiency on core content standards, English language development, and college-readiness. Aspire schools provide multiple ongoing opportunities to measure student learning and to inform instruction through real life projects, analysis of student work portfolios, and interim assessments, as well as standardized on-demand assessments. Some students create electronic portfolios of selected student work that demonstrates proficiency in applying skills and concepts in real life project-based learning.
- Conducting interim assessments throughout Aspire schools in core content standards in reading, math, science, and history/social science. Interim assessments inform instruction and provide immediate individual student information on progress toward proficiency on California state standards. Secondary students take CSU 11th grade early entrance assessment and CSU placement tests as a key indicator of college-readiness.

(1) HCMS is aligned with Aspire’s vision of instructional improvement.

At Aspire, we believe that in order to close the achievement gap, a student must be taught by highly effective teachers and that a teacher incrementally increases his/her effectiveness only through many thousands of hours of deep focused practice and reflection. Therefore, we aim to build a team of educators who feel supported, satisfied in their work, and that are constantly increasing their effectiveness with students. Aspire’s Goal: Get students to and through college:

- That depends on a great teacher in every classroom
- Which depends on building expertise in every teacher
- Which depends on 10, 20 and 30,000 hours of deliberate practice and deep support
- Which depends on teacher satisfaction
- Which depends on teacher happiness
- Which depends on teachers’ sense of efficacy/effectiveness

Aspire recognizes that the education sector has long relied on a step-and-column salary structure wherein teacher compensation is linked to cost-of-living increases, years of service, and continuing education credits. It believes in re-professionalizing teaching through the concept of a career path. For this reason, Aspire developed the Educator Effectiveness framework, mentioned above, which rewards teachers based on their ability to improve student outcomes instead of their educational credits or years in the classroom.

Key Components of Aspire Educator Effectiveness Plan	When
<p>Systematic Teacher Support and Development: Improving support for teachers through coaching and mentoring from highly effective colleagues, better data on student progress, and professional development that is better customized to individual needs. This individualized professional development will be aligned to specific growth areas identified by teacher data resulting from classroom observations, student growth scores, and stakeholder survey feedback.</p>	<p>Ongoing since 2011</p>
<p>Setting clear expectations and measures of teacher effectiveness: improving evaluation of teacher effectiveness, including using student achievement data</p>	<p>Ongoing since 2011</p>

as part of a set of measures that can inform how teachers are supported and rewarded	
Growth and Compensation Based on Effectiveness: Providing increased compensation and more robust career opportunities in the classroom for those teachers who are highly effective	Career Path & Compensation starts Fall 2013
Expand and Enhance all systems: Include all teachers.	Start Spring 2013
Bring to Scale at 100% of Aspire Schools	By end of TIF grant period.

Over the past 20 years, mid- and senior-level teachers have experienced an increasing earning gap relative to comparably educated and experienced workers in other professions. To attract and retain highly-effective teachers, this trend must be reversed. Data from teacher evaluation ratings are critical to determining educator salaries and are already being used for teachers and principals. Because design and implementation of the evaluation system has already been successfully implemented, Aspire expects to implement a new salary structure for all teachers by the second year of the grant.

Aspire has designed and implemented new practices to recruit, train, evaluate, and compensate highly effective teachers and principals with these four key elements:

- 1) New **career paths** that reward highly effective teachers with higher pay and allow them to remain in the classroom as master teachers and mentors;
- 2) **Professional development** opportunities that provide targeted support to help teachers improve their practice and meet the needs of their students;
- 3) A year-long Aspire **Teacher and Principal Residency Program** to make sure new teachers

and principals are better prepared on the first day of school—and to provide training and support for principals to strengthen their leadership and make sure these initiatives are implemented with integrity;

- 4) A **fair, transparent, and meaningful evaluation system** to identify effective teachers and principals based on multiple factors, including growth in student academic achievement.

Under traditional career enhancement and compensation systems, highly effective teachers had two choices: leave the classroom to become an administrator or forego promotion. The Educator Effectiveness framework offers promotion within the teaching career pathway, as well as an enhanced opportunity to move into administration. The transparent evaluation system based on multiple measures includes 40% on student achievement, 30-40% on observations, and 20-30% on student, parent, and peer surveys, the teacher's effectiveness score will be determined after one to two years in the classroom.

The overarching goal of the Educator Effectiveness system is to further increase student achievement and ensure that students are prepared to enter college-level courses without remediation. Within five years, Aspire expects its reform efforts to result in 70-75% of its high-minority, high-poverty students scoring at advanced or proficient levels on the state assessments and for its students to enter college fully prepared for college-level work. With a dual emphasis on strategies that can increase both teacher effectiveness and principal effectiveness, Aspire's vision includes the elements shown below:

Teacher Effectiveness consists of data-driven evaluations of teachers and administrators. The evaluations will be used to create a fair and equitable system of compensation, which will lead to more effective teachers, as well as better processes for recruitment, retention, compensation, and promotion of teachers and administrators. This process can and will lead to

continuous improvements in the educational success of Aspire's students.

Some teachers become highly effective at a rapid pace. Others are given every opportunity for growth, but may not develop. Such teachers are placed on a support plan based on principal discretion and if data indicate that they are not making adequate progress. The support plan includes coaching support and additional observations.

A primary purpose of the teacher evaluation system is to place teachers on a career path that: rewards high performance; includes opportunities for additional support for underperformers and a mechanism for moving teachers along the career path; creates opportunities for the most highly-effective teachers to be placed with the highest-need students; attracts highly-effective and high-potential teachers because of its transparency; supports teachers in increasing their effectiveness through differentiated professional development opportunities; and sets the expectation that every teacher must become highly effective within five years.

Elements of the Career Path component include: (1) hands-on, high-touch Implementation Coaches who work directly with teachers to understand and provide feedback on the model, help teachers make career plans, and guide teachers along their selected career path, as well as, (2) vendors who provide expert support to inform the design of the career path and aligned compensation system, determine baseline composition of teachers based on one year of new evaluation system data and model out compensation implications, and refine cut scores for career path and compensation levels, as needed.

All teachers reaching Master Teacher level work 10-11 months per year, providing summer instruction to students working to come up to grade level or professional development to colleagues. Master teachers have the option to become a: (1) mentor or run a lab class for teacher

residents; (2) provide onsite teacher support (3) Teacher Coach, who runs a residency course or guides less than effective teachers to facilitate improvement; or (4) Administrator, working as a site leader or participating in an internship or in the principal residency.

A Master teacher earns more than any prior level and, upon reaching Master level, has the potential to earn significantly more upon his/her selection of a pathway option. Working with the highest-need students is strongly encouraged for teachers reaching the highest tiers on the career path, providing a significant incentive for effective teachers to serve the highest-need students. Highly effective teachers are characterized by their ability to teach students with sufficient rigor and skill so their students genuinely achieve college readiness by the time they graduate from high school. The numerous combinations of scores define the importance, accuracy, and fairness to teachers in their placement.

(2) HCMS increases the number of effective educators in Aspire’s high-need schools.

(i) Human capital decisions consider educator effectiveness.

Engaging more effective teachers and principals is Aspire’s primary strategy for meeting its college readiness goals for students. By hiring, retaining, and better deploying more effective educators, Aspire’s students graduate with a greater level of preparedness and will attain lower college drop-out rates and improved post-college opportunities.

Aspire HCMS is improving and maintaining the quality of its educator workforce. Data from its teacher evaluations support continuous improvement in teachers’ ability to enhance student achievement. Aspire HCMS includes recruitment and hiring of educators, monitoring and assessing their performance, providing both financial and non-financial incentives to increase performance and retain the most effective teachers and principals. As Aspire has been rolling out new teacher and principal evaluation systems that better identify and cultivate talent,

and as it makes other reforms to its human resource systems, the percentage of Highly Effective teachers will increase from 10-15% of teachers to 40%. Aspire's students are working hard to be successful. Its properly trained, effective teachers show them how to succeed, cutting short the repetitive cycle of poverty.

Educator effectiveness based on the evaluation systems drives human capital decisions.

Our new educator effectiveness system supplies the data and infrastructure to inform our most important human capital decisions. Evaluations conducted while developing Aspire's HCMS have shown that the key to student growth and achievement is teachers' quality and effectiveness. Clearly, raising the quality of teachers will improve student achievement. Groundbreaking research by Daniel Pink on motivation confirms that a primary predictor of job satisfaction is feeling effective. Teachers who feel effective are likely to do what it takes to enhance their effectiveness and stay in the job.

Prior to the development of our educator effectiveness system we estimated only 6% of Aspire teacher were highly effective. Educator Effectiveness has overhauled teacher and principal evaluation impacting retention and quality of instruction. The teacher evaluation system relies on these two innovations:

- (A) Calculations of student learning growth helps gauge teacher effectiveness at helping students achieve, and
- (B) Ability to objectively assess teacher effectiveness in promoting student learning through the use of a standards-based rubric and other measures of effectiveness.

Aspire's expectations for highly effective principals are comparable: leaders who have demonstrated that the majority of high-need students in their school consistently make more than one year of academic progress in a given year. The limited number of highly effective educators

and administrators restricts what may be accomplished in improving student achievement and dampens aspirations for ensuring that every student graduates from high school truly ready for college—which is why Aspire has committed to this ambitious reform plan.

Contributing to the challenge of employing many more highly effective educators are issues of turnover, experience, and subject-area expertise. In Aspire schools 72.5% of teachers are within their first three years with Aspire, while 62.3% of Aspire teachers are within their first three years of the profession. Hard-to-staff subjects and specialty areas, such as math and science, attract fewer candidates for each open position, and principals do not have the luxury of being selective with new hires. Finding the right individuals is a daunting challenge. Retention of effective teachers and principals is also a challenge. The highest-need students often face additional challenges outside of school. Truly supporting these students takes a deep commitment and can be emotionally draining. In exit surveys, teachers cite an insufficient evaluation system, lack of advancement opportunities, and desire for more effective professional development as reasons for departing Aspire. Currently, 15% of teachers leave each year; most leave voluntarily, but 7% are dismissed. (Some 29% of teachers depart Aspire after their second year.) These rates compare to a 13% turnover California-wide in the first two years. High turnover rates are alarming when considering that the cost of replacing a teacher is estimated to be about \$24,000.

Through better recruitment and retention of effective teachers for hard-to-staff subject areas, and through the targeted professional development and the overhauled human resources systems envisioned by Aspire's comprehensive reform plan, its schools will become magnets for attracting and keeping exceptional educators, and pioneers in closing achievement gaps.

(ii) Aspire HCMS includes substantial prior experience using the educator evaluation

system to inform human capital decisions.

As previously described, Aspire’s HCMS is a powerful model for identifying and grooming highly effective teachers and principals by systematically addressing four common gaps in school system human resource systems: idiosyncratic evaluations; uneven support and poor quality professional development; lack of career path and growth opportunities; and principals with little training in hiring, coaching or developing teachers. Through the Gates Foundation and the previous TIF grant, Aspire has developed and is implementing a sound, data-driven evaluation system for teachers and principals. Aspire has piloted this system successfully in two of its schools and is ready to implement it across the remaining Aspire schools. There are **NO** Aspire policies that will inhibit or delay implementation of this project.

(iii) Aspire’s leadership is committed to implementing the described HCMS.

Aspire is committed to ensuring that its students graduate from high school fully prepared to enter college-level courses and succeed in college. As the partnership with TCRP in the Gates Foundation and TIF grants to improve teacher effectiveness attests, Aspire leaders are firmly committed to its teacher effectiveness system which is currently – and successfully – being rolled out throughout its schools. Aspire’s Chief Executive Officer, serves as the President of the TCRP Board of Directors. Moreover, Aspire has set an organizational “Must Achieve” that sets the expectation that every educator will receive both formal and informal observations.

(iv) Adequacy of financial and nonfinancial strategies and incentives, including PBCS, for attracting and retaining effective educators to work in high-need schools.

Traditionally in America, less effective teachers often earn more than their more effective colleagues simply due to years of service. The Educator Effectiveness system overturns that paradigm. Because of Aspire’s teacher evaluation and support system, ineffective teachers are

easily identified and given opportunities to improve, or leave their position if they do not improve. Teachers need incentives to change habits and improve skill levels. Educator Effectiveness provides several incentives: compensation based on the teacher's own skill and work level, individualized professional development, and career paths which offer opportunities for leadership, promotion, and choice of direction.

Entry-level teachers, residents, and others beginning their careers, or those who have a strong need to improve their skills as measured by student achievement, will be paid the base compensation amount while they develop their effectiveness. As a teacher increases in effectiveness to the Emerging category, that teacher will qualify for potentially a \$3,000 bonus. The bonus increase is a true reward for performance due to demonstrated effectiveness and a high teacher evaluation rating. Teachers at the Master level will potentially be paid \$8,000-10,000 more than entry level pay.

Creation of a protocol for placing experienced teachers at an appropriate tier on the career path and setting their first-year compensation is critical. To that end, Aspire is implementing a tiered compensation system for experienced teachers. Placement at the initial tier is determined by Aspire's hiring committee, based on past evidence of student achievement as well as performance on a demonstration lesson.

Over the past 20 years, mid- and senior-level teachers have experienced an increasing earnings gap relative to comparably educated and experienced workers in other professions (Allegretto, Corcoran, and Mishell, 2008). To attract and retain highly-effective teachers, this trend must be reversed. In the new evaluation system, a Master teacher may potentially earn up to a \$10,000 bonus and has the potential to earn more upon selection of a career path. Teachers wishing to remain in the classroom will have the opportunity for compensation comparable to

administrators if they continue to be highly effective. In the career path, Aspire's highest paid teachers (i.e., master teachers and coaches) could potentially earn \$ 75,000 to \$ 85,000, while an administrator's average base salary is approximately \$87,500.

In part to better understand the role of compensation as an incentive and the correct amount that truly signals performance, the compensation component of the teacher career path has been implemented in case study schools.

(b) Rigorous, Valid, and Reliable Educator Evaluation Systems.**(1) Aspire has finalized a high-quality evaluation rubric.**

In May of 2010, teams of educators completed the draft standards for the Teacher Effectiveness Framework that defines the various abilities and practices of the highly effective teacher and is the basis of 60% of teacher overall effectiveness calculation. Based heavily on the work of Charlotte Danielson, the framework includes standards in the areas of planning and preparation, the classroom learning environment, instruction, assessment and data-driven instruction, professional responsibilities, and partnerships with families and community.

The standards and indicators for effective teaching are high but achievable. As result of the collaboration in design, teacher effectiveness is now judged by a product which is truly the work of teachers. The teacher performance rubric establishes four levels for teacher performance across five broad domains: Data-Driven Planning and Assessment; Classroom Learning Environment; Instruction; Professional Responsibilities; and Partnerships, Family, and Community: The four levels of effective teaching include:

- **Level I** – Teaching shows evidence of not understanding the concepts underlying the component; may represent practice that is harmful (actively and passively) and requires intervention;
- **Level II** – Teaching shows evidence of knowledge and skills related to effective teaching, but inconsistent performance;
- **Level III** - Teaching shows evidence of thorough knowledge of all aspects of the profession. Students are engaged in learning. This is successful, accomplished, professional, and effective teaching;
- **Level IV** – Classroom functions as a community of learners with student assumption of

responsibility.

Aspire will use multiple measures, including classroom observations, student, family, and peer feedback and students' academic growth to determine a teacher's rating for each domain. For example, a teacher's data for Classroom Learning Environment is informed by data from classroom observations, student feedback, parent feedback and peer feedback.

Teachers now receive a complete, accurate evaluation due to the careful construction of the system and the balance between student value-added achievement and adequate observations by trained personnel. Teachers are formerly observed twice per year. The observation is a full session, planned in advance. Aspire will measure growth for each individual student by comparing the change in his/her CST performance to all other students in TCRP and Los Angeles Unified School District (LAUSD) who had similar CST achievement results in previous years (the student's "academic peers"). This change will be reported as a Student Growth Percentile (SGP) from 1 to 99. Higher student growth percentiles indicate more growth.

For example, a student with a growth percentile score of 60 performed better than 60 percent of students who had a similar starting point as measured by the prior year of achievement. A growth percentile for a teacher is the median growth percentile for all the students in his or her particular class. Finally, a growth percentile for a school is the median growth percentile of all the students in the school.

During the pilot year, Aspire reported Student Growth Percentiles for ELA and mathematics in grades 3 through 11. In 2011-2012, Aspire reported growth for other subjects, such as science and social studies, in the middle and high schools.

One of the strengths of the Student Growth Percentile model is that it measures growth at the top and bottom of the CST performance scale equally well. All students, no matter where

they start, have the opportunity to exhibit growth from the 1st to 99th percentile. SGP accounts for this by measuring each student's growth relative to his or her academic peers.

Grade levels and subject area teachers without CST test scores will not receive individual SGP scores until assessments exist for such subjects and grades. For the 2011-2012 school year, Aspire will use school-wide SGP scores in place of individual SGP scores.

New content-area test development is underway for non-tested subjects, as the greatest accuracy is derived by evaluating the growth between a fall pretest and a spring exam. To allow reliable and effective use of the model in the overall evaluation system by all participants (teachers, principals, coaches, leadership), the SGP model is coordinated with the creation of a new student/teacher data system, funded through other sources and developed by Aspire.

Through focus groups, advisory panels, Webinars, and meetings last summer and fall, Aspire sought and received stakeholder input in the design of the model to measure teacher impact on student learning.

A core strategy that makes the process work is Implementation Coaches. Highly trained, experienced coaches work with groups of principals and teachers to explore key concepts and give additional input into the design. Coaches refine the work to meet individual school needs and help ensure dialogue between the teaching staff and Aspire. The high-touch approach of implementation coaches has been essential to success in other new educator evaluation systems and is a key component of the teacher effectiveness plan. Reports are available to Aspire's Home Office, individual schools, teachers, and students, via an online data system. These reports will help everyone—from funders and leaders to classroom projects—evaluate whether Educator Effectiveness has succeeded and how it can continue to be improved.

Aspire performs ongoing evaluations to document best practices achieved and provide

data for continuous improvement, as well as to inform parents and the community about the degree to which Aspire schools are achieving their stated goals. Data informs all levels of Aspire schools. Teacher and administrator evaluations build upon and parallel student evaluations. In a sense, professional evaluation is a sort of “response to intervention” for staff, schools, and the entire Aspire system. As with the students, evaluation informs “interventions,” such as professional development, promotion, and pay increases. Aspire schools have seen some of the highest academic achievement gains in California and rank among the top ten schools in the Los Angeles Unified School District.

(3) Aspire implements high-quality multiple teacher and principal observations.

Aspire teachers receive a complete, accurate evaluation due to the careful construction of the system and the balance between student value-added achievement and adequate observations by trained personnel using the Framework-based rubric. Teachers are formally observed twice per year. The observation is a full session, planned in advance. Three times per year informal, unplanned observations are conducted for part of a session. Principals are trained to use the rubric in a fair, consistent manner. To insure inter-rater reliability during the pilot, all observers were trained by the same vendor to use the same rubric.

The Observation and Evaluation process is a critical component of Aspire’s efforts to improve effectiveness. Through three stages, teachers and administrators reflect on and discuss lesson planning, classroom instruction, and assessment by collecting and analyzing evidence aligned to the framework. The table below outlines types of teacher observations, the number of observations, observers and tool(s) used conducting in the observations.

Formal Observation Process - Sample Schedule

This graphic organizer shows the steps of the formal observation process. Almost every step is dependent on completing the step before, so the steps must be completed in order, even if the process is spread out over two weeks. The entire process should not exceed 10 work days. Time estimates (#) are estimates of minutes spent beyond the regular work of teaching- of course times will vary by individual and situation.

- | | | | | | |
|--|---|---|---|---|---|
| <ul style="list-style-type: none"> ● STEP 1 (60):
Teacher submits lesson plan by 5pm; Prepares for pre-conference ● STEP 2 (20):
Principal tags lesson plan; Prepares for pre-conference | <ul style="list-style-type: none"> ● STEP 3 (20):
Pre-conference Meeting ● STEP 4 (15):
Principal tags lesson plan and pre-conf. & completes prelim ratings for domain 1 by 3pm ● Purple Planet (PP) releases principal evidence to teacher ● STEP 5 (15):
Teacher self-rates domain 1; Makes lesson plan tweaks | <ul style="list-style-type: none"> ● STEP 6 (30-45):
Classroom Observation ● STEP 7 (20):
Principal tags observation & completes prelim ratings for domains 2 & 3 by 3pm ● PP releases principal evidence to teacher ● STEP 8 (20):
Teacher self-rates domains 2&3 | <ul style="list-style-type: none"> ● STEP 9 (20):
Teacher submits reflection & student work by 5pm ● STEP 10 (20):
Principal tags reflection & student work; Finishes prelim ratings for all domains ● PP releases all evidence to teacher | <ul style="list-style-type: none"> ● STEP 11 (15):
Teacher reviews evidence & finishes self-rating for all domains by 5pm ● PP releases principal prelim ratings to teacher & teacher self-ratings to principal ● STEP 12 (15):
Teacher reviews principal prelim ratings; Prepares for post-conference ● STEP 13 (15):
Principal reviews teacher ratings; Prepares for post-conference | <ul style="list-style-type: none"> ● STEP 14 (45-60):
Post-conference Meeting ● STEP 15 (15):
Principal completes final ratings by 5pm ● PP releases final ratings to teacher ● STEP 16:
Set goals/PLP & identify supports (may occur during post-conf or separate mtg.) |
|--|---|---|---|---|---|



Aspire believes that Principal Effectiveness is equally important in influencing and improving the quality of teachers. With implementation of the teacher evaluation and career path system, the principal’s role has changed considerably. This system requires the equivalent of 36 of the principal’s days per year. Aspire believes that this is the best possible use of the principal’s limited time, as it is the core work of the instructional leader and a critical part of total strategy for improving student achievement. The effective leader works directly with teachers to help them grow in pursuit of educational effectiveness.

Principals will be evaluated using the Principal Leadership Evaluation Summary which measures Strategic Leadership, Instructional Leadership, School Culture Leadership, Human Resource Leadership, Stakeholder Leadership, and Managerial Leadership skills against a

carefully designed rubric. Observations of principals will be conducted by the Aspire Area Superintendents a minimum of 2 times annually. Observation accuracy is ensured by a well-developed rubric and associated training.

The complete evaluation process and related forms can be found in the Aspire Evaluation Process Guide. This guide is designed to calibrate all evaluators across Aspire schools so that the process is implemented consistently.

(4) Aspire measures classroom level student growth and uses it in educator evaluation.

The Aspire growth model provides a powerful tool for understanding students' learning progress. Aspire adopted a process for examining student growth on the California Standards Test (CST) and uses it along with a statistical approach called Student Growth Percentiles (SGP) to report the yearly academic progress of schools, teachers, and students, which is broken down by individuals, classes, grades, and schools.

SGP measures how much a student has learned compared to his or her academic peers, i.e. those students who have similar initial CST test scores. The rate of change is reported as a percentile from 1 to 99. Higher percentiles indicate more growth; lower percentiles show less progress. Much like other normative scales, the 50th growth percentile suggests average or moderate growth. SGP allows educators to see whether a student has progressed similar to, greater than, or less than comparable students.

Comparing students to other students with similar CST scores creates a meaningful measure of growth because it takes into account each student's starting point. Aspire students' growth is compared to students in Los Angeles Unified School District.

Growth percentiles are calculated for students and teachers in grades 3 to 11 that have CST scores for ELA, Mathematics, Science, and History. Administrators and teachers access

their Student Growth Percentile (SGP) via an interactive data portal. Aspire uses SGP data to: evaluate teachers; determine how much growth schools, teachers, and students make; analyze if students are growing enough to exceed state standards; and explore if students grow similarly across content areas, grade levels, and classrooms.

For Purposes of Teacher Evaluation:	
What assessments do you use for measuring student growth?	Student growth on standardized tests (SGP)
How is student growth measured? (Do you use a value-added system?)	Aspire uses student growth percentile (SGP).
Do you measure growth at the classroom level, team level, school level, or combination?	Combination: Individual Teacher SGP and School SGP
What weight is given to student growth in your evaluation system?	40% total: 30% individual SGP and 10% school-wide SGP Aspire will use a weighted rubric in which a teacher's effectiveness level is primarily driven by his/her formal observation and SGP scores
How many classroom observations are conducted each year?	2 formal observations 3 informal observations
Are all teachers observed?	Yes
What additional forms of evidence do you use for teacher evaluation?	Student Perception Survey: 10%; Parent Satisfaction Survey 10%; Peer Surveys 5%; Informal Observations 10%
On what model is your observation tool based?	Charlotte Danielson Framework, California

	Standards for the Teaching Profession and TFA Teaching as Leadership Framework. Other sources include the National Board for Professional Teaching Standards, TAP, Kim Marshall, and LA Math & Science Residency.
For Purposes of Principal Evaluation:	
What assessments do you use for measuring student growth?	Student growth on standardized tests (SGP)
How is student growth measured? (Do you use a value-added system?)	Student Growth percentile (SGP).
Do you measure growth at the whole school level in all subjects that are tested by the state?	Yes
What weight is given to student growth in your evaluation system?	40%
How many observations are conducted each year, what events are observed, and who conducts the evaluation?	2+ per year Area Superintendents with Chief Academic Officer oversight
What additional forms of evidence do you use for principal evaluation?	Movement and growth of teachers 20%; Student surveys 5%; Family surveys 5%; 360 feedback 10%
On what model, if any, is your observation tool based?	Vanderbilt Assessment of Leadership in Education, Interstate School Leaders Licensure Consortium Standards, NC Principal

	Evaluation Process, and the CA Professional Standards for Educational Leaders.
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(5) Aspire Teacher Evaluation System

(i) Bases the overall evaluation rating for teachers, in significant part, on student growth.

TEACHER EVALUATION			
A. Student Growth & Achievement (40%)	B. Teacher Practice & Behavior (60%)		
Student Achievement 40%	Instructional Practice 30 – 40%	Student/Family feedback 10%	Attitudes/Beliefs 10 – 20%
Tools to measure: value-add, assessment data	Tools to measure: classroom observation, portfolios	Tools to measure: student surveys, 360 feedback	Example tools to measure: 360 feedback, teacher tests

(ii) Evaluates general education and special education teachers in meeting the needs of special student populations, including students with disabilities and English learners

Although many charter schools face unique challenges in addressing the needs of students with special requirements and learning disabilities. Small and often independent, they cannot achieve the economies of scale districts realize for special education services. Charter schools face significant challenges in hiring certified special education teachers, training teachers to educate students with disabilities, understanding special education financing rules, and securing funding to serve students with disabilities (Drame, 2010)². However, Aspire has been a

² Drame, E. (2010). An analysis of the capacity of charter schools to address the needs of students with disabilities in Wisconsin. Remedial and Special Education, 20 (10), 1-9.

pioneer in serving students with special needs. Aspire help found a special education governing group, has developed a sophisticated Response to Intervention (RTI) model and several classrooms that server students with severe needs.

Aspire ensures that all Highly Effective teachers have the opportunity to teach the highest-need students. In the evaluation process a teacher must demonstrate achievement growth with these students in order to move to the Master teacher level.

At Aspire, highly effective teachers are strategically assigned to maximize their involvement with the highest-need students. An increase in highly effective teachers and strategic placement of those teachers will ensure that more high-need students are academically prepared to graduate from high school and succeed in college, and will decrease the number of students who fail to qualify for college or require remedial education. This strategy allows Aspire to not just grow its corps of highly effective teachers but also to “extend” their reach so they are working with the most students who can benefit the most or coaching/mentoring new teachers.

Aspire considers students to be “highest-need” when they are classified as learning, emotionally, and/or physically disabled, as well as those who are English Language Learners. Classification is data-driven and based on multiple sources (e.g., CST scores, student cumulative records, California English Language Development Test results for English language learners, disaggregated student data on value-added assessments, etc.). Aspire ensures that not only are its best teachers spending a significant portion of their day with the highest-need students on average, but that all highest-need students have access to at least one highly effective teacher.

(6) Aspire’s Principal Evaluations, the proposed evaluation system.

(i) Bases overall evaluation rating in significant part on student growth; and (ii) Evaluates, a principal’s practice in (A) Focusing every teacher, and the school community on student

growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations.

Principal Leadership is the critical enabler of the entire system of teacher effectiveness and student achievement. If the principal is ineffective, fewer teachers will be able to overcome the atmosphere to work effectively and fewer students will be able to achieve.

To help make teachers more effective and therefore better able to raise student achievement levels, the evaluations of teachers by principals need to be systematic, to include measurements of student achievement, and consist of clear and candid discussion of both student needs and teacher development needs. The Educator Effectiveness system has significant resources to help train principals to be more effective coaches, mentors, and evaluators of teachers. Principals need to have goals and options available to present to teachers to help them become more effective and pursue career advancement; the career paths for teachers included in the Educator Effectiveness framework meet these needs.

Principals need to have goals and options available. Principals need specific, relevant support for helping teachers to overcome their challenges. The Educator Effectiveness system makes a specific menu of resources available to principals, including: implementation coaches, highly effective mentoring and master teachers; teacher residencies and training sessions; and data-specific placement of students in their optimal teachers' classes.

Principals need to remain focused on student success and teacher effectiveness despite the complex demands of running schools in underserved urban neighborhoods. Most have little training in hiring, coaching or developing teachers into an effective instructional team. The Aspire Principal Residency provides training for new principals in each of these areas, as well as in the use of the new tools and systems. The Residency allows very effective teachers or others

who qualify to learn how to lead high-need schools effectively. Residents are taught and mentored in school leadership, management and administration.

Aspire has established a rubric for principals and an evaluation system based significantly on student growth metrics and on a principal's ability to move teachers along the career path and retain highly effective teachers. In addition, principal evaluations include measures of student graduation, college enrollment, student/family feedback, and at least two supervisor evaluations each year. Evaluation elements based on observations include competencies such as instructional leadership, people management, resource management, community leadership, and problem solving. Principals are evaluated by Aspire Area Superintendents who are trained in the rubric and methods so that evaluation will be consistent throughout all Aspire schools. Principals with strong performance ratings are retained and compensated.

The principal career path creates opportunities for administrators to use their skills to further the development of effective teachers and student achievement in high-need schools. Additionally, Aspire has established a Lead Principal role as part of the principal career pathway to mentor and support other principals. Beginning with the Principal Residency or with other entrants to the system, this path evaluates and promotes principals according to their abilities to foster achievement by high-need students and to lead teachers to improve their effectiveness. Principals have three years to prove they can develop and consistently apply leadership abilities.

To evaluate its principals, Aspire uses metrics comparable to those used for teacher evaluations. For example, principals are also evaluated based upon student growth on standardized tests (SGP), measured at the school level. School-wide student achievement growth is weighted: school SGP 5%, API targets 5%, adequate yearly progress targets 5%, culmination/graduation rate 5%, annual ELL re-designation rate 5%, college readiness by four

different factors at 5% each or 20%. The Aspire Area Superintendent evaluates all principals at least twice yearly. Evaluations also include Val-Ed Stakeholder 360 Feedback 5% and parent satisfaction surveys 5%, as well as the observer's subjective findings. The principal evaluation framework is based on the Vanderbilt Assessment of Leadership in Education, the Interstate School Leaders Licensure Consortium Standards, the North Carolina Principal Evaluation Process, and the CA Professional Standards for Educational Leaders.

(c) Professional Development Systems Support Needs of Teachers and Principals Identified Through Evaluation Process.

(1) Aspire uses disaggregated educator evaluation data to identify the professional development needs of individual educators and schools.

In the Teacher Effectiveness system, professional development is informed by teacher evaluation data. Aspire, along with its partner BloomBoard, has created a single online platform that not only serves as the evaluation tool, but more importantly, analyzes the evaluation data and delivers professional development supports targeted for that teacher's individual areas of growth. The Purple Planet ensures that each teacher receives/helps to co-create an annual, customized personal learning plan that focuses professional development on specific areas where the teacher needs to improve to raise student achievement. This plan was developed in collaboration with TIF-funded Implementation Coaches and is based on a report generated from the data system, along with individual personnel evaluation results. In addition to having a principal or Implementation Coach available to help with data analysis and planning, each teacher also receives training on how to access the individualized resources available. If a teacher needs improvement, the Purple Planet provides a number of resources, including teacher videos, coursework, mentor and master teachers, summer sessions, and workshops that provide targeted

support in the teacher's area of need. Teachers who are thriving receive customized professional development to keep them growing and to guide them along a differentiated career path option.

TIF-funded vendors support the Professional Development component by providing ongoing training to principals and implementation coaches, by providing support for the development and refinement of differentiated training based on evaluation results, and by facilitating summer differentiated professional development.

(2) Provide professional development in a timely way.

The Purple Planet increases teacher effectiveness through differentiated professional development resources delivered just at the instant that the teacher's growth areas are identified. Teachers and principals are strongly encouraged to take ownership of their professional development, including access to necessary coaching, supports, and instructional resources. They will work with coaches to develop individual growth plans aligned with their evaluation results. Aspire-wide teacher professional development will be aligned with teacher results on specific indicators throughout the year.

Aspire will align principal professional development to the Principal Evaluation Framework by analyzing the preliminary data from principal evaluations in 2011-12. As Aspire identifies specific standards that indicate low-performance, principal meetings and workshops will be developed to align supports specific to those areas. As with teachers, principals will develop individual growth plans during the year.

(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices.

Teachers and administrators are a school's greatest assets. The TIF funded HCMS will allow Aspire to take to scale and implement at all of its eligible high need schools using

evaluation data to drive professional development, career advancement, and compensation. All teachers will benefit through training and opportunities. Highly effective teachers will be put on a career path that promises promotion for continuous improvement in their ability to help students achieve success. Highly effective teachers are innovators, they are flexible, and they try new approaches if the old approaches do not produce the desired results, i.e., student growth. Aspire welcomes innovation and “out of the box” thinking and applications. The stimuli teachers get as they grow to become highly effective comes from learning from other teachers as well as formal professional development opportunities. Since the Teacher Effectiveness system provides learning and growth opportunities, teachers and staff will apply new learning “on the job,” in the classroom with the students.

Aspire’s goal is to encourage all types of leadership positions, but make it more and more compelling for teacher leaders to stay in the classroom as their primary role, since that is where highly effective teachers have the most impact on student growth.

Career Path	Criteria	Responsibilities	Benefits
Title			
Resident Teacher	+College graduate +GPA or 3.0 +Solid recommendations	+Work side by side with a Mentor Teacher four days/week to teach a class for one academic year +Attend Seminar once/week all year +Take courses online, complete additional	+Guaranteed full time job teaching at an Aspire School after successfully completing the Residency +Stipend of \$13,500 plus benefits for the year +Graduate with University of the Pacific Master’s degree

		readings and assignments beyond these five work days	+Earn California Preliminary Teacher Credential + Work with one of Aspire’s top performing teachers
Induction Candidate	+A California Preliminary Teacher Credential +In first two years of teaching on that credential	+Work one on one with an Aspire Induction coach to reflect and grow as a teacher over two years +Ensure that Collection of Evidence at the end of each of the two years shows evidence of meeting the State standards to earn California Clear Teacher Credential	+1:1 support from an Aspire Induction Coach for two years +Earn your California Clear Teacher Credential
Induction Coach	+A California Clear Teacher Credential +Principal and Induction Coach recommendation	+Work one-on-one with an Aspire Induction candidate to help them reflect and grow as a teacher over two years +Ensure that assigned teacher develops a Collection of Evidence at	+ \$1,000/candidate (recommend only one candidate for full time teachers) + Training as a coach (both specific to the state standards of supporting differentiation, English learners, Special

		end of each of the two years which shows evidence of meeting standards to earn California Clear Teacher Credential	populations and equity, as well as more general coach training)
Lead Teacher	+Principal and Aspire Instructional Coach recommendation	+ Model Aspire Instructional Guidelines +Plan department meetings + Review student data with team + Lesson plan, observe and give feedback + Build team	+ stipend + in some instances, the lead teacher receives an extra period free
Aspire Presenting Teacher	+Principal recommendation	+Provide a 60 to 90 minute training on a state standard or one of the IGs any day and time of the year.	+ stipend for facilitating +Training published each spring & summer so teachers can plan ahead +Network with colleagues
Summer Training Facilitating Teacher	+Principal and Aspire Instructional Coach recommendation	+Help plan and help facilitate a session, a day or several days of New Teacher Training	+ \$165/day for planning + \$300/day for facilitating

<p>FBAR Teacher (First Break All the Rules)</p>	<p>+Principal and Instructional Coach recommendation +Teacher in third to fifth year +Available Coach match</p>	<p>+Work one on one with an Aspire Instructional Coach from August to May to improve student learning data and develop more sophistication with the IGs</p>	<p>+ One on one support from an Aspire Instructional Coach from August to May</p>
<p>Leaders Lead Teacher</p>	<p>+Principal and Instructional Coach recommendation</p>	<p>+Prepare and facilitate a 60 minute break out session at Aspire Leadership Retreat aligned a Retreat goal</p>	<p>+ \$200 flat rate/session</p>
<p>Model Teacher</p>	<p>+Principal and Instructional Coach recommendation +Data in top 1/3 of Aspire teachers at grade level/subject area +Chief Academic Officer’s sign off after</p>	<p>+Work one on one with five teachers/year through the following rotation: a) Visiting teacher observes for one school day; b) Visiting teacher writes a lesson based on learnings from classroom visit; c) Model teacher reviews and provides feedback on the lesson plan; d) Model</p>	<p>+ \$1000/ year + \$500 PD Bank + One year of support and feedback from an Aspire Instructional Coach prior to the CAO observation(s)</p>

	observation(s)	teacher reviews student work and data from visiting teacher’s lesson in debrief conversation; e) Model teacher remains available 1 year online and by phone to support visiting teacher	
Mentor Teacher	+Principal and Instructional Coach recommendation	+support & develop resident teacher 4 days a week; incorporate in all aspects of daily instruction/ assessment	+ \$3000 stipend

(4) Professional development is likely to improve instructional and leadership practices, and is guided by the needs of individual educators.

One recurrent theme of this application is to link professional development to evaluation, identifying both strengths and weaknesses, and actively planning to enhance skills and abilities, especially regarding classroom performance with students. Each educator will help create an annual, personal learning plan that focuses professional development on specific areas where he/she needs to improve in order to lift student achievement. The plan will be based on an annual report generated from the Purple Planet, along with individual evaluation results. Master Teachers and Coaches deliver professional development in collaboration with Aspire home office instructional directors.

The Purple Planet is the online professional development tool that will help teachers do

four key things:

1. **Know where you are:** The Purple Planet will guide teachers through the observation process, including principals' feedback about skills mastered and improvements needed.
2. **Set the Right Goals:** The Purple Planet will help teachers and principals choose which skills to target and in which order.
3. **Work on Your Goals:** The Purple Planet provides specific professional development resources that will help teachers achieve professional development goals, including videos, articles, lesson materials and other Aspire teachers available as resources.
4. **Track Your Progress Towards Mastery:** The Purple Planet will help teachers track progress. It will support teachers' and principals' communication about career paths.

The Purple Planet is constantly being refined with significant teacher feedback. The first-generation Purple Planet rolled out in winter 2011. As part of PBCS, Aspire will compensate its educators for work performed developing professional development videos, as well as research identifying other resources added to the online system.

Professional development for principals results in (a) enhanced ability to evaluate; (b) enhanced ability to use data from the evaluation system to support teachers; (c) enhanced ability to improve teacher effectiveness as measured by teacher movement along the career path; and (d) enhanced ability to counsel out the least effective teachers. The previously described year-long Principal Residency program proactively provides professional development in which incoming principals receive coaching and training. In addition, ongoing coaching and training will be provided to current principals, and a robust principal evaluation system will weight teacher movement along the career path and the retention of the most highly-effective teachers as key measurements of success.

(d) Involvement of Educators.**(1) Aspire educators' involvement in design of the PBCS and the educator evaluation systems have been and will continue to be extensive during the grant period.**

As described throughout this application, teachers have been instrumental in the development and testing of Aspire's PBCS. Throughout all Aspire schools, stakeholders are not only in agreement with the goals and design of the described PBCS and evaluation system; they participated in the process of creating the components necessary to make it work

Teachers provided extensive feedback in the spring of 2012 on their experiences with the formal observation component of Aspire's teacher evaluation system (PBCS). Teachers offered helpful suggestions for improving the formal observation process, including the suggestion that Aspire offer additional resources to help teachers prepare for this process. Aspire is currently working to incorporate these changes into its proposed evaluation process in the coming school year. Throughout the development and implementation of the teacher effectiveness components, there have been many opportunities for every Aspire team member to provide feedback. Nearly 200 Aspire teachers participated in Focus Groups and on Advisory Panels from 2010-2012. They provided critical insight, ideas, and questions that fundamentally shaped the design of teacher effectiveness at Aspire. During the 2011-2012 school year, 388 Aspire teachers, nearly 80% of all teachers, piloted one or more of the teacher effectiveness components. At the same time, teachers across the organization were able to share their insights via surveys, interactive webinars, and during school-site visits. Finally, in Fall 2011 all Aspire team members received training on the formal observation rubric and teacher effectiveness rubric at regional professional development days.

Aspire is committed to continuing the involvement of all stakeholders. To reach those

educators who do not directly participate in pilots, focus groups, or discussion panels, Aspire will communicate with its educators about the processes underway at the targeted schools. This communication will use meetings, intranet, and newsletters. Communication surveys are used to collect feedback to gauge the extent to which educators feel they are included in reform efforts.

(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application.

Aspire has received significant positive teacher support for its current PBCS model. For example, 71% of teachers stated that the feedback they received from the observation process was helpful for improving their practice to a moderate or great extent. One teacher stated, “The feedback that I received was great! My observer and I collaborated about strategies that I had not thought of before which ultimately better guided my instruction. I thought this section of the formal observation process was most valuable.” In addition, 86.1% of teachers agreed that the formal observation was a collaborative process.

Aspire sought teacher feedback when deciding how to distribute effectiveness-based funding through its PBCS. 65% of teachers approved of the plan for Aspire to pay teachers commensurate with their “effectiveness” floors, and Aspire chose to adopt this system based on teachers’ positive feedback. Teachers were also asked to choose among three models for fund distribution, coined “share the wealth,” “meet in the middle,” and “big results, big rewards.” 59% of teachers chose the “meet in the middle” model, which would result in a significant difference in the amount of bonus pay teachers received based on their effectiveness levels. Aspire based its decision to adopt a “meet in the middle” model of distribution on this teacher feedback. Aspire is committed to continuing involvement of all stakeholders. Aspire’s communication plan and feedback strategy with all stakeholders is outlined below:

Stakeholder Group	Content of Communication	Method of Communication	Timeframe or Frequency	Objective
Teachers	<ul style="list-style-type: none"> • Formal observation roll-out • Career pathway design • Compensation design • SGP 	<ul style="list-style-type: none"> • Regional Trainings • Principal Trainings • Focus Groups • Advisory Panels • WebEx • Intranet • Surveys • Aspire-wide Emails 	<ul style="list-style-type: none"> • Once annually • As needed • As needed • Every 2 months in each region • As needed 	<ul style="list-style-type: none"> • Input & buy-in • Increase awareness • Feedback • Affiliation
Administrators	<ul style="list-style-type: none"> • Formal observation roll-out • Career pathway design • Compensation design • SGP 	<ul style="list-style-type: none"> • Principal & Coach meetings • WebEx • Home Office site support 	<ul style="list-style-type: none"> • Monthly • As needed • As needed 	<ul style="list-style-type: none"> • Increase awareness • Input, training, buy-in
Other Personnel	<ul style="list-style-type: none"> • Home Office 	<ul style="list-style-type: none"> • Intranet 	<ul style="list-style-type: none"> • As needed 	<ul style="list-style-type: none"> • Increase

(such as Home Office Staff)	Staff	<ul style="list-style-type: none"> • Staff meetings 	<ul style="list-style-type: none"> • Quarterly 	<ul style="list-style-type: none"> • awareness • Update, buy-in
Parents	<ul style="list-style-type: none"> • What is TCRP? 	<ul style="list-style-type: none"> • Newsletters • Surveys 	<ul style="list-style-type: none"> • Annual 	<ul style="list-style-type: none"> • Increase awareness
Board of Directors	<ul style="list-style-type: none"> • High level updates 	<ul style="list-style-type: none"> • Board meetings 	<ul style="list-style-type: none"> • Semi-annual 	<ul style="list-style-type: none"> • Share learning • Get feedback, resources

The RAND/AIR Evaluation of the new TCRP Human Capital Management System measured teacher responses to the new evaluation system. Most frequently teacher identified purposes for evaluation results were to: Provide feedback that can be used to improve instruction (85%); Determine whether additional support is needed (59%); Identify areas for PD (59%); and Determine whether qualified to continue teaching (53%).

(e) Project Management.

(1) Roles and responsibilities of key personnel.

James Willcox, Chief Executive Officer: In 2009, James Willcox was named Aspire's second Chief Executive Officer. Prior to his appointment as CEO, Mr. Willcox was Aspire's Chief Operating Officer. Before joining Aspire, Mr. Willcox was the founding Chief Operating Officer for Education for Change, a nonprofit charter management organization. Mr. Willcox has also served as a Principal at NewSchools Venture Fund, a philanthropic organization focused on improving public schools nation-wide. He holds a B.S. from the United States Military Academy at West Point, and a M. Ed. and an M.B.A from Stanford University.

Wayne Hilty, Chief Operating Officer and Chief Financial Officer: Mr. Hilty is responsible for Aspire Public Schools' financial and operational functions, including accounting, finance, growth, technology, strategic information systems, facilities, marketing, human resources, and the management of Aspire's Home Office. During his 30-year career, Mr. Hilty has managed and led accounting, finance, strategy, business improvement, property development and technology across a broad range of enterprises. He is an expert in financial operations and process improvement. Mr. Hilty was Senior Vice President and Chief Financial Officer of Copart, Inc. Under his financial leadership, Copart added over 60 locations, grew revenues from \$100M to \$1.2B, and increased market valuation by more than 500% to over \$2B. Mr. Hilty received a B.S. from San Francisco State University, became a CPA with Ernst and Young, and is a member of Financial Executives International and the California Society of CPAs.

Elise Darwish, Chief Academic Officer: Elise Darwish has been an executive with Aspire Public Schools since its founding and currently serves as the Chief Academic Officer. In this role she supports principals, oversees research and development pertaining to curriculum, instruction, and assessment, and manages internal professional development programs. With over 21 years of experience in charter schools, traditional public schools, and private schools, Ms. Darwish was a natural choice to design Aspire education model and oversee its implementation. She began teaching in the inner city of Chicago; since then she has worked as a 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. Ms. Darwish also coordinated instructional technology for San Carlos School District, managed Net Day, implemented a Local Area Network, and a Wide Area Network. 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.

Heather Kirkpatrick, Vice President of Education: In this role she supports educators from recruitment into Aspire's Induction program through promotion into roles such as Lead Teacher, Model Teacher, Mentor Teacher, Principal, and Instructional Coach. She earned her B.A. from Barnard College, her Master's in Education from the Harvard Graduate School of Education and her Ph.D. in Education at the Stanford University School of Education.

Tatiana Epanchin, Area Superintendent - Bay Area: Ms. Epanchin has been an educator and instructional leader for over 14 years. In 2009-10, she launched Aspire ERES Academy, the most recent Aspire school to open in Oakland. Prior to that, she served as Principal of Aspire Monarch Academy and as a Lead Teacher at Aspire's Lionel Wilson College Preparatory Academy. Ms. Epanchin started her career as a social worker. She is a New Leaders for New Schools national fellowship recipient and was awarded the CARE award for Excellence from Families First. She received her BA in Sociology from UC Santa Barbara and her Master of Social Work from Cal State Sacramento.

Mary Welch, Area Superintendent – Central Valley: Mary Welch was the Founding Principal of Aspire Public Schools' first campus in North Stockton. Ms. Welch has been an educator for the past 26 years, and has taught at elementary, middle, high school and adult levels. She is the author of a book entitled Helping Special Needs Students in the Regular Classroom. Ms. Welch has served as a public school administrator in San Carlos and Stockton, including vice principal, principal, and district coordinator of special education. While a principal, her school became a California Distinguished School and received the Torchbearer Award for exemplary leadership schools in the Bay Area School Reform Collaborative. Ms. Welch has a

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

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

James Gallagher, Director of Instructional Effectiveness, serves as implementation lead for Aspire's participation in The College-Ready Promise (TCRP). He also serves as an Instructional Coach, supporting Aspire teachers and developing the secondary Humanities instructional and assessment program. Mr. Gallagher joined Aspire in 2004 as a high school Humanities teacher, then lead teacher, and ultimately Dean of Academic Excellence. Prior to Aspire, he taught History in the Boston Public School system. He holds a BA in Pre-Law & Philosophy from Binghamton University and a law degree from George Washington University.

(2) Allocates sufficient human resources to complete project tasks.

The key leadership personnel introduced above are instrumental to the success of every element of the reform effort and the implementation of this effort at the newly targeted schools as well as the evaluation and development of all teachers and principals. Many of the initiatives are dependent upon sizable—and steadily increasing— numbers of talented implementation coaches, master teachers, and other staff to implement initiatives with fidelity, to learn new roles

quickly, and to provide meaningful guidance to the teachers and principals they oversee.

Aspire will address this need through sophisticated human capital management practices: 1) ensuring that each high-priority role is compelling in both responsibilities (e.g., high level of voice and autonomy) and rewards (financial compensation and non-financial recognition), and 2) providing a significant level of organizational enthusiasm for these new roles, including regular communications from senior leadership on the priority and significance of the roles. Coaches and master teachers will be carefully selected and trained to ensure their effectiveness.

(3) Includes measurable project objectives and performance measures.

The overarching goal of Aspire’s expanded Educator Effectiveness system is to **effectively enhance student achievement so that high-need students graduate from high school fully prepared for college success.** The following two Objectives will achieve this goal:

Objective #1: Improve teacher effectiveness to compel these measurable results in student achievement: By 2014, Aspire expects 25% of students to graduate with a score of 3, 4 or 5 on at least one AP test or earn three UC/CSU approved credits, 15% of students to pass the Math EAP and 20% to pass the ELA EAP. By the close of the grant, Aspire will surpass the California average of 20% of students passing at least one AP exam by graduation.³

Objective #2: Improve principal effectiveness to compel measureable results in student achievement, graduation rates, and college readiness as defined and measured in the following project evaluation plan.

³ To determine these measures, the EAP performance of current Advanced and Proficient students was examined; currently 80-100% of Advanced and 20-50% of Proficient students pass the EAP. Using these assumptions, college readiness for 2014 was projected to be approximately 25%. This metric represents a truly rigorous and ambitious definition for “college readiness.”

Activities have been developed for implementation of the strategies which are aligned to support the overall goal of student achievement. Specific activities include:

- (1) Implement residency programs for teachers in the hard-to-staff areas of math and science and special education, and other areas as appropriate to enhance recruitment of educators on a fast track to effectiveness.
- (2) Evaluate teachers using a standards-based, rubric-assessed evaluation tool in conjunction with a measure of student growth based on a transparent value-added model.
- (3) Develop teachers through targeted mentoring and differentiated professional development based on evaluation results.
- (4) Implement career path and reward teachers systematically to develop effectiveness, positively impacting student achievement.
- (5) Promote and reward principals systematically to ensure leadership which cultivates teacher effectiveness and student achievement.
- (6) Recruit and retain effective teachers and principals.

Implementation of Aspire TIF is based on a three-phase plan. Using Gates Foundation and prior TIF grants for TCRP, Aspire has nearly completed Phase 1 Planning for the HCMS, Educator Evaluation System, and PBCS. Aspire has piloted all major components. During Year 1, planning will be completed through adding all teachers. During all five years of the TIF grant the project will focus on bringing the HCMS, Educator Evaluation System and PBCS to scale at all Aspire schools.

(4) Includes an effective project evaluation plan.

The RAND Corporation and the American Institutes for Research (AIR), both non-profit research organizations, are conducting an evaluation of the Intensive Partnership Sites (IPS)

initiative supported by the Bill & Melinda Gates Foundation. The IPS initiative is designed to transform the way school districts and charter management organizations (CMOs) use their human resources. By ensuring that there is an effective teacher in every classroom, these sites are trying to achieve dramatic gains in student achievement and increase college readiness to unprecedented levels. The College Ready Promise (TCRP) is funded within the IPS initiative. The IPS initiative hopes to encourage the replication of successful effectiveness-based human resource reforms across the country.

Rand/AIR is conducting an Impact Evaluation consisting of a mixed methods study to determine the answers to these research questions:

- (1) To what extent is student achievement, graduation, and college readiness impacted by the Educator Effectiveness system?
- (2) To what extent is teacher effectiveness impacted by the Educator Effectiveness effort?
- (3) To what extent is principal effectiveness impacted by the Educator Effectiveness effort?

The RAND/AIR evaluation will focus on measuring the use and impact of effectiveness-based human resource policies, including teacher evaluation based on teacher effectiveness measures, career paths/tiers, compensation reforms, incentives for placement into high-needs schools, professional development, hiring and dismissal practices, retention and tenure policies, principal evaluation and support, enhanced data systems, and other local initiatives. The evaluation began in 2010 and will conclude in 2017. It has three major components:

- (1) The Implementation Study will examine the changes in HCMS, how its policies were implemented, the conditions that enabled or hindered implementation, modifications from the original plans, the roles of key stakeholders, the characteristics of teacher effectiveness measures, and variations among the sites. The implementation study will

also estimate the true costs of implementing the reforms, including both the incremental start-up expenses and additional costs associated with ongoing operation of the initiatives. It will also examine the steps sites have taken to sustain the reforms once supplemental grant funding is no longer available.

- (2) The Outcomes/Impact Study will measure the direct impact of HCMS reforms on student outcomes and teacher effectiveness. Specifically, it will examine whether student achievement and attainment increase, whether there are differences in impact for low-income or minority (LIM) students, and whether the HCMS reforms affect the number and distribution of effective teachers. The study will also investigate which of the effectiveness-based reforms drive changes in student achievement and teacher effectiveness, and the roles played by other major reforms (e.g., Race to the Top) or other external conditions.
- (3) The Replication and Scaling Study will examine the extent to which effectiveness-based HCMS policies spread to other adjacent and peer districts and CMOs, and how they are transmitted by boundary-spanning organizations, such as the Council of Chief State School Officers or the Council of the Great City Schools. It will investigate which components of the reforms are most likely to be adopted by other districts, which factors affect scaling, and whether the initiative triggered unintended consequences within the sites or in adjacent or peer districts.

RAND/AIR will collect the following data annually from 2010 – 2016: (1) Data already being collected by schools on students and teachers. Many of these data are being assembled into a data warehouse by Wireless Generation. The evaluators will coordinate their efforts with Wireless Generation to use the warehouse data whenever possible; (2) Selected central office

staff, principals, teachers, and other stakeholders, will participate in interviews or complete on-line surveys; (3) Seven TCRP schools will participate in case studies lasting one or 1½ days. As part of the case studies, teachers and administrators will be interviewed and, in high schools, about a dozen students will participate in a focus group (with their parents' permission).

RAND/AIR will report to TCRP and the Gates Foundation annually, providing specific information about the implementation of the reform and its effects to date. No identified data on any individuals will be reported back to TCRP, the Foundation, or the public. Most reporting will be aggregated at the site level (e.g., percentage of teachers agreeing with a particular statement) or by cluster of schools or teachers within site. There will also be public reports every other year. During 2010, the evaluation team secured approval to conduct research, established lines of communication, gathered additional information about the TCRP IPS effort, answered questions, and conducted initial interviews with central office staff and other stakeholders.

Student Impact Evaluation is guided by carefully delineated objectives and performance measures. The overall student achievement goal will be measured by state assessments and college readiness objectives, as follows:

- State assessments: The percentage of students scoring at the advanced or proficient (A/P) level on the California State Test (CST) in grades 5, 8 and 11 will improve 2-3 percentile points per year.
- College readiness: College readiness will be measured through California's Early Assessment Program (EAP), the amount of California State University (CSU) credit earned by students prior to high school graduation, and Advanced Placement (AP) credit earned. In addition to a focus on the results of the project on student metrics, the evaluation will focus on performance objectives and measures related to teacher

effectiveness. By increasing teacher effectiveness, Aspire intends to have a direct impact on student success. Specifically, the following objectives are set:

- Teacher effectiveness: 40% of teachers at the targeted schools will be highly effective by the close of the grant period. The differences in benchmarks acknowledge the fact that Aspire schools will be growing during the course of the grant; it is anticipated that some highly effective teachers will work to help open new schools but that new schools will need time to build their teaching force of highly effective teachers. Additionally, 50% of residency graduates will be on track toward meeting effectiveness measures after their first year of teaching.
- Strategic assignments: (a) Over one third of the highest-need students' classes will be taught by highly effective teachers, (b) the highest-need students will be taught by at least one highly effective teacher per year, and (c) highly effective teachers will spend at least 30% of their time teaching the highest-need students.

Aspire's three focus areas for the Educator Effectiveness system are interdependent: To achieve any one goal, progress must be made toward all three goals and their objectives. The impact evaluation will measure student achievement, while providing ongoing feedback on the effectiveness of both teachers and principals. The evaluation will drive improvement and fine-tuning of the project by examining the implementation of the elements of the Educator Effectiveness Project. The following metrics provide targets for implementation of the project.

Using varied research methods (observations, interviews, focus groups, and qualitative case studies), the RAND/AIR evaluator has provided and will continue to provide regular feedback on the following research questions that guided the implementation study:

1. Is the project operating on timeline and within budget? Are milestones being met?

2. How do key stakeholders perceive the new policies and practices? How do their perceptions influence the implementation?
3. What conditions present challenges to full implementation? How consistent is the implementation across school sites? What factors influence variation?
4. How are new policies and professional development producing observable changes in practice in schools and classrooms?
5. Which policies and practices have the greatest impact on teacher effectiveness and student achievement?
6. How is the retention of effective teachers influenced by the new policies and practices?
7. Do teachers and principals recruited through the residency program become effective?
8. Are they retained?
9. Has recruitment of teachers for difficult to staff subjects (math, science) improved? Is recruitment impacted by the new policies and practices?

Throughout the five years of the project, the evaluator will also observe key planning meetings and training events and will conduct focus groups, especially with special education teachers and principals in the targeted TIF-eligible schools, to assess the breadth and depth of the implementation.

The most rigorous, formative examination of program implementation has already been conducted with TCRP's TIF grant where five early adopter (pilot) school sites were the focus, as new teacher evaluation systems were piloted. During the two subsequent years, the initiative was rolled out to all schools; these schools then piloted differentiated compensation and other untested elements of the reform initiative. To maintain a focus on the project outcome goals, the evaluation will examine the relationship between the project supports, implementation, changes

in school culture and instructional practices, and the outcome measures of teachers—particularly special education teachers—and principal effectiveness, student achievement gains, graduation rates, and college readiness. Because the outcome measures are strongly focused on high school performance, sample selection will be heavily weighted toward high schools.

(5) Specifies realistic and achievable timelines.

(i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators.

The table below lists the implementation status of key HCMS, PBCS, and educator evaluation system elements and the phased implementation timeline. This demonstrates Aspire’s strong commitment and capacity to faithfully implement the project.

Category	Educator Effectiveness Project Implementation Plan	2010-2011 STATUS
Teacher Evaluation System	Develop evaluation system	Complete
	Develop attitudes and beliefs component	Complete
Teacher Career Path	Develop career path tiers	Will complete 2012
Teacher Residency	Develop resident coursework and curriculum	Complete
	Identify and train resident mentors	Complete
	Recruit residents for program	Complete
	Pilot launched	Complete
Teacher Professional Development	Develop differentiated PD materials to support evaluation system and career path	Will be completed in 2012

Principal Residency	Develop resident coursework and curriculum	Complete
Principal Professional Development	Develop and refine content to train principals for new teacher evaluation system	Complete
Principal Evaluation System/Career Path	Design principal evaluation system/career path	Complete
	Develop principal career paths	Complete
Data Systems	Implement data warehouse	Complete
	Enhance existing systems	Complete

Phased Implementation Timeline

Phase 1 Development YR 1	Phase 2 Initial Rollout YR 2	Phase 3 Full Rollout YR 3-5
<p>During this phase, the newly targeted schools will jointly develop and individually adjust the new evaluation system, career path tiers, principal residency program, and professional development system. The teacher residency will train 30 teachers across the 18 targeted Aspire schools. Data systems will be put in place to support the initial roll-out of</p>	<p>Teachers across the targeted Aspire schools will be placed on the career path integrated with the new professional development program, and the principal residency program will include 15 principals. Principal evaluation and differentiated compensation</p>	<p>The new compensation structure will be implemented for 100% of teachers, counselors, and administrators based on a minimum of two years of evaluation data. There will be full alignment between the evaluation system, the</p>

<p>the special education teacher evaluation system and professional development system. All core elements will be completed during Year 1 so that implementation may begin in Year 2.</p> <p>Full PBCS rollout – Teachers receive an effectiveness rating that counts as second of two-year data cycle toward career path and compensation decisions. Bonus compensation paid based on school-wide targets.</p> <p>Principals receive effectiveness rating that counts as second of two-year data cycle</p>	<p>for special education teachers will begin.</p> <p>Programs continuously refined based on results.</p> <p>Launch of full PBCS – Teachers’ compensation and career path placement determined by previous two years of data. Administrator compensation determined by previous two years of data</p>	<p>professional development program, the career path, and the compensation structure.</p> <p>The teacher residency will reach scale with 30 residents. All principal effectiveness initiatives will be fully implemented.</p> <p>Maintenance and refinements of PBCS.</p>
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(ii) Successfully completing project tasks and achieving objectives.

Aspire Project Task Timeline				
Category	Educator Effectiveness Project Implementation Plan	Program Year		
		1	2	3-5
Teacher	Add counselors and special education teachers.	X		
Evaluation	Full rollout of revised evaluation		X	X
System	Analysis of evaluation system and calibrate as necessary	X	X	X

Teacher Career Path	Develop additional career path tiers	X		
	Rollout career path tiers across all schools		X	X
	Analysis of new career path and calibrate as necessary		X	X
	Analyze highest need areas and opportunities with teachers	X	X	X
Teacher Residency	Identify and train resident mentors	X	X	X
	Recruit residents for program	X	X	X
	Bring residency to scale		X	X
	Refine resident coursework and curriculum	X	X	X
	Analyze and evaluate program	X	X	X
Teacher Professional Development	Research and optimize professional development impact	X	X	X
	Fully implement online resource system	X		
	Bring Professional Development to scale		X	X
	100% of highly effective teachers are on 11 month calendar.			X
Principal Residency	Continue principal residency program	X	X	X
	Analyze and evaluate program	X	X	X
	Full rollout of residency program		X	X
Principal Professional Development	Develop content to train principals for revised evaluation	X		
	Deliver training on how to use the new evaluation system and inter-rater reliability protocols to existing principals		X	X
Principal Evaluation System and Career Path	Wide scale rollout of principal evaluation		X	X
	Principal evaluation system reaches scale			X

(f) Sustainability**(1) Aspire commits sufficient non-TIF resources to support the PBCS and educator evaluation systems during and after the grant period.**

Aspire, being part of TCRP, is a beneficiary of the PBCS and education evaluation systems created using a five year TIF grant, as well as a portion of a \$60 million project funded by the Bill & Melinda Gates Foundation. (Please see budget narrative for funds allocation.)

During the grant period, the TIF funding will only be used for costs associated with:

1. Refining the already developed systems in order to make them wholly consistent with Aspire's unique structure, thereby differentiating its systems from those of the other CMO partners in TCRP.
2. Refining the already developed systems to include all teachers and principals.
3. Bringing the refined systems to scale at all Aspire schools.

Evaluation costs will be minimal because of the existing comprehensive seven-year, evaluation funded by Gates Foundation.

Sustainability will be primarily achieved through integrating the PBCS into each school's ongoing financial structure, financed mostly by standard per-pupil local, state, and federal sources. Sustainability will be enhanced through Aspire's internal financial levers, including efficiencies of design and scale, grants, and fund raising.

Aspire has considered three further elements when planning for the long term sustainability of the TIF project: 1) We have recently hired a VP of Advancement who will lead a team tasked with specific fundraising goals; 2) We have recently submitted charter applications to open schools in Memphis, Tennessee and hope to use some of that additional revenue to offset the financial burden on our California schools; 3) We will work with our advocacy partners to

reform state funding of education in California. Recognizing that charter schools in California receive less per-pupil funding than other public schools, Aspire and TCRP pursue complementary advocacy efforts to increase parity of funding for charter school facilities, parcel tax, and per-pupil funding at the state level; these changes will help ensure sustainability.

(2) Aspire is implementing PBCS and educator evaluation systems which it will sustain after the grant period ends.

As has been discussed throughout this application, Aspire has already moved substantially toward developing and implementing a successful teacher evaluation system that is becoming linked to a PBCS. Aspire is making the described evaluation process the official evaluation process for all educators. Moreover, it is building the Purple Planet online support platform, with its partner BloomBoard, aligned to the teaching rubric used in the evaluation process. It is currently receiving feedback from teammates regarding the possible adoption of “effectiveness floors” and performance based bonuses beyond the life of the grant.

The teacher evaluation system is and will continue to be the driving force behind continuous improvement of educators throughout the system. Aspire is committed to this system as being vital to continuous improvement of teachers and teaching methods. Aspire and its partners in TCRP have secured and committed tremendous amounts of time and resources to making these systems rigorous and sustainable. As a signatory to TCRP, Aspire is committed to full implantation of a sustained PBCS, bringing it to scale throughout all of its schools, and expanding it to all principals and teachers.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

APPENDIX 2 – Application Reference Charts

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

Absolute Priority 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.	Priority 1 Human Capital Management System	1-4 8-20	
How the HCMS is or will be aligned with the LEA’s vision of instructional improvement;	Priority 1 Human Capital Management System	1-3 8-20	

<p>How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>	<p>Priority 1 Human Capital Management System</p>	<p>2-3 8-20</p>	
<p>The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>	<p>Priority 1 Human Capital Management System</p>	<p>3 8-20</p>	
<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features.</p>	<p>Priority 1 Human Capital Management System Timeline in Project Management</p>	<p>3-4 8-20 54-57</p>	
<p>Absolute Priority 2</p>			
<p>Requirement or Priority</p>	<p>Title of Section or Subsection in which this priority or requirement is discussed</p>	<p>Page Number(s) on which this requirement or priority is discussed</p>	<p>Attachment on which this priority or requirement is discussed</p>
<p>Absolute Priority 2: Educator Evaluation Systems To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	<p>Priority 2 Educator Evaluation System</p>	<p>4-5 20-31</p>	

(1) The frequency of evaluations, which must be at least annually;	Priority 2 Educator Evaluation System	4 20-31	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	Priority 2 Educator Evaluation System	5-6 20-31	
(i) Two or more observations during each evaluation period;	Priority 2 Educator Evaluation System	4 20-31	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Priority 2 Educator Evaluation System	4 20-31	
(iii) Additional factors determined by the LEA;	Priority 2 Educator Evaluation System	4-5 20-31	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Priority 2 Educator Evaluation System	4 20-31	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Priority 2 Educator Evaluation System Timeline in Project Management	5 20-31 54-57	
Absolute Priority 3 <u>NOT APPLICABLE</u>			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed

Absolute Priority 3: STEM Plan (if applicable)	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers; (iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions;	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE

(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Competitive Preference Priority 4 <u>NOT APPLICABLE</u>			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 4: New and Rural Applicants (if applicable)	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(b) An assurance that each LEA to be served by the project is a rural local educational agency.	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE

Competitive Preference Priority 5			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable)</p> <p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p>	<p>Priority 5 Professional Development Systems</p> <p>Timeline in Project Management</p>	<p>5-8 32-40</p> <p>54-57</p>	
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	Priority 5 Professional Development Systems	5-7 32-40	
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3 (a); and	Priority 5 Professional Development Systems	7 32-40	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Priority 5 Professional Development Systems Involvement of Educators	7-8 32-40 40-43	Evidence Demonstrating Educator Support

Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Human Capital Management System	8-19	
	Educator Evaluation System	20-32	
Design Model 1	Priority 5	5-8	
	Human Capital Management System	8-19	
	Educator Evaluation System	20-32	
PBCS Optional Features	Priority 5	5-8	
	Human Capital Management System	8-19	
	Educator Evaluation System	20-32	

Requirement 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include-- Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;	Involvement of Educators	40-43	Evidence Demonstrating Educator Support
(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and	Involvement of Educators	40-43	Evidence Demonstrating Educator Support
(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.	Priority 5	8	
Requirement 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed

<p>Requirement 3: Documentation of High-Need Schools Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>			<p>List of High Need Schools</p> <p>Budget Narrative</p>
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>			<p>List of High Need Schools</p>
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). [Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not accept LEA – or State level data for purposes of documenting whether a school is a high poverty school; and</p>			<p>List of High Need Schools</p>
<p>(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>	<p>Not Applicable</p>		

Requirement 4			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 4--SEA and Other Group Applications and Requirement 5--Limitations on Multiple Applications.			List of Eligible Schools MOUs
Requirement 5			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 5--Limitations on Multiple Applications.			MOUs Abstract
(a) An LEA applicant may participate in no more than one application in any fiscal year.			
(b) An SEA applicant may participate in no more than one group application for the General TIF Competition, and no more than one group application for the TIF Competition with a Focus on STEM in any fiscal year.	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(c) A nonprofit organization applicant may participate in one or more group applications for the General TIF Competition, and in one or more applications for the TIF Competition with a Focus on STEM, in any fiscal year.			MOUs Abstract

Requirement 6			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 6--Use of TIF Funds to Support the PBCS.</p> <p>(a) LEA-wide Improvements to Systems and Tools. TIF funds may be used to develop and improve systems and tools that support the PBCS and benefit the entire LEA</p>			Budget Budget Narrative
<p>(b) Performance-based Compensation and Professional Development.</p> <p><u>(1)</u> High-Need Schools. TIF funds may be used to provide performance-based compensation and related professional development in the high-need schools listed in response to paragraph (a) of Requirement 3--Documentation of High-Need Schools. TIF funds may not be used to provide performance-based compensation or related professional development in schools other than those high-need schools listed in response to paragraph (a) of Requirement 3--Documentation of High-Need Schools.</p>			Budget Budget Narrative List of High Need Schools
<p><u>(2)</u> PBCSs. TIF funds may be used to compensate educators only when the compensation is provided as part of the LEA's PBCS, as described in the application.</p>			Budget Budget Narrative

<p>(3) For Additional Responsibilities and Leadership Roles. When a proposed PBCS provides additional compensation to effective educators who take on additional responsibilities and leadership roles, TIF funds may be used for either the entire amount of salary for career ladder positions, or for salary augmentations or both. TIF-funds may be used to fund additional compensation for additional responsibilities and leadership roles up to the cost of 1 full-time equivalent position for every 12 teachers, who are not in a career ladder position, located in the high-need schools listed in response to Requirement 3(a).</p>			<p>Budget Budget Narrative List of High Need Schools</p>
<p>(c) Other Permissible Types of Compensation. Nothing in this requirement precludes the use of TIF funds to compensate educators who are hired by a grantee to administer or implement the TIF-supported PBCS, or to compensate educators who attend TIF-supported professional development outside their official duty hours, or to develop or improve systems and tools needed to support the PBCS.</p>			<p>Budget Budget Narrative List of High Need Schools</p>

Requirement 7			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 7--Limitation on Using TIF Funds in High-Need Schools Served by Existing TIF Grants.</p> <p>Each applicant must provide an assurance, in its application, that, if successful under this competition, it will use the grant award to implement the proposed PBCS and professional development only in high-need schools that are not served, as of the beginning of the grant's project period or as planned in the future, by an existing TIF grant.</p>			<p>Budget Budget Narrative List of High Need Schools</p>

**ASPIRE PUBLIC SCHOOLS SCHOOL PORTFOLIO AND
DEMOGRAPHICS, 2008-2012**

School Name	Year Opened	Street Address	City	State
Aspire Alexander Twilight College Preparatory Academy	Fall 2009	2360 El Camino Ave.	Sacramento	CA
Aspire Alexander Twilight Secondary Academy	Fall 2010	2360 El Camino Ave.	Sacramento	CA
Aspire Antonio Maria Lugo Academy	Fall 2005	2665 Clarendon Ave.	Huntington Park	CA
Aspire APEX Academy	Fall 2010	444 N. American St.	Stockton	CA
Aspire California College Preparatory Academy	Fall 2005	2125 Jefferson Ave.	Berkeley	CA
Aspire Capitol Heights Academy	Fall 2003	2520 33rd St.	Sacramento	CA
Aspire College Academy	Fall 2011	8030 Atheron St.	Oakland	CA
Aspire East Palo Alto Charter School	Fall 2003	1286 Runnymede St.	East Palo Alto	CA
Aspire East Palo Alto Phoenix Academy	Fall 2006	1039 Garden St.	East Palo Alto	CA
Aspire ERES Academy	Fall 2009	1936 Courtland Ave.	Oakland	CA
Aspire Firestone Academy	Fall 2010	8929 Kaufman Ave.	South Gate	CA
Aspire Gateway Academy	Fall 2010	8929 Kaufman Ave.	South Gate	CA
Aspire Golden State College Preparatory Academy	Fall 2007	1009 66th Ave.	Oakland	CA
Aspire Huntington Park Charter School	Fall 2006	6005 Stafford Ave.	Huntington Park	CA
Aspire Inskeep Academy	Fall 2011	123 W. 59th St.	Los Angeles	CA
Aspire Junior Collegiate Academy	Fall 2007	6724 South Alameda St.	Huntington Park	CA
Aspire Langston Hughes Academy	Fall 2006	2050 West Ln.	Stockton	CA
Aspire Lionel Wilson College Preparatory Academy	Fall 2002	400 105th Ave.	Oakland	CA
Aspire Millsmont Academy	Fall 2004	3200 62nd Ave.	Oakland	CA
Aspire Monarch Academy	Fall 2000	1445 101st Ave.	Oakland	CA
Aspire Pacific Academy	Fall 2010	2565 58th St.	Huntington Park	CA
Aspire Port City Academy	Fall 2007	2040 West Ln.	Stockton	CA
Aspire River Oaks Charter School	Fall 2001	1801 Pyrenes	Stockton	CA
Aspire Rosa Parks Academy	Fall 2005	1930 South D St.	Stockton	CA
Aspire Slauson Academy	Fall 2011	123 W. 59th St.	Los Angeles	CA
Aspire Summit Charter Academy	Fall 2001	2036 E. Hatch Rd.	Modesto	CA
Aspire Tate Academy	Fall 2011	123 W. 59th St.	Los Angeles	CA
Aspire Titan Academy	Fall 2009	6720 South Alameda St.	Huntington Park	CA
Aspire Vanguard College Preparatory Academy	Fall 2009	5255 First St.	Empire	CA

**ASPIRE PUBLIC SCHOOLS SCHOOL PORTFOLIO AND
DEMOGRAPHICS, 2008-2012**

School Name	Grades Served	Total Enrollment	% African American	% Hispanic	% White	% Other Race	% FRPL	% SPED	% ELL
Aspire Alexander Twilight College Preparatory Academy	K-5	411	31%	40%	18%	11%	72%	6%	16%
Aspire Alexander Twilight Secondary Academy	6-10	184	28%	45%	15%	11%	80%	9%	21%
Aspire Antonio Maria Lugo Academy	K-5	476	0%	99%	0%	0%	94%	5%	45%
Aspire APEX Academy	K-5	639	15%	63%	8%	14%	76%	7%	13%
Aspire California College Preparatory Academy	9-12	369	33%	62%	0%	5%	59%	6%	6%
Aspire Capitol Heights Academy	K-5	274	52%	31%	7%	10%	88%	8%	7%
Aspire College Academy	K-5	395	28%	71%	0%	1%	96%	4%	50%
Aspire East Palo Alto Charter School	K-8	231	10%	86%	2%	2%	93%	8%	47%
Aspire East Palo Alto Phoenix Academy	9-12	288	7%	92%	0%	2%	88%	11%	19%
Aspire ERES Academy	K-8	296	1%	99%	0%	0%	97%	6%	56%
Aspire Firestone Academy	K-5	375	1%	99%	1%	0%	79%	9%	36%
Aspire Gateway Academy	K-5	395	0%	99%	1%	1%	96%	5%	36%
Aspire Golden State College Preparatory Academy	6-12	527	27%	71%	0%	2%	89%	8%	25%
Aspire Huntington Park Charter School	K-5	286	0%	99%	0%	0%	96%	6%	46%
Aspire Inskeep Academy	K-6	402	1%	89%	0%	10%	88%	11%	47%
Aspire Junior Collegiate Academy	K-5	289	0%	100%	0%	0%	97%	5%	43%
Aspire Langston Hughes Academy	6-11	573	29%	54%	8%	9%	84%	7%	4%
Aspire Lionel Wilson College Preparatory Academy	6-12	490	3%	96%	0%	1%	96%	9%	18%
Aspire Millsmont Academy	K-5	279	62%	37%	0%	1%	87%	5%	15%
Aspire Monarch Academy	K-5	386	6%	92%	0%	2%	94%	4%	68%
Aspire Pacific Academy	9-11	294	0%	99%	0%	0%	96%	8%	14%
Aspire Port City Academy	K-5	208	20%	51%	12%	16%	81%	5%	9%
Aspire River Oaks Charter School	K-5	281	8%	40%	28%	23%	57%	8%	13%
Aspire Rosa Parks Academy	K-5	540	18%	65%	2%	14%	87%	5%	32%
Aspire Slauson Academy	K-6	263	12%	88%	0%	0%	80%	6%	51%
Aspire Summit Charter Academy	K-5	206	5%	56%	27%	12%	61%	7%	17%
Aspire Tate Academy	K-6	300	2%	84%	0%	13%	82%	8%	46%
Aspire Titan Academy	K-5	384	0%	100%	0%	0%	98%	6%	50%
Aspire Vanguard College Preparatory Academy	6-11	222	8%	41%	38%	13%	53%	14%	2%

**ASPIRE PUBLIC SCHOOLS SCHOOL PORTFOLIO AND
DEMOGRAPHICS, 2008-2012**

School Name	Grades Served	Total Enrollment	% African American	% Hispanic	% White	% Other Race	% FRPL	% SPED	% ELL
Aspire Alexander Twilight College Preparatory Academy	K-5	373	29%	42%	20%	9%	73%	6%	14%
Aspire Alexander Twilight Secondary Academy	6-9	135	36%	37%	16%	11%	76%	9%	11%
Aspire Antonio Maria Lugo Academy	K-5	221	0%	100%	0%	0%	92%	5%	64%
Aspire APEX Academy	K-3	201	16%	56%	9%	19%	63%	7%	17%
Aspire California College Preparatory Academy	9-12	192	39%	56%	1%	4%	60%	7%	10%
Aspire Capitol Heights Academy	K-5	262	54%	31%	7%	8%	87%	8%	13%
Aspire College Academy									
Aspire East Palo Alto Charter School	K-8	458	10%	86%	2%	2%	92%	8%	40%
Aspire East Palo Alto Phoenix Academy	9-12	162	5%	94%	0%	1%	92%	9%	19%
Aspire ERES Academy	K-8	216	2%	98%	0%	0%	98%	6%	78%
Aspire Firestone Academy	K-5	349	1%	99%	0%	0%	82%	1%	51%
Aspire Gateway Academy	K-5	328	0%	98%	1%	1%	84%	9%	38%
Aspire Golden State College Preparatory Academy	6-12	326	35%	61%	0%	4%	82%	4%	19%
Aspire Huntington Park Charter School	K-5	215	0%	100%	0%	0%	94%	5%	61%
Aspire Inskeep Academy									
Aspire Junior Collegiate Academy	K-6	295	0%	100%	0%	0%	92%	3%	66%
Aspire Langston Hughes Academy	6-10	399	38%	48%	6%	8%	80%	6%	9%
Aspire Lionel Wilson College Preparatory Academy	6-12	491	5%	94%	0%	1%	92%	6%	30%
Aspire Millsmont Academy	K-5	264	63%	36%	0%	1%	76%	5%	17%
Aspire Monarch Academy	K-5	381	7%	92%	0%	1%	93%	8%	71%
Aspire Pacific Academy	9-10	320	0%	99%	1%	0%	94%	7%	17%
Aspire Port City Academy	K-5	401	22%	50%	11%	17%	41%	4%	13%
Aspire River Oaks Charter School	K-5	366	7%	43%	27%	23%	60%	4%	18%
Aspire Rosa Parks Academy	K-5	353	22%	67%	2%	9%	89%	5%	39%
Aspire Slauson Academy									
Aspire Summit Charter Academy	K-5	362	5%	56%	29%	10%	57%	6%	18%
Aspire Tate Academy									
Aspire Titan Academy	K-5	282	0%	100%	0%	0%	98%	7%	75%
Aspire Vanguard College Preparatory Academy	6-10	256	8%	35%	44%	13%	49%	7%	2%

**ASPIRE PUBLIC SCHOOLS SCHOOL PORTFOLIO AND
DEMOGRAPHICS, 2008-2012**

School Name	Grades Served	Total Enrollment	% African American	% Hispanic	% White	% Other Race	% FRPL	% SPED	% ELL
Aspire Alexander Twilight College Preparatory Academy	K-5	342	37%	28%	27%	6%	57%	7%	8%
Aspire Alexander Twilight Secondary Academy									
Aspire Antonio Maria Lugo Academy	K-5	201	0%	100%	0%	0%	95%	6%	63%
Aspire APEX Academy									
Aspire California College Preparatory Academy	9-11	191	52%	45%	1%	2%	55%	5%	9%
Aspire Capitol Heights Academy	K-5	212	52%	33%	1%	14%	86%	9%	19%
Aspire College Academy									
Aspire East Palo Alto Charter School	K-8	414	10%	86%	1%	3%	94%	6%	49%
Aspire East Palo Alto Phoenix Academy	9-12	134	6%	92%	0%	2%	92%	8%	13%
Aspire ERES Academy	K-8	217	1%	99%	0%	0%	96%	5%	92%
Aspire Firestone Academy									
Aspire Gateway Academy									
Aspire Golden State College Preparatory Academy	6-11	265	35%	60%	0%	5%	86%	6%	35%
Aspire Huntington Park Charter School	K-5	201	0%	99%	1%	0%	96%	7%	69%
Aspire Inskeep Academy									
Aspire Junior Collegiate Academy	K-6	279	0%	100%	0%	0%	96%	6%	60%
Aspire Langston Hughes Academy	6-9	266	38%	50%	4%	8%	78%	6%	8%
Aspire Lionel Wilson College Preparatory Academy	6-12	434	7%	91%	0%	2%	95%	6%	34%
Aspire Millsmont Academy	K-5	250	62%	34%	0%	1%	74%	2%	21%
Aspire Monarch Academy	K-5	350	7%	93%	0%	0%	93%	3%	77%
Aspire Pacific Academy									
Aspire Port City Academy	K-5	260	30%	43%	10%	17%	73%	7%	15%
Aspire River Oaks Charter School	K-5	353	8%	45%	26%	21%	58%	5%	21%
Aspire Rosa Parks Academy	K-5	350	24%	64%	3%	9%	86%	9%	40%
Aspire Slauson Academy									
Aspire Summit Charter Academy	K-5	344	5%	51%	35%	9%	52%	6%	9%
Aspire Tate Academy									
Aspire Titan Academy	K-5	253	0%	100%	0%	0%	88%	8%	74%
Aspire Vanguard College Preparatory Academy	6-9	197	8%	38%	46%	8%	44%	7%	2%

**ASPIRE PUBLIC SCHOOLS SCHOOL PORTFOLIO AND
DEMOGRAPHICS, 2008-2012**

School Name	Grades Served	Total Enrollment	% African American	% Hispanic	% White	% Other Race	% FRPL	% SPED	% ELL
Aspire Alexander Twilight College Preparatory Academy									
Aspire Alexander Twilight Secondary Academy									
Aspire Antonio Maria Lugo Academy	K-5	191	0%	100%	0%	0%	67%	4%	24%
Aspire APEX Academy									
Aspire California College Preparatory Academy	7-10	198	57%	40%	1%	2%	48%	5%	9%
Aspire Capitol Heights Academy	K-5	233	49%	40%	6%	5%	51%	2%	18%
Aspire College Academy									
Aspire East Palo Alto Charter School	K-8	417	13%	84%	1%	2%	71%	7%	43%
Aspire East Palo Alto Phoenix Academy	9-11	102	6%	93%	0%	1%	78%	8%	16%
Aspire ERES Academy									
Aspire Firestone Academy									
Aspire Gateway Academy									
Aspire Golden State College Preparatory Academy	6-10	225	43%	52%	0%	5%	68%	8%	28%
Aspire Huntington Park Charter School	K-4	187	0%	100%	0%	0%	63%	8%	80%
Aspire Inskeep Academy									
Aspire Junior Collegiate Academy	K-6	191	0%	100%	0%	0%	73%	8%	74%
Aspire Langston Hughes Academy	6-8	203	42%	48%	5%	5%	64%	5%	5%
Aspire Lionel Wilson College Preparatory Academy	6-12	434	8%	90%	0%	2%	76%	6%	31%
Aspire Millsmont Academy	K-5	214	62%	33%	1%	4%	50%	4%	29%
Aspire Monarch Academy	K-5	352	8%	92%	0%	0%	61%	5%	71%
Aspire Pacific Academy									
Aspire Port City Academy	K-5	244	31%	49%	8%	12%	46%	11%	18%
Aspire River Oaks Charter School	K-5	346	9%	43%	28%	20%	33%	9%	22%
Aspire Rosa Parks Academy	K-5	351	27%	60%	3%	10%	52%	11%	34%
Aspire Slauson Academy									
Aspire Summit Charter Academy	K-8	446	6%	38%	46%	10%	32%	9%	11%
Aspire Tate Academy									
Aspire Titan Academy									
Aspire Vanguard College Preparatory Academy									



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California School Directory

School: Aspire Monarch Academy

County	Alameda
District	Oakland Unified
School	Aspire Monarch Academy
CDS Code	01 61259 6117568
Low Grade	K
High Grade	5
Web site	
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(510) 568-3101
Fax Number	(510) 568-3521
Charter	Yes
Charter Number	0252
Charter Funding Type	Directly funded
NCES/Federal School ID	08440
School Address	1445 101st Ave. Oakland, CA 94603-3207 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Jill Tabachnick Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	9/5/2000
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Tom Schao 510-451-4164 Ext. 1113 E-mail Update Request

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District/County Office Personnel

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California School Directory

School: Aspire Lionel Wilson College Preparatory Academy

County	Alameda
District	Oakland Unified
School	Aspire Lionel Wilson College Preparatory Academy
CDS Code	01 61259 0130666
Low Grade	6
High Grade	12
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(510) 635-7737
Fax Number	(510) 635-7727
Charter	Yes
Charter Number	0465
Charter Funding Type	Directly funded
NCES/Federal School ID	10459
School Address	400 105th Ave. Oakland, CA 94603-2968 Yahoo Map
Mailing Address	1001 22nd Ave., Ste.100 Oakland, CA 94606
Administrator(s)	Kevin Schulz Principal (510) 635-7737 delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	9/1/2002
School Type	High Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Tom Schao 510-451-4164 Ext. 1113 E-mail Update Request

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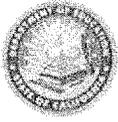
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California School Directory

School: Aspire East Palo Alto Charter

County	San Mateo
District	Ravenswood City Elementary
School	Aspire East Palo Alto Charter
CDS Code	41 68999 6114953
Low Grade	K
High Grade	8
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(650) 614-9100
Fax Number	(650) 614-9183
Charter	Yes
Charter Number	0125
Charter Funding Type	Directly funded
NCES/Federal School ID	07420
School Address	1286 Runnymede St. East Palo Alto, CA 94303-1332 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Laura Ramirez Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	9/4/1997
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Maria De La Vega 650-329-2800 Ext. 60110 E-mail Update Request

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California School Directory

School: Aspire Millsmont Academy

County	Alameda
District	Oakland Unified
School	Aspire Millsmont Academy
CDS Code	01 61259 0108803
Low Grade	K
High Grade	12
Web site	www.aspirepublicschool.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(510) 638-9445
Fax Number	(510) 638-0744
Charter	Yes
Charter Number	0689
Charter Funding Type	Directly funded
NCES/Federal School ID	10724
School Address	3200 62nd Ave. Oakland, CA 94605-1614 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Yvette Renteria Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/17/2005
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Tom Schao 510-451-4164 Ext. 1113 E-mail Update Request

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California School Directory

School: **Aspire California College Preparatory Academy** *ACA*

County	Alameda
District	Alameda County Office of Education
School	Aspire California College Preparatory Academy
CDS Code	01 10017 0118489
Low Grade	K
High Grade	12
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(510) 486-8133
Fax Number	(510) 486-2385
Charter	Yes
Charter Number	1049
Charter Funding Type	Directly funded
NCES/Federal School ID	12283
School Address	2125 Jefferson Ave. Berkeley, CA 94703-1414 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Megan Reed Principal (510) 486-8133 delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/21/2008
School Type	High Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Paula Camosino 510-670-4543 E-mail Update Request

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California School Directory

School: Aspire East Palo Alto Phoenix Academy

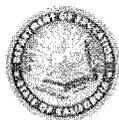
County	San Mateo
District	Sequoia Union High
School	Aspire East Palo Alto Phoenix Academy
CDS Code	41 69062 0118232
Low Grade	9
High Grade	12
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(650) 325-1460
Fax Number	(650) 325-1327
Charter	Yes
Charter Number	1022
Charter Funding Type	Directly funded
NCES/Federal School ID	12231
School Address	1848C Bay Rd. East Palo Alto, CA 94303-1311 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Thomas Madson Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	7/31/2008
School Type	High Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Ken Bazan 650-369-1411 Ext. 2237 E-mail Update Request

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California School Directory

School: **Aspire Golden State College Preparatory Academy**

County	Alameda
District	Oakland Unified
School	Aspire Golden State College Preparatory Academy
CDS Code	01 61259 0118224
Low Grade	6
High Grade	12
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(510) 562-8030
Fax Number	(510) 562-8013
Charter	Yes
Charter Number	1023
Charter Funding Type	Directly funded
NCES/Federal School ID	12331
School Address	1009 66th Ave. Oakland, CA 94610-3430 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Thomas Kadelbach Principal (510) 434-5000 thomas.kadelbach@aspirepublicschool.org
Status	Active
Open Date	8/5/2008
School Type	High Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Tom Schao 510-451-4164 Ext. 1113 E-mail Update Request

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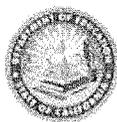
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California School Directory

School: Aspire ERES Academy

County	Alameda
District	Oakland Unified
School	Aspire ERES Academy
CDS Code	01 61259 0120188
Low Grade	K
High Grade	8
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(510) 436-9760
Fax Number	(510) 436-9765
Charter	Yes
Charter Number	1115
Charter Funding Type	Directly funded
NCES/Federal School ID	12542
School Address	1936 Courtland Ave. Oakland, CA 94601 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Emily Murphy Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/17/2009
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Tom Schao 510-451-4164 Ext. 1113 E-mail Update Request

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California School Directory

School: Aspire Summit Charter Academy

County	Stanislaus
District	Ceres Unified
School	Aspire Summit Charter Academy
CDS Code	50 71043 0112292
Low Grade	K
High Grade	5
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(209) 538-8082
Fax Number	(209) 538-1620
Charter	Yes
Charter Number	0812
Charter Funding Type	Directly funded
NCES/Federal School ID	11809
School Address	2036 East Hatch Rd. Modesto, CA 95351-5142 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Mele Benz Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/14/2006
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	John Christiansen 209-556-1542 E-mail Update Request

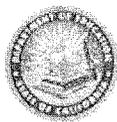
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California School Directory

School: Aspire River Oaks Charter

County	San Joaquin
District	Lodi Unified
School	Aspire River Oaks Charter
CDS Code	39 68585 6118921
Low Grade	K
High Grade	5
Web site	www.aspirepublicschools.org
School Email	finance@aspirepublicschools.org
Phone Number	(209) 956-8100
Fax Number	(209) 956-8102
Charter	Yes
Charter Number	0364
Charter Funding Type	Directly funded
NCES/Federal School ID	10389
School Address	1801 Pyrenees Ave. Stockton, CA 95210-5207 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Kimberly Whitehead Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	9/10/2001
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	April Juarez 209-331-7141 E-mail Update Request

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California School Directory

School: Aspire Capitol Heights Academy

County	Sacramento
District	Sacramento City Unified
School	Aspire Capitol Heights Academy
CDS Code	34 67439 0102343
Low Grade	K
High Grade	8
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(916) 739-8520
Fax Number	(916) 739-8529
Charter	Yes
Charter Number	0598
Charter Funding Type	Directly funded
NCES/Federal School ID	11189
School Address	2520 33rd St. Sacramento, CA 95817-1943 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Nate Monley Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	9/2/2003
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Mao Vang 916-643-9420 E-mail Update Request

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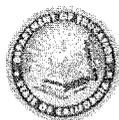
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California School Directory

School: Aspire Rosa Parks Academy

County	San Joaquin
District	Stockton Unified
School	Aspire Rosa Parks Academy
CDS Code	39 68676 0108647
Low Grade	K
High Grade	5
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(209) 944-5590
Fax Number	(209) 465-2690
Charter	Yes
Charter Number	0554
Charter Funding Type	Directly funded
NCES/Federal School ID	11423
School Address	1930 South D St. Stockton, CA 95206-2489 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Natalie June Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/29/2005
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Gus Juarez 209-933-7090 Ext. 2174 E-mail Update Request

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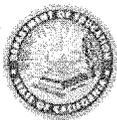
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California School Directory

School: Aspire Langston Hughes Academy

County	San Joaquin
District	Stockton Unified
School	Aspire Langston Hughes Academy
CDS Code	39 68676 0118497
Low Grade	6
High Grade	12
Web site	www.aspirepublicschools.org/langstonhughes
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(209) 943-2389
Fax Number	(209) 943-2847
Charter	Yes
Charter Number	1048
Charter Funding Type	Directly funded
NCES/Federal School ID	12244
School Address	2050 West Ln. Stockton, CA 95205 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Anthony Solina Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/13/2008
School Type	High Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Gus Juarez 209-933-7090 Ext. 2174 E-mail Update Request

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California School Directory

School: Aspire Port City Academy

County	El Dorado
District	SBC - Aspire Public Schools
School	Aspire Port City Academy
CDS Code	09 76489 0114876
Low Grade	K
High Grade	5
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(916) 979-1788
Fax Number	(916) 979-1796
Charter	Yes
Charter Number	0854
Charter Funding Type	Directly funded
NCES/Federal School ID	12106
School Address	2040 West Ln. Stockton, CA 95205-2129 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Shelby Scheideman Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	9/4/2007
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Lynzi Ziegenhagen 510-434-5054 E-mail Update Request

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California School Directory

School: Aspire Alexander Twilight College Preparatory Academy

County	El Dorado
District	SBC - Aspire Public Schools
School	Aspire Alexander Twilight College Preparatory Academy
CDS Code	09 76489 0120469
Low Grade	K
High Grade	5
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(916) 979-1788
Fax Number	(916) 979-1796
Charter	Yes
Charter Number	0854
Charter Funding Type	Directly funded
NCES/Federal School ID	12449
School Address	2360 El Camino Ave. Sacramento, CA 95821 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Paris Williams Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	9/1/2009
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Lynzi Ziegenhagen 510-434-5054 E-mail Update Request

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California School Directory

School: Aspire Alexander Twilight Secondary Academy

County	El Dorado
District	SBC - Aspire Public Schools
School	Aspire Alexander Twilight Secondary Academy
CDS Code	09 76489 0121467
Low Grade	6
High Grade	12
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(916) 979-1788
Fax Number	(916) 979-1796
Charter	Yes
Charter Number	0854
Charter Funding Type	Directly funded
NCES/Federal School ID	12785
School Address	2360 El Camino Ave. Sacramento, CA 95821 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Robert Spencer Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/3/2010
School Type	K-12 Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Lynzi Ziegenhagen 510-434-5054 E-mail Update Request

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California School Directory

School: Aspire APEX Academy

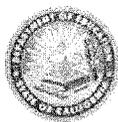
County	El Dorado
District	SBC - Aspire Public Schools
School	Aspire APEX Academy
CDS Code	09 76489 0121541
Low Grade	K
High Grade	5
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(916) 979-1788
Fax Number	(916) 979-1796
Charter	Yes
Charter Number	0854
Charter Funding Type	Directly funded
NCES/Federal School ID	12659
School Address	444 North American St. Stockton, CA 95202-2129 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Kat Ellison Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	9/7/2010
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Lynzi Ziegenhagen 510-434-5054 E-mail Update Request

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California School Directory

School: Aspire Antonio Maria Lugo Academy

County	Los Angeles
District	Los Angeles Unified
School	Aspire Antonio Maria Lugo Academy
CDS Code	19 64733 0109660
Low Grade	K
High Grade	6
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(323) 585-1153
Fax Number	(323) 585-1283
Charter	Yes
Charter Number	0694
Charter Funding Type	Directly funded
NCES/Federal School ID	10891
School Address	2665 Clarendon Ave. Huntington Park, CA 90255-4138 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Sarah Ali Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	9/6/2005
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Grace Pang Bovy 213-241-2450 E-mail Update Request

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California School Directory

School: Aspire Huntington Park Charter

County	Los Angeles
District	Los Angeles Unified
School	Aspire Huntington Park Charter
CDS Code	19 64733 0117960
Low Grade	K
High Grade	6
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(323) 826-9616
Fax Number	(323) 588-7342
Charter	Yes
Charter Number	1035
Charter Funding Type	Directly funded
NCES/Federal School ID	12205
School Address	6005 Stafford Ave. Huntington Park, CA 90255-3006 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Stephanie Schulman Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/13/2008
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Grace Pang Bovy 213-241-2450 E-mail Update Request

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California School Directory

School: Aspire Junior Collegiate Academy

County	El Dorado
District	SBC - Aspire Public Schools
School	Aspire Junior Collegiate Academy
CDS Code	09 76489 0114884
Low Grade	K
High Grade	5
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(916) 979-1788
Fax Number	(916) 979-1796
Charter	Yes
Charter Number	0854
Charter Funding Type	Directly funded
NCES/Federal School ID	12077
School Address	6724 South Alameda St. Huntington Park, CA 90255-4139 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Rachel Cross Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/14/2007
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Lynzi Ziegenhagen 510-434-5054 E-mail Update Request

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Submitting Corrections

District/County Office Personnel

OPUS-CDS Application and Resources

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PR/Award # S374A120038

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California Department of
EDUCATION



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California School Directory

School: Aspire Titan Academy

County	El Dorado
District	SBC - Aspire Public Schools
School	Aspire Titan Academy
CDS Code	09 76489 0120477
Low Grade	K
High Grade	5
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(916) 979-1788
Fax Number	(916) 979-1796
Charter	Yes
Charter Number	0854
Charter Funding Type	Directly funded
NCES/Federal School ID	12447
School Address	6720 South Alameda St. Huntington Park, CA 90255 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Kim Chai Benaraw Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	9/14/2009
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Lynzi Ziegenhagen 510-434-5054 E-mail Update Request

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Submitting Corrections

District/County Office Personnel

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California School Directory

School: Aspire Pacific Academy

County	Los Angeles
District	Los Angeles Unified
School	Aspire Pacific Academy
CDS Code	19 64733 0122721
Low Grade	6
High Grade	12
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(323) 589-2800
Fax Number	(323) 589-2802
Charter	Yes
Charter Number	1230
Charter Funding Type	Directly funded
NCES/Federal School ID	12634
School Address	2565 58th St. Huntington Park, CA 90255-4126 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Shawn Bird Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/23/2010
School Type	K-12 Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Grace Pang Bovy 213-241-2450 E-mail Update Request

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California School Directory

School: Aspire Firestone Academy

County	Los Angeles
District	Los Angeles Unified
School	Aspire Firestone Academy
CDS Code	19 64733 0122622
Low Grade	K
High Grade	5
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(323) 249-5740
Fax Number	(323) 568-2017
Charter	Yes
Charter Number	1214
Charter Funding Type	Directly funded
NCES/Federal School ID	12761
School Address	8929 Kauffman Ave. South Gate, CA 90280-3422 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Marcie Jones Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/11/2010
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Grace Pang Bovy 213-241-2450 E-mail Update Request

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California School Directory

School: Aspire Gateway Academy

County	Los Angeles
District	Los Angeles Unified
School	Aspire Gateway Academy
CDS Code	19 64733 0122614
Low Grade	K
High Grade	5
Web site	www.aspirepublicschools.org
School Email	
Phone Number	(323) 249-5740
Fax Number	(323) 568-2017
Charter	Yes
Charter Number	1213
Charter Funding Type	Directly funded
NCES/Federal School ID	12679
School Address	8929 Kauffman Ave. South Gate, CA 90280 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Stefan Bean Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/11/2010
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Grace Pang Bovy 213-241-2450 E-mail Update Request

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California School Directory

School: Aspire Juanita Tate Academy Charter

County	Los Angeles
District	Los Angeles Unified
School	Aspire Juanita Tate Academy Charter
CDS Code	19 64733 0124792
Low Grade	K
High Grade	6
Web site	
School Email	roberta.benjamin@aspirepublicschools.org
Phone Number	(323) 235-8400
Fax Number	(323) 583-7271
Charter	Yes
Charter Number	1331
Charter Funding Type	Directly funded
NCES/Federal School ID	
School Address	123 West 59th St. Los Angeles, CA 90003 Yahoo Map
Mailing Address	6724 South Alameda St. Huntington Park, CA 90255-3617
Administrator(s)	Ana Martinez Principal ana.martinez@aspirepublicschools.org
Status	Active
Open Date	8/22/2011
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Grace Pang Bovy 213-241-2450 E-mail Update Request

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California School Directory

School: Aspire Inskip Academy Charter

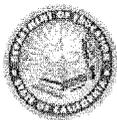
County	Los Angeles
District	Los Angeles Unified
School	Aspire Inskip Academy Charter
CDS Code	19 64733 0124800
Low Grade	K
High Grade	6
Web site	
School Email	roberta.benjamin@aspirepublicschools.org
Phone Number	(323) 583-7271
Fax Number	(323) 232-8030
Charter	Yes
Charter Number	1332
Charter Funding Type	Directly funded
NCES/Federal School ID	
School Address	123 West 59th St. Los Angeles, CA 90003 Yahoo Map
Mailing Address	6724 South Alameda St. Huntington Park, CA 90255-3617
Administrator(s)	Adam Rand Principal adam.rand@aspirepublicschools.org
Status	Active
Open Date	8/22/2011
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Grace Pang Bovy 213-241-2450 E-mail Update Request

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California School Directory

School: Aspire Slauson Academy Charter

County	Los Angeles
District	Los Angeles Unified
School	Aspire Slauson Academy Charter
CDS Code	19 64733 0124784
Low Grade	K
High Grade	6
Web site	
School Email	roberta.benjamin@aspirepublicschools.org
Phone Number	(323) 235-8400
Fax Number	(323) 232-8030
Charter	Yes
Charter Number	1330
Charter Funding Type	Directly funded
NCES/Federal School ID	
School Address	123 West 59th St. Los Angeles, CA 90003 Yahoo Map
Mailing Address	6724 South Alameda St. Huntington Park, CA 90255-3617
Administrator(s)	Barbara Harris Principal barbara.harris@aspirepublicschools.org
Status	Active
Open Date	8/22/2011
School Type	Elementary Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Grace Pang Bovy 213-241-2450 E-mail Update Request

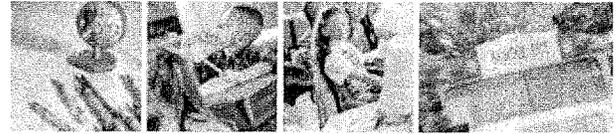
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California School Directory

School: Aspire Vanguard College Preparatory Academy

County	Stanislaus
District	SBE - Aspire Vanguard College Preparatory Academy
School	Aspire Vanguard College Preparatory Academy
CDS Code	50 76638 0120212
Low Grade	6
High Grade	12
Web site	www.aspirepublicschools.org
School Email	lynzi.ziegenhagen@aspirepublicschools.org
Phone Number	(209) 521-3010
Fax Number	(209) 521-3022
Charter	Yes
Charter Number	1125
Charter Funding Type	Directly funded
NCES/Federal School ID	12511
School Address	5255 First St. Empire, CA 95319 Yahoo Map
Mailing Address	1001 22nd Ave., Ste. 100 Oakland, CA 94606
Administrator(s)	Wesley Frakes Principal delphine.sherman@aspirepublicschools.org
Status	Active
Open Date	8/10/2009
School Type	K-12 Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Michelle Florendo 510-434-5000 E-mail Update Request

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PR/Award # S374A120038



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and the Aspire Statewide Benefit Charter Local Education Agency (LEA), of which Aspire Alexander Twilight College Prep Academy is a part.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable



provisions of EDGAR.

X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*
 (b)(6) 7/9/2012
 Signature/Date

Paris Williams, Principal, Alexander Twilight College Prep Academy

2) *Nonprofit CEO*
 7/25/12
 Signature/Date
 (b)(6)
 James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and the Aspire Statewide Benefit Charter Local Education Agency (LEA), of which Alexander Twilight Secondary Academy (ATSA) is a part.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable



provisions of EDGAR.

X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*

Signature/Date

(b)(6)

Robert L. Spencer, Aspire ATSA

2) *Nonprofit CEO*

7/25/12

Signature/Date

(b)(6)

James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and California College Preparatory Academy

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)



College for Certain

Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*

 Signature/Date
 (b)(6)

Javier Cabra, Principal at California College Preparatory Academy

2) *Nonprofit CEO*

7/25/12

 Signature/Date
 (b)(6)

James Wilcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and {SCHOOL NAME}. *Capitol Heights Academy*

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee* (b)(6)
7/11/12
 Signature/Date
Kristin Murphy, Capital Heights
 PRINCIPAL NAME, SCHOOL NAME

2) *Nonprofit CEO*
7/25/12
 Signature/Date
(b)(6)
 James Wilcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Aspire Huntington Park Charter School.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*

7/16/12
Signature/Date
(b)(6)

Stephanie Schulman, Aspire Huntington Park Charter School Principal

2) *Nonprofit CEO*

Signature/Date
(b)(6)

James Wilcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and {Aspire Slauson Academy}.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

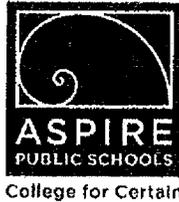
Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

- 1) *LEA Designee*

July 11, 2012
Signature/Date
(b)(6)

Barbara L. Harris, Aspire Slauson Academy

- 2) *Nonprofit CEO*

Signature/Date
(b)(6)

James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Aspire Monarch Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



College for Certain

Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

- 1) *LEA Designee*

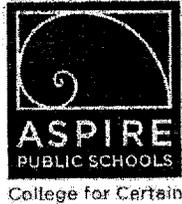
7/18/12
Signature/Date

Jill Tabachnick, Aspire Monarch Academy

- 2) *Nonprofit CEO*

7/25/12
Signature/Date

James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and the Aspire Statewide Benefit Charter Local Education Agency (LEA), of which Aspire Port City Academy is a part.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

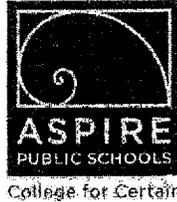
Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable



provisions of EDGAR.

X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
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XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) LEA Designee

July 15, 2012

Signature/Date

(b)(6)

Shelby Dean Scheideman/ Aspire Port City Academy

2) Nonprofit CEO

7/25/12

Signature/Date

(b)(6)

James Willkok, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and River Oaks Charter School.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



College for Certain

Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
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XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*

(b)(6)
[Redacted Signature/Date Box]

Signature/Date ()

Kimberly Whitehead
Aspire River Oaks Charter School

2) *Nonprofit CEO*

7/25/12
Signature/Date

(b)(6)
[Redacted Signature/Date Box]

James Wilcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Aspire Rosa Parks Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



College for Certain

Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

- 1) *LEA Designee*

Signature/Date
(b)(6)
Natalie June, Aspire Rosa Parks Academy

- 2) *Nonprofit CEO*

7/25/2012

Signature/Date
(b)(6)
James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Aspire Summit Charter Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



College for Certain

Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

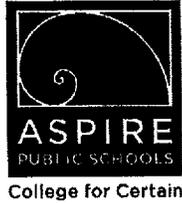
VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

- 1) *LEA Designee*

July 10, 2012
Signature/Date

(b)(6)

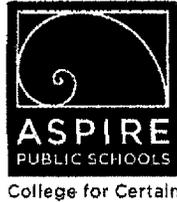
Mele Benz, Aspire Summit Charter Academy

- 2) *Nonprofit CEO*

7/25/12
Signature/Date

(b)(6)

James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Aspire Tate Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
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XI. Effective Date/Duration/Termination

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XII. Signatures

1) LEA Designee
 (b)(6) [Redacted Signature] July 10, 2012
 Signature/Date

Ana Martinez, Aspire Tate Academy

2) Nonprofit CEO
 7/25/12
 Signature/Date
 (b)(6) [Redacted Signature]

James Wilcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and the Aspire Statewide Benefit Charter Local Education Agency (LEA), of which Aspire Titan Academy is a part.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

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IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

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Each participating LEA agrees to--

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VI. Joint Responsibilities for Communications and Development of Timelines

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- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
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VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

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provisions of EDGAR.

X. Modifications

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XII. Signatures

1) *LEA Designee*

7/12/12
 Signature/Date
 (b)(6)

Kimberly Chai Benaraw, Principal, Aspire Titan Academy

2) *Nonprofit CEO*

7/25/12
 Signature/Date
 (b)(6)

James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and the Aspire Statewide Benefit Charter Local Education Agency (LEA), of which Vanguard is a part.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

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Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
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VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

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- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
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XII. Signatures

1) *LEA Designee*

July 2012

 Signature/Date
 (b)(6)

Wesley Frakes, Vanguard College Preparatory Academy

2) *Nonprofit CEO*

7/25/12

 Signature/Date
 (b)(5)

James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and East Palo Alto Charter School.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

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Each participating LEA agrees to--

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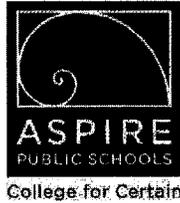
VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

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X. Modifications

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- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*

(b)(6) _____ //10/12
Signature/Date

Sharon Johnson, Principal
East Palo Alto Charter School

2) *Nonprofit CEO*

7/25/12
Signature/Date

(b)(6) _____
James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Aspire East Palo Alto Phoenix Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*

(b)(6)

Thomas Madson, Principal – Aspire East Palo Alto Phoenix Academy

2/11/2012
Date

2) *Nonprofit CEO*

7/25/12
Signature/Date

(b)(6)

James Wilcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and {SCHOOL NAME}. *GRES ACADEMY.*

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*

(b)(6)

Signature/Date

7/10/12

Emily Murphy, ERES Academy
PRINCIPAL NAME, SCHOOL NAME

2) *Nonprofit CEO*

7/25/12

Signature/Date

(b)(6)

James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Aspire Firestone Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



College for Certain

Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Aspire Gateway Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*

7/10/12

Signature/Date

(b)(6)

Stefan Bean, Aspire Gateway Academy

2) *Nonprofit CEO*

Signature/Date

(b)(6)

James Wilcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Aspire Golden State Preparatory Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

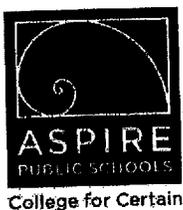
VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*

7/18/12
Signature/Date

Thomas J. Kadelbach, Aspire Golden State Prep

2) *Nonprofit CEO*

7/25/12
Signature/Date

James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Inskip Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*

 Signature/Date
 (b)(6) *7/18/2012*
 Adam Rand, Inskeep Academy

2) *Nonprofit CEO*

7/25/12

 Signature/Date
 (b)(6)
 James Wilcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Aspire Junior Collegiate Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

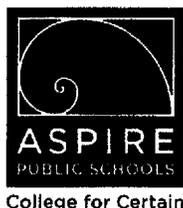
Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*

(b)(6)

, July 10, 2012

Signature/Date

Bonnie Brimecombe, Aspire Junior Collegiate Academy

2) *Nonprofit CEO*

7/25/12

Signature/Date
(b)(6)

James Wilcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Lionel Wilson College Preparatory Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



College for Certain

Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

- 1) *LEA Designee*

Signature/Date

(b)(6)

Yvonne Michelle Cortez, Lionel Wilson College Preparatory Academy

- 2) *Nonprofit CEO*

7/25/12

Signature/Date

(b)(6)

James Wilcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Millsmont Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)



College for Certain

Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
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XI. Effective Date/Duration/Termination

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This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*
 (b)(6) *7/24/12*
 Signature/Date

Jessica Chacón, Principal Millsmont Academy

2) *Nonprofit CEO*
7/25/12
 Signature/Date
 (b)(6)

James Wildox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Aspire Langston Hughes Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

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IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
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VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

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- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

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XI. Effective Date/Duration/Termination

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This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) *LEA Designee*

7/11/12

 Signature/Date
 (b)(6)

Anthony Solina, Aspire Langston Hughes Academy

2) *Nonprofit CEO*

7/25/12

 Signature/Date
 (b)(6)

James W. Cox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and {Aspire College Academy}.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

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II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

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IV. Use of Funds

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Each participating LEA agrees to--

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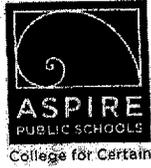
VIII. Working Relationship among Group Members

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XII. Signatures

1) *LEA Designee*

(b)(6)

Signature/Date

(b)(6)

Tina Hernandez, Aspire College Academy

2) *Nonprofit CEO*

Signature/Date

(b)(6)

James [redacted], Chief Executive Officer



College for Certain

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Antonio Maria Lugo Academy (AMLA).

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

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IV. Use of Funds

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College for Certain

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V. Participating LEA Responsibilities

Each participating LEA agrees to--

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VIII. Working Relationship among Group Members

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IX. Assurances

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X. Modifications

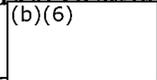
- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

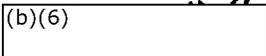
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XII. Signatures

1) *LEA Desionee*
(b)(6)
 7/11/12
Signature/Date

Sarah Ali, Aspire Antonio Maria Lugo Academy

2) *Nonprofit CEO*
7/25/12

Signature/Date


James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and Aspire Pacific Academy.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Aspire Public Schools will serve as the lead applicant. As the lead applicant, Aspire Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Aspire Public Schools understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Meet all other requirements outlined in the grant application.

VI. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant. The Principal will serve as the key contact person for each LEA is that is also a school.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship among Group Members

Aspire Public Schools' TIF management team will take the lead on managing all initiatives related to this work. School sites will be responsible for implementing the PBCS and HCMS designed by the team at Aspire Public Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.



X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
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XII. Signatures

1) *LEA Designee*

(b)(6)

7/18/12

Signature/Date

Matthew Seigel Aspire Pacific Academy
PRINCIPAL NAME, SCHOOL NAME

2) *Nonprofit CEO*

7/25/12

Signature/Date

(b)(6)

James Willcox, Chief Executive Officer



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Aspire Public Schools and the Aspire Statewide Benefit Charter Local Education Agency (LEA), of which Aspire APEX Academy is a part.

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

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IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)



Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
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- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable



provisions of EDGAR.

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XII. Signatures

1) *IEA Desionee*
 (b)(6)

Signature/Date

7/10/12

Kat Ellison, Aspire APEX Academy

2) *Nonprofit CEO*
7/25/12

Signature/Date

(b)(6)

James Wilcox, Chief Executive Officer

My Report

Last Modified: 07/25/2012

1. For each of the 3 years, use \$750K to establish “effectiveness floors” – so that teachers who are not currently paid commensurate with their effectiveness level are brought up to that level.

#	Answer	Response	%
1	Yes, pay teachers commensurate with their “effectiveness floors” in Years 1, 2 and 3.	111	65%
2	No floors, simply use all funds to pay bonuses on top of current salaries (which are not necessarily commensurate to “effectiveness”).	59	35%
	Total	170	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.35
Variance	0.23
Standard Deviation	0.48
Total Responses	170

2. Regardless of your preference for floors in question 1, according to which model would you like to distribute the bonus money?

#	Answer	Response	%
1	Share the Wealth (I think there should be very little difference in the amount of bonus distributed based on effectiveness level).	56	33%
2	Meet in the Middle (I think there should be a significant difference in the amount of bonus distributed based on effectiveness level).	100	59%
3	Big Results, Big Rewards (I think there should be a very dramatic difference in the amount of bonus distributed based on effectiveness level).	14	8%
	Total	170	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.75
Variance	0.35
Standard Deviation	0.59
Total Responses	170

3. How do you think bonuses should be distributed?

#	Answer	Response	%
1	Monthly	62	36%
2	Quarterly	42	25%
3	One lump sum	66	39%
	Total	170	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.02
Variance	0.76
Standard Deviation	0.87
Total Responses	170

4. If you are (or imagine when you were) a brand new teacher in your first year, which model would you want?

#	Answer	Response	%
1	Share the Wealth (little difference)	101	59%
2	Meet in the Middle (significant difference)	64	38%
3	Big Results, Big Rewards (big difference)	5	3%
	Total	170	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.44
Variance	0.31
Standard Deviation	0.55
Total Responses	170

5. If you are (or imagine when you were) a teacher in your fourth or fifth year, which model would you want?

#	Answer	Response	%
1	Share the Wealth (little difference)	43	26%
2	Meet in the Middle (significant difference)	94	56%
3	Big Results, Big Rewards (big difference)	31	18%
	Total	168	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.93
Variance	0.44
Standard Deviation	0.66
Total Responses	168

6. If you are (or imagine when you were) a teacher who has been practicing your profession for 10 or 20 years or more, which model would you want?

#	Answer	Response	%
1	Share the Wealth (little difference)	35	21%
2	Meet in the Middle (significant difference)	73	43%
3	Big Results, Big Rewards (big difference)	61	36%
	Total	169	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.15
Variance	0.55
Standard Deviation	0.74
Total Responses	169

7. Which model do you think is the best model for ALL teachers at Aspire, considering both present and future?

#	Answer	Response	%
1	Share the Wealth (little difference)	51	30%
2	Meet in the Middle (significant difference)	109	64%
3	Big Results, Big Rewards (big difference)	9	5%
	Total	169	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.75
Variance	0.30
Standard Deviation	0.54
Total Responses	169

8. Are you a classroom teacher?

#	Answer	Response	%
1	Yes	149	88%
2	No	21	12%
	Total	170	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.12
Variance	0.11
Standard Deviation	0.33
Total Responses	170

9. Did you do any of the following to inform your responses?

#	Answer	Response	%
1	Participate in a WebEx	77	50%
2	Read the Compensation FAQ	106	69%
3	Attended an Advisory Panel meeting	25	16%

Statistic	Value
Min Value	1
Max Value	3
Total Responses	154

(b)(6)

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.

Heather Kirkpatrick

(b)(6)

EDUCATION

Stanford University School of Education

- Ph.D. , 2000 in Administration and Policy Analysis

Harvard University Graduate School of Education

- M. A., 1996 in Education

Barnard College, Columbia University

- B. A., 1988 in Urban Studies

EXPERIENCE

Vice President, Education, Aspire Public Schools

5/10 to now

- Oversee Recruiting, Compensation and "Virtual" Talent Management
- Developed and oversee the Aspire Teacher Residency Program
- Developed and oversee the Aspire Teacher Induction Program
- Oversee the Instructional Coaches
- Design and facilitate Principal Meetings/Trainings (bi-monthly plus winter/summer retreats)
- Oversee New and Lead Teacher Trainings

Director of Professional Development, Aspire Public Schools

9/05-5/10

- Hired and managed Academic Coaches who support teachers and principals in all of Aspire's schools
- Designed and facilitated Principal Meetings/Trainings (monthly plus winter/summer retreats)
- Designed and facilitated New Teacher Trainings (two weeks/summer)
- Designed and facilitated Lead Teacher Trainings (winter and summer retreats)
- Designed and managed the Aspire Teacher Induction Program
- Designed Teacher Professional Development Days (six/year)

Associate Director, Woodrow Wilson Fellowship Foundation

9/04-9/06*

- Helped to design the Woodrow Wilson Early College High School (WW ECHS) model
- Worked directly to support several of the Woodrow Wilson Early College High Schools
- Organized two conferences for the WW ECHS Network

Director, Secondary Education, Aspire Public Schools

7/00-6/04

- Oversaw and managed portfolio of Aspire secondary schools
- Planned and designed future secondary schools for Aspire
- Supported and supervised principals on all aspects of opening and running the secondary schools (recruiting and hiring staff, student recruitment, professional development, scheduling, etc)
- Collaborated with community organizations, school boards, universities, community colleges and school districts to increase educational possibilities for students at current Aspire schools and to open new Aspire schools
- Hired and supervised the College Admissions Manager, Community Service and Internship Coordinators, Teacher Coaches in Math and Humanities and worked to create practices and policies that define these positions
- Teamed with architects to design secondary school facilities
- Helped to write multiple grants to support Aspire secondary schools
- Work closely with the California State Standards and the University of California/California State University system admissions requirements to ensure high performing schools

High School Teacher, Erasmus Hall

Brooklyn, NY

9/91 - 6/95

- Designed and taught English classes for ninth graders. Coached the Debate Team. Managed the Yearbook Staff. Organized fundraising events. Created a monetary award to acknowledge and inspire graduating seniors who demonstrate the ability to be great public school teachers.

*During the 2004-2005 academic year, my husband had a Fellowship at Princeton University and we all moved to the east coast for the year. I returned to Aspire in 2005-2006 while continuing to work from a distance for The Woodrow Wilson Fellowship Foundation.

SERVICE

Served on the Board of Directors for Peninsula Bridge, a non-profit organization providing enrichment programs to promising fifth through eighth grade students and their families from underserved communities in an effort to prepare students for rigorous high school educational programs

CERTIFICATION

New York State Secondary English Teaching License (Grades 7 - 12)

California State Secondary English Teaching License (Grades 7-12)

California State Preliminary Administrative Services Credential

PUBLICATIONS

"Computers Make Kids Smarter, Right?" with Larry Cuban, *Technos* 7 (2), Summer 1998;

"Should We Be Worried? What the Research Says About Gender Differences in Access, Use, Attitudes and Achievement with Computers," with Larry Cuban, *Educational Technology* 38(4), July-August 1998.

"High Access and Low Use of Technologies in High School Classrooms: Explaining an Apparent Paradox" with Larry Cuban and Craig Peck, *American Educational Research Journal* 38(4), Winter 2001.

"Techno-Promoter Dreams, Student Realities: The Effect of Increased Technology Access on the High School Experience," with Craig Peck and Larry Cuban, *Phi Delta Kappan*, Winter 2002

INVITED PRESENTATIONS

Carnegie Foundation and the New School Venture Fund, "Academic Discourse," Co-presenter with Pam Grossman from Stanford University, December 2010 Learning to Teach Symposium, New York City

The New School Venture Fund, "Effective Instructional Coaching," Community of Practice, September 2008, Philadelphia

"I Said, They Said, I Heard: Getting Good at Qualitative Research," 1999 American Educational Research Association, Montreal.

"Democratic Decision Making Theory and Practice in a Public High School," 1999 American Educational Research Association, Montreal.

James J. Gallagher

(b)(6)

EDUCATIONAL LEADERSHIP EXPERIENCE

Aspire Public Schools Home Office

Director of Instructional Effectiveness

Oakland, CA

October 2011-Present

- Implementation lead for Aspire's participation in The College-Ready Promise (TCRP), a coalition of four Charter Management Organizations (CMOs) focused on increasing teacher effectiveness
- Train and certify principals and teachers on the implementation of the newly developed Aspire Teacher Effectiveness Rubric
- Develop the Education Team's capacity for providing individualized professional development for teachers based on the teacher's performance on the effectiveness rubric

Aspire Public Schools Home Office

Instructional Coach

Oakland, CA

July 2010-October 2011

- Support teachers across the Aspire network to achieve "highly effective" teacher status by providing lesson plan support, model lessons, and real-time, ongoing feedback
- Support new teachers in onboarding, providing training for day one and week one, helping set up classrooms and designing effective classroom systems
- Coordinate support with principals to ensure teacher can access a set of aligned, ongoing improvement strategies

California College Preparatory Academy, an Aspire Public School

Lead Teacher – Humanities

Berkeley, CA

July 2009 – July 2010

- Plan and facilitate weekly team meetings on all issues related to curriculum and instruction.
- Coordinate and coach team members through the implementation of Data Talks & Cycles of Inquiry.
- Conduct weekly meeting with individual team members to help plan and develop instructional strategies.
- Perform demonstration lessons of Aspire Instructional Guidelines.
- Meet weekly with fellow lead teachers and administrators to develop teacher support structures and discuss other whole school issues.

Lionel Wilson College Preparatory Academy, an Aspire Public School

Dean of Academic Excellence

Oakland, CA

July 2008 – June 2009

- Participated in weekly Deans' meeting to discuss individual teacher development and whole school issues.
- Participated in weekly Administration Team meetings to discuss and implement procedures for all non instructional activities.
- Led series of whole staff professional development workshops on Lemov's Taxonomy of Effective Teaching Strategies.
- Performed walkthroughs, observations, and modeled lessons for team members.
- Created weekly whole school Advisory lesson plans and corresponding activities.
- Facilitated Student Support Team meetings.
- Member of Master Scheduling Committee.
- Served as coordinator of Student Led Conferences.
- Served as coordinator for school wide exhibition projects.
- Planned and coordinated events for Saturday Schools.

Lead Teacher – Humanities

June 2006 – June 2009

- Planned and facilitated weekly team meetings on all issues related to curriculum and instruction.
- Coordinated all school wide assessments, including CST, CAHSEE, CELDT, PSAT, and AP exams.
- Provided professional development training focusing on writing instruction.
- Performed demonstration lessons of Aspire Instructional Guidelines.
- Coordinated and coached team members through the implementation of Data Talks & Cycles of Inquiry.
- Conducted walkthrough and extended observations.
- Met weekly with other lead teachers and administrators to develop teacher support structures and discuss other whole school issues.

Aspire Public Schools*Bay Area Professional Development***Oakland, CA***2007 - Present*

- Selected to be part of *Tech Partner Teachers*, led by Aspire's Godzilla Team, to collaborate on the development of new technology tools designed for enhancing teacher data analysis and instruction.
- Session facilitator for break-out session focusing on student and teacher organization systems, routines, and student data tracking resources..
- Member of Writing Committee tasked with selecting Aspire-wide Writing Snapshot Prompts and corresponding grading protocols.

Boston Community Leadership Academy*Leadership Team***Boston, MA***September 2002 – June 2004*

- Elected to serve as one of six faculty representatives on the school leadership team.
- Participated in weekly meetings to discuss all issues related to the school's vision, focus, and corresponding professional development.

EDUCATIONAL INSTRUCTION EXPERIENCE**California College Preparatory Academy***Educator: 9th and 11th grade English and AVID***Berkeley, CA***July 2009 – Present*

- Implemented curriculum developed by Aspire Coach and utilized BetterLesson online curriculum tool.
- Implemented numerous instructional pedagogies including, Shared Inquiry, Literature Circles, Guided Reading, and writing instruction across multiple genres.
- Incorporated individual online student portfolios through the use of Google Docs.

Lionel Wilson College Preparatory Academy*Educator: 11th grade English and US History***Oakland, CA***August 2007 – June 2008*

- Incorporated technology into instruction through daily use of a SMARTBoard, primary source video clips, and the PBWiki online student discussion tool.

*Educator: BUILD**August 2006 – December 2008*

- Instructed students in introductory business concepts including entrepreneurial skills, marketing, manufacturing, and the creation of a complete set of financials for their businesses.
- Managed 5 teams of students who developed original business ideas, wrote 30-40 page business plan, created 20-25 slide PowerPoint presentations, and presented their plans multiple times to a panel of judges..
- Selected to revise curriculum and serve as Lead Instructor for BUILD teachers throughout Oakland.

*Educator: US History and Read 180**August 2006 – June 2007**Educator: US History, US Government & Economics and CAHSEE Prep**August 2004 - June 2006***Boston Community Leadership Academy***Educator Advanced Placement US History & 11th grade US History***Boston, MA***August 2002 – June 2004***CERTIFICATIONS & LICENSURE***California Clear Credential in English and Social Science**The State Bar of California – member since 2007**The State Bar of New York – member since 2000**Massachusetts Preliminary Teaching Credential 2003***EDUCATION****California State University Stanislaus***California Teacher Credential Program***Stanislaus, CA***May 2006***The George Washington University Law School***Juris Doctor**Notes Editor, American Intellectual Property Law Association Quarterly Journal***Washington, DC***May 1999***Binghamton University***Bachelor of Arts, Double Major: Philosophy and Pre-Law***Binghamton, NY***May 1995*

JAMES R. WILLCOX

(b)(6)

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 # S374A120038

EDUCATION

- Ed. D Educational Leadership, 2002
University of Southern California, Los Angeles
- M.A. Education – Special Education, 1987
California Polytechnic State University, San Luis Obispo
- B.A. Liberal Studies, 1976
California State University, Fullerton

CREDENTIALS

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

PROFESSIONAL EXPERIENCE

2009 – Present	Area Superintendent Central Valley	Aspire Public Schools
1999 – 2009	Founding Principal K-5, 380 students	Vincent Shalvey and Rosa Parks Aspire Public Schools
1994 – 1999	Principal K-5, 500 Students Director of Special Education	Brittan Acres School San Carlos SD San Carlos SD
1991 – 1994	Principal Preschool – 6 th grade, 700 Students, multi-track year-round school, staff of 50	Davis School, Lodi USD
1989 – 1991	Vice Principal	Davis School, Lodi USD
1988 – 1989	Teacher-in-Charge Resource Specialist (K-6)	Pleasant Ridge Union School District
1987 – 1988	Administrative Field Intern Resource Specialist (K-6)	San Juan USD
1981 – 1987	Mentor Teacher (K-12) Resource Specialist (K-6) Special Day Class (K-3)	Atascadero USD
1977 – 1980	Teacher Trainer High School English Teacher ESL and Vocational Arts Teacher Third/ Fourth Grade Teacher	U.S. Peace Corps Ponape, Micronesia
1976 – 1977	First Grade Teacher	Good Shepherd School Beverly Hills, CA

PROFESSIONAL AND COMMUNITY INVOLVEMENT

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

HONORS

- Torchbearer Award for Outstanding Leadership School
- Honorary Service Award, San Carlos District PTA Council
- California Distinguished School Award, 1997, 2002
- Hewlett-Annenberg Leadership School
- Awarded membership in the Bay Area School Reform Collaborative
- Humane Education Award

Dr. Roberta F. Benjamin

(b)(6)

Professional Experiences:

2009 / current	Area Superintendent- Los Angeles Region	Aspire Public Schools
2007	Regional Vice President	Aspire Public Schools
2006 -2007	Consultant	Aspire Public Schools (Charters) Cornerstone Public Schools (Charters)
2005 - 2006	Director (Interim) Consultant	Local District 6 External Entity for High Priority School Grant Process
2005	Retired	Los Angeles Unified School District
2003 – 2005	Director Charter Schools	Los Angeles Unified School District
1995 – 2007	Associate Professor Graduate Education	California State University Northridge Loyola Marymount University University of La Verne Preliminary Administrative Services Professional Administrative Services
2000 – 2003	Director School Services	Local District D
1998 – 2000	Administrative Coordinator	Office of School Reform Los Angeles Unified School District
1999 – 2002	Instructor	Administrative Academy
1995 - 1998	Principal	Middleton Street School Los Angeles, 3 rd largest school in L.A.
1993 – 1995	Project Director	Los Angeles Learning Centers New American Schools Development (Grades K – 12)
1985 – 1993	Principal	Fishburn Avenue Elementary, Maywood 112 th Street Elementary, Watts Community Magnet School (K-9), Mid-city

1984 – 1985	Assistant Principal	Los Angeles Center for Enriched Studies (Grades 4 – 12)
1976 – 1984	Bilingual Coordinator Instructional Coordinator Integration Coordinator Coordinator Computer Coordinator	Westminster Avenue School Administrative Offices, Region D Baldwin Hills Triad Paul Revere Midsite program Joint venture with LAUSD/ETS
1968 – 1976	Teacher	Westminster Avenue School Grades K – 6

Academic Background

Degrees:

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

Credentials:

1983	LIFE	Bilingual Certificate of Competence
1977	LIFE	Administrative Services (Pre K – Adult)
1968	LIFE	Standard Elementary Teaching

Accomplishments:

- Responsible for all 212 Los Angeles Unified Schools involved in Annenberg Challenge Grant for \$53 million
- Director for Charter Schools Division of Los Angeles Unified School District and responsible for 80 charter schools
- Project Director for \$9 million New American School's Project involving expansion of two schools to K-12 model Learning centers. Responsible for designing and implementation state-of-the-art Health Centers on the campuses of Elizabeth and Foshay Learning Centers.
- Implemented the "Resource Coordinating Team" (a resource-oriented infrastructure mechanism) at a large local school site
- Teach a plethora of courses in the Preliminary Administrative Credential Program (Tier I) and Professional Administrative Credential Program (Tier II)
- Served as member of District's Strategic Plan for Restructuring Health and Human Services

- Selected as one of 11 district-wide administrators to receive extensive training from the Institute for Learning. Subsequently, designed and trained 84 schools in Principles of Learning strategies
- Expertise in school plan development and assessment of data program planning in Charter Plans, Single School Plans, and Comprehensive School Reform Design Plans, High Priority School Grants and Healthy Start Grants
- Supervised 105 Los Angeles Unified District schools involved in SB1X Immediate Intervention Underperforming Schools Program and Comprehensive School Reform Program
- Supervised and evaluated elementary school principals in two different Local Districts and provided coaching, guidance, professional development, and problem solving techniques
- Designed and presented numerous trainings to principals and other administrators at district-wide and at national conferences
- Trained a variety of stakeholders on reform models including school based management, charters, Healthy Start, Learning Supports Resource Teams, High Priority School Grants, SB1X and Comprehensive School Reform

References:

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

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

Dr. Ronni Ephraim (213) 241- 6040
 Chief Educational Officer, Elementary
 333 S. Beaudry Ave. 24th Floor
 Los Angeles, CA 90017

Mr. Martin Galindo (323) 278-3900
 Superintendent, Local District 6
 5800 Eastern Avenue
 Commerce, CA

Mr. Gregory Mc Nair (213) 241-7646
 Chief Educational Officer, Charter Schools Division
 333 S. Beaudry Ave. 20th Floor

Tatiana Epanchin, MSW, MEd

Administrative Experience:

Area Superintendent: Bay Area

Aspire Public Schools

June 2010- present

Responsible for the academic and fiscal results of 10 schools in Oakland and East Palo Alto

- Develop and lead principals and leaf teachers in their roles as instructional leaders and site managers to ensure high quality implementation of instruction
- Determine priorities for the region and manage the regional office team to achieve deliverables
- Manage new school development process and new building process
- Cultivate relationships with local district officials and community leaders to further Aspire and individual school goals

Principal

Aspire Public Schools: ERES Academy, Oakland, CA

April 2009 – June 2010

Principal and founder of newest Oakland Aspire Public School

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

- API Point growth from 2009-2010: 101
- Conducted opening of facility with support from Aspire Home Office
- Planned and executed all professional development for staff and teaching faculty
- Established school wide culture including that of student, faculty, and family
- Coordinated with departments within Aspire Public Schools, Dolores Huerta Learning Academy, and OUSD to ensure smooth transition from existing charter school to new one
- Fostered the practice of using various data to drive instruction and create a culture of continuous improvement

Aspire Public Schools: Monarch Academy, Oakland, CA

May 2005 – June 2009

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

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

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

June 2004 – May 2005

New Leaders for New Schools Fellow

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

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

Tatiana Epanchin, MSW, MEd

Teaching Experience:

Lead Humanities Educator and Founding Faculty Member

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

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

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

Sixth Grade Multi-Subject Educator

Aspire Public Schools: Monarch Academy, Oakland, CA

August 2001 - June 2002

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

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

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

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

June 1993- June 1995

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

Social Work Experience:

Family Preservation Therapist

Families First, Inc., Hercules, CA

September 1997 - July 2001

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

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

Project Coordinator

October 9th Organizing Committee, Sacramento, CA

August 1996 - June 1997

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

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

Tatiana Epanchin, MSW, MEd

Education:

CSU East Bay in conjunction with New Leaders for New Schools

Tier II Admin Credential expected June 2010

Master of Education 2009

Tier I Admin Credential 2005

Dominican University of California

California Teaching Credential with CLAD, 2002

CSU Sacramento

Master of Social Work, 1997

Concentration: Community Organizing Planning & Administration

UC Santa Barbara

Bachelor of Arts Sociology, 1993

Emphasis Ethnic Studies

Memberships, Awards, Publications, and Presentations:

School Leaders Network- Facilitator 2010- present

Facilitate a School Leaders Network in Oakland, CA for principals serving students in Oakland Unified School District and in local charter schools

Rainwater Leadership Alliance- Member 2009-present

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

EPIC Award 2009-

Effective Practice Incentive Community Silver Gains grant recipient

ASCD Whole Child Pod Cast Participant-

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

EPIC Award 2008-

Effective Practice Incentive Community Gold Gains grant recipient

NAESP: *Diverse Learning Communities Today-*

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

National Title I Award 2007-

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

Teach For America Alumni Summit Presenter-

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

Title I National Conference Presenter-

"Distinguished School Leader Panel: Principal Leadership"

New Leaders for New Schools Presenter-

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

Award in Quality of Service-

Aspire Public Schools, October 2004

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

Families First, Inc., December 1999

Pi Alpha Honor Society –

CSU Sacramento, 1996

Proficient in Spanish

(b)(6)

- PROFILE:**
- Hands-on energetic Finance Professional with substantial experience in developing and implementing process improvements for global companies in B2B and manufacturing sectors.
 - Deal-maker who knows how to drive and manage growth. Brought three companies from startup to over \$300 million in revenues including one to over \$1 billion. Has deep experience in growing businesses across time zones, currencies and cultures.
 - A technically-savvy professional who successfully manages both Accounting and IT staff to deliver significant improvements. Known for building an effective customer-focused team that improves both corporate productivity and communication and reduces costs.
 - Extensive background in acquiring and integrating businesses; highly skilled in capital raising, due diligence and business application development.
 - Recognized by boards, competitors and bankers for excellent presentation skills, market knowledge, integrity and problem resolution in high-pressure situations.

EMPLOYMENT:**Hilty Co LLC, Orinda CA****2003 – Present**

Independent consultant/interim executive for private equity investors and their companies. Provides hands-on Interim CFO/COO for troubled enterprises across the US experiencing significant financial, operational and personnel needs. Projects typically last six months or more. Recent assignments and accomplishments:

Bell Micro Products, Atlanta, GA and Edison, NJ - Interim CFO

Bell Micro (NASDAQ:BELM) is a \$3B global reseller of technology solutions headquartered in San Jose. BELM recently completed six years of restated financials and complex SEC reporting. I was engaged to act as CFO for a newly acquired \$400M Atlanta subsidiary that was simply unprepared for public company audit. Completion of audited financials required the creation of significant financial process improvements, hiring a new Controller and support staff and performing hundreds of hours of hands-on data base research and analysis on a broken GL system. Concurrent with the Atlanta work, I was engaged for another BELM subsidiary in Edison, NJ where the CFO had left after improprieties were uncovered. Brought the two subsidiaries through a very trying and complex process to rebuild systems and staff, investigate fraud and gross mismanagement and communicate findings to the Board and SEC. Redesigning critical business processes and personally identified and recovered over \$2M in duplicate AP payments. Designed and supervised corrections to the install of Great Plains software and setup SOX compliance.

ServiceSource, San Francisco, CA - Interim CFO & EVP

Service Source is a global outsourcing provider focused on increasing support and maintenance revenue for hardware, software and healthcare companies. I was engaged to act as Interim CFO and EVP when both the CFO and Controller left with little notice. The company was out of compliance with bank covenants, was seeking private equity investors, had multiple global tax and currency issues and was using an improperly installed GL system with an unsupervised and poorly-trained staff. I acted as both CFO and Controller while a new CFO and staff were recruited. Major accomplishments for ServiceSource: Negotiated with the bank and prepared and explained the required financial reporting; Complied the data and reporting required by new investors; Made critical bank and investor presentations; Solved international tax and currency problems; Helped hire and train permanent staff.

Hilty Co LLC Continued**DoveBid, Inc, Foster City, CA - Interim CFO & EVP**

DoveBid was a global auctioneer of industrial equipment for businesses. It operated offices and conducted auctions around the world. I was recruited by Softbank and Texas-Pacific Group to move DoveBid out of crisis, restructure the balance sheet and position the business for sale. Major Accomplishments: Designed and executed significant improvements to accounting information, business operations, marketing efforts and cash flow; Developed new procedures to improve visibility of critical information and reduce labor cost; Provided investors with timely and accurate information and recommendations.

Additional Clients: Insurance Auto Auctions (IAA) of Chicago; Peninsula Floors of Livermore, CA; Fremont Partners, San Francisco. GLG Consulting, New York.

Project Types: Design and implement back-office improvements; Conduct due-diligence and research potential acquisitions; Plan and execute the relocation of multiple acquired corporate offices; Design and install GL reporting improvements; Recruit and train permanent CFOs and staff; Streamline and automate SEC reporting and SOX compliance.

Copart, Inc., Benicia, CA**1995-2003****Senior Vice President/CFO**

1997-2003

Responsible for managing teams of professionals in Accounting, Treasury, M&A, Investor Relations, Fleet, Safety, Purchasing and Risk Management, for this \$1 billion vehicle auction/transport company. Between 1995 and 2003, the company added over 60 locations, grew auction revenues from \$300 million to \$1.2 billion+ and market cap by more than 500% to over \$2 billion. During my tenure it was named by *Forbes*, *Fortune* and *Business Week* as a top performing stock and business.

- Significantly enhanced all business systems and introduced state-of-the-art accounting controls and processes to meet high-volume goals. Developed software and procedures to annually manage over \$1 billion in cash receipts and the processing of over 3 million checks.
- Negotiated, supervised due diligence and integrated over 30 privately-owned businesses across the U.S.
- Created the departments to manage the company's fleet and safety efforts. Responsible for the safe and profitable operations of 2,700+ employees and over 800 vehicles.
- Raised \$227 million in new capital including a \$127 million follow-on offering and a \$100 million bank syndicate revolver.

Vice President/Controller

1995-1997

Initially hired as a Consultant to streamline critical pathway systems and turn around the entire Accounting department.

- Instituted an accurate and timely reporting system for 100 locations, processing over one million vehicles annually.
- Key team member for the design/build of the core AS/400 business operating system, procedures and controls. Responsible for JD Edwards GL installation and interfaces.
- Personally generated a variety of computer applications for PC and AS/400 platforms to meet different business functions.

Sam Clar Office Furniture, Oakland, CA
Executive Vice President/CFO

1990-1995

In charge of key business duties, such as Sales, Marketing, Accounting and Branch Management for this family-owned chain with five locations and \$10 million in annual revenue.

- Secured bank financing through very persuasive presentations and business plan.
- Instrumental in designing the firm's marketing including radio ads and catalogs.

3D Systems, Los Angeles, CA
Controller/Systems Manager

1988-1989

Responsible for developing all financial procedures and systems for this global start-up manufacturer of industrial modeling hardware/software. Hired, trained and managed a professional staff in Budgeting, Accounting, HR, Insurance and Banking and SEC reporting.

- Revised and updated all financial documentation to meet internal accuracy goals; maintained compliance with all SEC reporting requirements.
- Installed the complex MRP II mainframe business system; trained end-users in all procedures.

Belkin Components, Los Angeles, CA
CFO

1985-1988

First CFO for this \$10 million manufacturer and distributor of computer peripherals and electronic components.

- Achieved full financial stability after three years, while establishing all operating policies and procedures still used today. Company has grown to \$400M.
- Selected, implemented and maintained the MRP II system.

Mother's Cake & Cookie Company, Oakland, CA
Controller

1983-1984

Specifically hired to install and maintain this \$150 million company's first general ledger and financial reporting software package.

- Provided extensive integration services after acquisition by a European company; recruited and trained a bi-lingual staff.

Arthur Young & Company, Oakland, CA
Senior Accountant

1980-1983

Efficiently and effectively managed audits for clients in: Manufacturing, Network affiliate TV, Retail and Municipal governments.

EDUCATION:

San Francisco State University, San Francisco, CA
B.S. Degree in Finance

1980

ADDITIONAL TRAINING:

- * Expert skills with key Windows packages, MS Office, Great Plains, UNIX, Oracle, JD Edwards, proprietary applications and Internet services on LAN and AS/400 platforms
- * Member of the AICPA and the Financial Executives Institute
- * CPA with Arthur Young & Company, 1983
- * Graduate from the Grove School of Music, 1985

July 27, 2012

Mr. Braden Goetz
Group Leader
Academic Improvement and Teacher Quality Programs
United States Department of Education
400 Maryland Ave., S.W., Room 3E330
Washington, DC 20202-6200

Re: Aspire Public Schools' Teacher Incentive Fund Proposal

Dear Mr. Goetz,

I am writing to express our support for Aspire Public Schools' Teacher Incentive Fund (TIF) application. The Bill and Melinda Gates Foundation is committed to preparing all children for success in college, and Aspire has long been a key partner in this work.

Since 2009, we have partnered with Aspire Public Schools and four other high-performing California charter organizations through The College Ready Promise (TCRP). TCRP – like our other Intensive Partnership Sites across the country – aims to ensure a highly effective teacher in every classroom. Through the TCRP partnership, Aspire has made impressive gains in developing and rolling out new teacher effectiveness systems. With teacher input and collaboration with their TCRP partners, Aspire has developed a cutting-edge rubric for effective teaching. This rubric has already played an important role in the field as school systems across the country have used it to shape their own teacher effectiveness work.

Aspire's work has gone far beyond that rubric. Through thoughtful collaboration with teachers, Aspire developed an evaluation tool that integrates student achievement data and that is embraced by their teaching force. In the last six months, Aspire has worked closely with educators to develop a Performance Based Compensation System (PBCS) that rewards effectiveness. Finally, with support from both the Department of Education's Investing in Innovation fund and the Bill and Melinda Gates Foundation, Aspire is building out revolutionary professional development tools that leverage technology to deliver individually targeted professional development.

Aspire has made great progress, but there is much work still to be done. The organization is ready to tackle the challenge of improving the PBCS, integrating principals into the evaluation and awards system, developing assessments for non-core teachers, and sharing best practices more broadly. The TIF grant, coupled by the ongoing support of our Foundation and other partners, would play a key role in helping Aspire reach this next level.

We encourage you to give serious consideration to their application for funding. We are looking forward to celebrating the accomplishments of the many Aspire educators who will become highly effective through this work.

Sincerely,

Kate Ford

Senior Program Officer, Education, College Ready

Bill and Melinda Gates Foundation

TCRP Teacher Effectiveness Rubric

July 13, 2012

Domain 1: Data-Driven Planning and Assessment	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives through summative assessments
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge & skills
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery.	A) Selection and progression of formative assessments
	B) Planned response to formative assessment data
Domain 2: Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experience
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 During lesson, teacher makes effective instructional decisions based on formative assessments	A) Checking for students' understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

TCRP Teacher Effectiveness Rubric

July 13, 2012

Domain 4: Professional Responsibilities	
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism
	B) Norms described by school/CMO handbooks
Domain 5: Partnerships, Family and Community	
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Learning objective(s) are missing either a specific level of cognition (Bloom's Level) or content AND are misaligned (do not progress toward content standards).	Learning objective(s) are missing either a specific level of cognition (Bloom's Level) or content OR are misaligned (do not progress toward content standards).	Learning objective(s) include both specific levels of cognition (Bloom's Level) and content AND is aligned to and progresses toward mastery of content standards.	Learning objective(s) include both specific levels of cognition (Bloom's Level) and content AND is aligned to and progresses toward mastery of content standards. AND Learning objective(s) exceed level of cognition (Bloom's Level) or increases level of challenged required by content standards.
	B) Measurability of learning objectives through summative assessments	Learning objective(s) are not measurable.	Learning objective(s) are measurable but use only general criteria for measuring success.	Learning objective(s) are specific, measurable, explicitly stated in terms of student learning and are measured by multiple methods.	Learning objective(s) are specific, measurable, explicitly stated in terms of student learning and are measured by multiple methods. AND Learning objective(s) are measured by multiple methods and includes opportunities for student choice in summative assessments.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility. AND The design of the learning experiences is differentiated to meet the needs of subgroups of students.
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences (at students' various ZPD levels) throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences (at students' various ZPD levels) but without appropriate time and support throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences (at students' various ZPD levels) throughout the lesson cycle and each learning experience provides appropriate time and support.	Instructional plans include cognitively engaging learning experiences (at students' various ZPD levels) throughout the lesson cycle and each learning experience provides appropriate time and support. AND Instructional plans provide differentiated cognitively engaging learning experiences (at students' various ZPD levels) for subgroups of students.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data to guide or inform planning.	The teacher uses student data to inform planning of content organization or instructional strategies. OR The teacher uses student data to inform planning that meets the needs of the whole class.	The teacher uses student data to inform planning of content organization and instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students.	The teacher uses student data to inform planning of content organization and instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students. AND The teacher cites instructional strategies to meet the needs of individual students.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge & skills	The teacher does not accurately identify or address the prerequisite knowledge and skills to achieve the standard/learning objective(s). OR The teacher does not include opportunities to activate prerequisite knowledge. OR The teacher does not include strategies to address potential gaps for whole group of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for whole groups of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for subgroups of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for subgroups of students. AND The teacher uses knowledge to address potential gaps for individual students.
	B) Addresses common content misconceptions	The teacher does not anticipate common student misconceptions and does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions but does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions and includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions and includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s). AND The teacher includes opportunities for students to uncover and correct their own additional misconceptions.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
1.5 Design assessments to ensure student mastery	A) Selection and progression of formative assessments	Formative assessments are not aligned to the learning objective(s). OR Formative assessments are not planned.	The formative assessments are inconsistently aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are planned for a single component of the lesson cycle.	The formative assessments are consistently aligned to the learning objective(s). AND A variety of formative assessments are selected to yield actionable data about progress towards mastery of the learning objective(s). OR Formative assessments are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).	The formative assessments are consistently aligned to the learning objective(s). AND A variety of formative assessments are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Formative assessments are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).
	B) Planned response to formative assessment data	The teacher has not planned a response to data from formative assessments.	The teacher inconsistently plans responses to data from formative assessments.	The teacher plans to adjust instruction based on the data from each formative assessment.	The teacher plans to adjust instruction based on the data from each formative assessment. AND The teacher provides opportunities for students to use formative assessments to reflect on current progress toward the learning objective(s) or to determine next steps to extend learning.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
2.1 Creates a classroom/community culture of learning	A. Value of effort and challenge	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work. AND Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A. Behavioral expectations	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment. AND The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or promote behavioral expectations that support the classroom's academic environment.
	B. Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students. AND Students appropriately respond to or redirect each other's behavior.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A. Interactions between teacher and students	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students in the class. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students in the class. AND Students exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students in the class. AND Students exhibit respect for the teacher. AND The teacher's interactions demonstrate a positive rapport with individual students.
	B. Student interactions with each other	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	Student interactions are polite and respectful, and students support each other's learning. AND Students encourage each other individually.
2.4 Use smooth and efficient transitions, routines, and procedures	A. Routines, procedures, and transitions	The teacher has not established or does not enforce routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently enforced, resulting in the loss of instructional time.	The teacher has established and enforces routines, procedures, and transitions that maximize instructional time.	The teacher has established and enforces routines, procedures, and transitions that maximize instructional time. AND With minimal prompting, students effectively facilitate routines, procedures, and transitions.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A. Communication of the learning objectives of the lesson	The teacher does not explain the learning objective(s).	The teacher initially explains the learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the learning objective(s) and refers back to it throughout the lesson.	The teacher explains the learning objective(s) and refers back to it throughout the lesson. AND Students are able to articulate what they are expected to learn.
	B. Connections to prior and future learning experiences	The teacher makes limited connections between current learning objective(s) and the students' prior and future learning.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning. Connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning to further student understanding of the content material within or outside of the discipline or unit.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning. Students make explicit connections within or outside of the discipline or unit.
	C. Criteria for success	The teacher does not establish criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s). Exemplars and models are not provided.	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s) and provides exemplars and models. AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s) and provides exemplars and models. AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s). AND The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
3.2 Facilitates Instructional Cycle	A. Executes lesson cycle	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s). AND To address the learning needs of subgroups of students, the teacher adapts the pacing or the release of responsibility.
	B. Cognitive Level of Student Learning Experiences	Learning experiences are not cognitively engaging (at students' various ZPD levels). OR Learning experiences do not match the level of rigor required to attain mastery of the standard/learning objective(s).	Some learning experiences are cognitively engaging (at students' various ZPD levels). OR Some learning experiences match the level of rigor required to attain mastery of the standard/learning objective(s).	Learning experiences throughout the lesson cycle are cognitively engaging (at students' various ZPD levels). AND Learning experiences consistently match the level of rigor required to attain mastery of the standard/learning objective(s).	Learning experiences throughout the lesson cycle are cognitively engaging (at students' various ZPD levels). AND Learning experiences consistently match the level of rigor required to attain mastery of the standard/learning objective(s). AND Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by content standards.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
3.3 Implementation of instructional strategies	A. Questioning	<p>Many questions posed by the teacher do not move student thinking toward mastery of the learning objective(s).</p> <p>OR</p> <p>Most of the questions posed by the teacher require little cognitive challenge.</p> <p>OR</p> <p>Wait time is not used.</p>	<p>The teacher poses questions to a small number of students in the class.</p> <p>OR</p> <p>The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).</p> <p>OR</p> <p>Wait time is used inconsistently.</p>	<p>The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s).</p> <p>AND</p> <p>The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.</p> <p>AND</p> <p>Wait time is used consistently.</p>	<p>The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s).</p> <p>AND</p> <p>The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.</p> <p>AND</p> <p>Wait time is used consistently.</p> <p>Students pose questions that require cognitive challenge.</p> <p>OR</p> <p>Students initiate questions to further other students' understanding of the content.</p>
	B. Academic Discourse	<p>The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning.</p> <p>OR</p> <p>The teacher provides minimal opportunities for student discussion.</p>	<p>The teacher inconsistently requires students in whole class or small group conversations to use academic vocabulary, discuss academic ideas, or justify their reasoning.</p> <p>OR</p> <p>Academic discourse is limited to a small number of students.</p>	<p>The teacher facilitates conversations in whole class and small group settings that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.</p>	<p>Students facilitate whole class or small group discussions and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.</p>
	C. Group structures	<p>The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).</p>	<p>The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s).</p> <p>OR</p> <p>Students inconsistently participate within all group structures.</p>	<p>The structure and size of grouping arrangements move students toward mastery of the learning objective(s).</p> <p>AND</p> <p>Students actively participate within all group structures.</p>	<p>The structure and size of grouping arrangements move students toward mastery of the learning objective(s).</p> <p>AND</p> <p>Students actively participate within all group structures.</p> <p>AND</p> <p>The teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual or group work.</p>
	D. Resources and instructional materials	<p>Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.</p>	<p>Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.</p>	<p>Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and promote cognitive engagement.</p>	<p>Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and promote cognitive engagement.</p> <p>AND</p> <p>Resources and instructional materials require cognitive engagement. Students choose, adapt, or create materials to extend learning.</p>

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
3.4 Monitoring student learning during instruction	A. Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objectives during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding throughout the lesson cycle. OR The checks do not yield actionable data on students' progress toward the learning objective(s). OR The teacher inconsistently or ineffectively adjusts instruction based on the data.	The teacher checks for understanding using varied techniques throughout the lesson cycle to yield actionable data on students' progress toward mastery of the learning objective(s). AND The teacher adjusts instruction based on the data to meet students' learning needs.	The teacher checks for understanding using varied techniques throughout the lesson cycle to yield actionable data on students' progress toward mastery of the learning objective(s). AND The teacher adjusts instruction based on the data to meet students' learning needs. AND The teacher implements differentiated instruction and continued checks for understanding based on the progress of subgroups of students toward mastery of the learning objective(s).
	B. Feedback to students	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson cycle. OR Feedback inconsistently advances students toward attainment of the learning objective(s).	The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s).	The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s). AND Students provide specific feedback to one another.
	C. Self-monitoring	The teacher does not provide students with opportunities to engage in self-monitoring of their own progress or thinking.	The teacher provides students with limited opportunities for self-monitoring exercises.	The teacher provides students with opportunities for self-monitoring exercises that move students towards a deeper mastery of the objective(s).	Students self-monitor without the direction of the teacher. AND Students judge their own performance relative to success criteria.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
<p style="text-align: center;">4.1</p> <p style="text-align: center;">Engage in critical reflection, constantly revising practice to increase effectiveness</p>	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	The teacher makes a detailed and accurate assessment of a lesson's effectiveness and success in achieving the instructional goals, citing specific data, and weighing the relative strengths of each data source.
	B) Use in future planning	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved.	The teacher makes several specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning.
	C) Acceptance of feedback	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues, uses the feedback to improve practice, and seeks further feedback on what has been implemented.
<p style="text-align: center;">4.2</p> <p style="text-align: center;">Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning</p>	A) Participation in a professional community	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	The teacher makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	The teacher seeks out professional development opportunities and applies the learning gained to practice. The teacher initiates activities that contribute to the profession.
	C) Shared commitment	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism	The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.	The teacher displays a moderate level of ethics and professionalism in dealing with colleagues.	The teacher displays a high level of ethics and professionalism in dealings with both colleagues and students.	The teacher displays the highest level of ethics and professionalism, consistently working to support traditionally underserved students.
	B) Norms described by school/CMO handbooks	The teacher inconsistently complies with school and CMO policies and timelines.	The teacher complies with school and CMO policies and timelines, doing just enough to “get by.”	The teacher fully supports and complies with school and CMO policies and timelines.	The teacher assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	The teacher promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	The teacher responds to parent concerns in a proactive, timely manner and handles this communication with great professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students	The teacher does not provide parents with strategies to support their child's success and college-readiness.	The teacher provides parents with limited strategies to support their child's success and college-readiness.	The teacher provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The teacher works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness including resources outside of the school. Students initiate the use of strategies with their parents.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	There is little / no evidence that students work with the teacher to establish learning goals, or that the teacher advocates for students to establish high learning goals.	There is evidence that the teacher advocates for groups of students to establish high learning goals, and that he/she works with students as a group to set goals.	The teacher encourages and advocates for students to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to student goals.	The teacher establishes processes through which students establish and monitor high personal learning goals, and self-advocate for their attainment of the goals. The teacher integrates curriculum experiences that provide connections to the goals.
	B) Knowledge of community resources	The teacher is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond.	The teacher demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The teacher displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	The teacher demonstrates extensive knowledge of resources for students, including those available through the school or CMO, in the community, and on the Internet. Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.
	C) Support for students in accessing these resources	The teacher is unaware of resources and therefore unable to support students accessing resources.	The teacher refers students to other adults in the school to support students in accessing resources.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts. The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.

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In reply refer to: 0441981542
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ASPIRE PUBLIC SCHOOLS
% MICHAEL BARR
1001 22ND AVE STE 100
OAKLAND CA 94606-5232



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Employer Identification Number: 94-3311088
Person to Contact: Annette Eddy
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Mar. 28, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in December 1999.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

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ASPIRE PUBLIC SCHOOLS
% MICHAEL BARR
1001 22ND AVE STE 100
OAKLAND CA 94606-5232

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

Sincerely yours,

(b)(6)

Rita A. Leete
Accounts Management II

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Aspire Public Schools: Teacher Incentive Fund Budget Narrative

Aspire’s total budget request for the Teacher Incentive Fund (TIF) application is \$28.6M over five years. We will supplement our TIF funding with \$7.0M in existing funding earmarked for Phase 1 of Aspire’s educator effectiveness efforts. The TIF funds will allow for the full expansion and implementation of the an educator effectiveness program, with greater focus on compensation benefits to teachers at all qualified schools along with professional development enhancements designed for greater education effectiveness and student impact.

Below, we’ve explained cost categories for both TIF funds and non-TIF funds. We have rounded to the nearest thousand.

Budget Narrative – TIF Funds

Personnel

Personnel costs are broken out into six categories (in order of priorities and magnitude): Teacher and Principal Compensation based on the PBCS, Career Path Positions, Professional Development, Principal Residency Program, Implementation Project costs, and Research and Evaluation costs. Over the five year grant, the compensation category becomes a larger portion of the grant budget and the implementation/administrative costs decrease significantly because the positions are either temporary (2-3 years) or the costs get absorbed in the school/national office cost structure.

Personnel: The following requested personnel will be hired as employees of the project.	Base Annual Salary	% FTE	Total	5-year total								
COMPENSATION												
Teacher Compensation: The PBCS will apply to all teachers (approx. 450) in our 29 TIF-supported schools These funds will be divided across eligible teachers based on the	n/a	n/a	\$1,000K	n/a	\$1,700K	n/a	\$2,250K	n/a	\$2,250K	n/a	\$2,250K	\$9,450K

Personnel: The following requested personnel will be hired as employees of the project.	Base Annual Salary											5-year total
		% FTE	Total									
PBCS laid out in our application. Note that TIF funding increases year-to-year because our private sector funding (detailed below, in the Non-TIF Funds budget narrative) is dropping year to year and the systems, tools and processes we have in place will be more robust to support more teachers over the grant period.												
Principal/Admin Compensation: The PBCS will apply to all 29 principals and additional admins (assistant principals, deans, and counselors) in 29 TIF-supported schools. The PBCS for principals and admins is laid out in the application narrative. The annual funding amount will be distributed across principals and admins, according to the terms of the PBCS.	n/a	n/a	\$300K	\$1,500K								
CAREER LADDER POSITIONS (NEW)												
Career Ladder Coach Position: Dedicated to providing more opportunities for highly effective teachers to impact more teachers and students, 2 Career Ladder Coaches in each of the three regions for years 1-3 of the grant, and 1 Career Ladder Coach for each of the three regions for years 4-5 of the grant.	\$80K	600%	\$480K	600%	\$480K	600%	\$480K	300%	\$240K	300%	\$240K	\$1,920K
Lead Teacher Career Path Positions: Highly effective teachers identified through the evaluation			\$290K	\$1,450K								

Personnel: The following requested personnel will be hired as employees of the project.	Base Annual Salary											5-year total
		% FTE	Total									
system, will have the opportunity to become lead teachers and receive stipends.												
PROFESSIONAL DEVELOPMENT												
Manager of Online Professional Development: Focused on collecting and curating online professional development tools accessible to all teachers in our network. Tools will be individually differentiated to each teacher’s learning needs (as identified through the evaluation process).	\$95K	100%	\$95K	100%	\$95K	100%	\$95K					\$285K
Instructional Coaches: To support greater focus on effectiveness and professional development with a wider group of teachers through the proposed grant, expanding our pool of Instructional Coaches through the proposed TIF grant will be essential in supporting teachers. Coaches work one-on-one with teachers who need extra help, meeting with them regularly, visiting their classrooms, and providing real-time “earbud coaching” (like an NFL coach) to help teachers improve. The teachers who receive coaching will be identified by the performance evaluation system. TIF funding will support one additional instructional coach for each of the 3 Aspire regions.	\$80K	300%	\$240K	\$1,200K								
Peer support – subs and stipends: To allow shared learning and	n/a	n/a	\$350K	n/a	\$350K	n/a	\$350K	n/a	\$175K	n/a	\$175K	\$1,400K

Personnel: The following requested personnel will be hired as employees of the project.	Base Annual Salary											5-year total
		% FTE	Total	% FTE	Total							
professional development across the Aspire schools, these funds will support release time and substitutes to enable teachers to visit other classrooms to learn from those who have been rated highly effective through the PBCS. Cost is approximately \$12,000 per participating school (exact amount based on number of teachers at school).												
RESIDENCY PROGRAM												
Principal Residents: The TIF funds will allow Aspire to expand its Principal residency to prepare more principals to support and develop effective educators. We will have 6 Principal Residents in Years 1 and 2 of the grant; 4 in Year 3; 2 in Year 4; and 1 in Year 5. This can be one step in the career ladder.	\$65K	600%	\$390K	600%	\$390K	400%	\$260K	200%	\$130K	100%	\$65K	\$1,235K
Director of Principal Residency: Focused on supporting the expanded pool of principal residents, this person will support Principal Residents in developing the skills they need to make teachers more effective. <div style="border: 1px solid black; width: fit-content; padding: 2px;">(b)(4)</div> <div style="border: 1px solid black; width: fit-content; padding: 2px;">(b)(4)</div> TIF funds will allow for a dedicated focus.	(b)(4)											
Mentor Principal Stipends: These stipends will support the mentors who work one-on-one with Principal Residents over the course of the year to develop their skills at creating and supporting effective	n/a	n/a	\$18K	n/a	\$18K	n/a	\$12K	n/a	\$6K	n/a	\$3K	\$57K

Personnel: The following requested personnel will be hired as employees of the project.	Base Annual Salary											5-year total
		% FTE	Total									
teachers. The stipend is \$3,000 per Mentor. TIF funds will expand the number of mentor principals available.												
ADMINISTRATIVE SUPPORT & PROGRAM IMPLEMENTATION												
TIF Implementation Lead II: This person will lead our TIF project, along with existing staff, taking management responsibility for all elements of the project.	\$100K	100%	\$100K	100%	\$100K	100%	\$100K	100%	\$100K	100%	\$100K	\$500K
HR Compensation Lead: This HR role will expand and monitor parity effective compensation for nearly 450 teachers. After year 3, the bulk of this work will be completed and this person will transition to new projects.	\$85K	100%	\$85K	100%	\$85K	100%	\$85K					\$255K
TIF Grant Administrator: Given the scope of this project and reporting / tracking requirements, a grants administrator will monitor all elements of the grant. TIF awardees have strongly encouraged us to allocate an FTE to this project, at least for the first two years of the project as it gets up and running and we become familiar with TIF financial regulations and requirements. This would be a new position.	\$75K	100%	\$75K	100%	\$75K							\$150K
Data Lead – Student Growth Percentile: A key data point to measure teacher effectiveness in our PBCS is student growth. Given the	\$90K	100%	\$90K	100%	\$90K	50%	\$45K					\$225K

Personnel: The following requested personnel will be hired as employees of the project.	Base Annual Salary											5-year total
		% FTE	Total									
number of students and scope of data analysis required, a data lead will be responsible for creating systems and analyzing data regarding teacher impact on student achievement growth. By year 3, they will have built automated systems that conduct this work quickly and easily, so this role will no longer be necessary.												
Data and HRIS Manager: Maintaining accurate and sustainable data records for teachers and staff is critical to monitoring effectiveness gains and areas of development. This role will work within the HRIS system to build, maintain and analyze teacher effectiveness data critical to project implementation.	\$65K	100%	\$65K	100%	\$65K	100%	\$65K	100%	\$65K	100%	\$65K	\$325K
RESEARCH AND EVALUATION												
Teaching and Learning Lead – Common Core: This teammate will lead the development of systems and tools to support the implementation of our HCMS with Common Core standards. They will be responsible for developing student assessments and teacher evaluation tools that assess effectiveness in implementing the Common Core. After year 3 of the grant, Aspire will have fully transitioned to the Common Core.	\$100K	100%	\$100K	100%	\$100K	100%	\$100K					\$300K
Teaching and Learning Lead – Assessments for SPED and Non-	\$100K	100%	\$100K	100%	\$100K							\$200K

Personnel: The following requested personnel will be hired as employees of the project.	Base Annual Salary											5-year total
		% FTE	Total									
tested subjects: This teammate will lead the development of assessments for non-tested subjects and for special needs students. They will complete their work within the first two years of the grant.												
Input meetings: We will use these funds as a stipend for educators who participate in focus groups and input meetings that help us build an HCMS and PBCS that best meets educator needs. We will conduct the majority of these meetings in the first three years of the grant.	n/a	n/a	\$10K	n/a	\$10K	n/a	\$10K	n/a		n/a		\$30K
TOTAL			\$3,838K		\$4,538K		\$4,722K		\$3,816K		\$3,738K	\$20.652K

Benefits

Aspire benefits are 25% of total salary for credentialed staff and 30% of total salary for non-credentialed staff. That is because California’s public benefits are more expensive for non-credentialed public employees than for credentialed public employees.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
COMPENSATION						
Teacher Compensation	\$250K	\$425K	\$563K	\$563K	\$563K	\$2,363K
Principal/Admin Compensation	\$75K	\$75K	\$75K	\$75K	\$75K	\$375K
CAREER LADDER POSITIONS						
Career Ladder Coach Positions	\$120K	\$120K	\$120K	\$60K	\$60K	\$480K
Lead Teacher Career Path Role	\$73K	\$73K	\$73K	\$73K	\$73K	\$363K
PROFESSIONAL						

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
DEVELOPMENT						
Manager of Online Professional Development	\$24K	\$24K	\$24K			\$71K
Instructional Coaches	\$60K	\$60K	\$60K	\$60K	\$60K	\$300K
Peer support – subs and stipends	\$88K	\$88K	\$88K	\$44K	\$44K	\$350K
PRINCIPAL RESIDENCY						
Principal Residents	\$98K	\$98K	\$65K	\$33K	\$16K	\$309K
Mentor Principal Stipends	\$5K	\$5K	\$3K	\$2K	\$1K	\$14K
Director of Principal Residency	\$13K	\$13K	\$10K	\$5K	\$3K	\$43K
IMPLEMENTATION						
TIF Implementation Lead	\$25K	\$25K	\$25K	\$25K	\$25K	\$125K
HR Compensation Lead	\$21K	\$21K	\$21K			\$64K
TIF Grant Administrator	\$23K	\$23K				\$45K
Data Lead – Student Growth Percentile	\$23K	\$23K	\$11K			\$56K
Data and HRIS Manager	\$20K	\$20K	\$20K	\$20K	\$20K	\$98K
RESEARCH AND EVALUATION						
Teaching and Learning Lead – Common Core	\$25K	\$25K	\$25K			\$75K
Teaching and Learning Lead – Assessments for Non-Tested Subjects and SPED	\$25K	\$25K				\$50K
Input meetings	\$3K	\$3K	\$3K			\$8K
TOTAL	\$966K	\$1,141K	\$1,184K	\$957K	\$938K	\$5,187K

Travel

Our travel budget includes costs for travel to the annual TIF conference for Aspire teammates. It also includes travel between Aspire schools throughout the state of California for peer reviews and residency programs.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Travel for Principal Residency Program for principals in the program to visit schools across the state.	\$5K	\$5K	\$4K	\$2K		\$16K
Mileage reimbursement at \$0.50/mile for teachers to do peer reviews at all 29 participating schools.	\$15K	\$15K	\$6K	\$2K		\$38K
Travel to DOE Meetings (5 people at \$2,000 per trip). Includes airfare, three nights	\$10K	\$10K	\$10K	\$10K	\$10K	\$50K
TOTAL	\$30K	\$30K	\$20K	\$14K	\$10K	\$104K

Equipment

We have budgeted a total of \$600K for equipment costs. This reflects the purchase of 29 cameras at an estimated cost of \$3K per camera, 450 iPads at an estimated cost of \$11K per 10 iPads, and a cellphone for every teacher @ \$100 per cellphone. The equipment will support project success by enabling our team to leverage technology in developing effective teaching. Video cameras will allow our highly effective teachers to capture their best practices. These videos will then be uploaded to Aspire’s online professional development portal, where educators across our school system can access them. The iPads will play a key role in supporting instructional coaches and principals in observing teachers. With iPads, coaches and principals can enter feedback real-time into the online PD portal, which teachers can access immediately after the lesson. This ability to receive immediate feedback will make the observation process much more effective and will enable principals and coaches to visit more classrooms each week. Cellphones

could also play a key role in supporting instructional coaches and principals in observing teachers. If every teacher had a cellphone, we could use mobile apps that are tied to teaching and administration.

Supplies

The supply budget focuses primarily on professional development resources to support educator effectiveness. These include online courses, trainings and resources as well as internally created resources. The Relay Graduate School of Education has created short online module courses that introduce and teach specific research-based pedagogical skills to teachers. Each module consists of a variety of high-leverage readings, best practices videos, guided activities that check for participant understanding, and reflection opportunities. Because many of these Relay modules align well with the desired skills and behaviors found on the Aspire Teacher Effectiveness Rubric, we hope to offer these modules to Aspire teachers. Using the online professional development platform, the Purple Planet, Aspire teachers would have the opportunity to access and fully participate in the modules that align with their specific professional growth goals.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Content for Purple Planet, Aspire’s Professional Development Portal: Aspire has created an online portal for professional development called the Purple Planet. The proposed TIF project will allow for the expansion of training and professional development content. This will include securing 3 rd party training content, creating internal specialized content,	\$300K	\$100K	\$100K	\$50K	\$25K	\$575K

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
expanding existing content for non-tested subjects. Allowing for individualized training and professional development, Aspire will purchase high quality, professional videos and materials to upload to its existing teacher portal.						
Books/supplies: Training materials and supplies will support professional development efforts.	\$12K	\$12K	\$3K	\$3K	\$3K	\$33K
Materials and assessments for non-tested core subjects: These funds will support the development and acquisition of assessments for non-tested core subjects, which Aspire currently does not have.	\$200K	\$200K	\$200K			\$600K
TOTAL	\$512K	\$312K	\$303K	\$53K	\$28K	\$1,208K

Contracted Services

We have allocated \$600K over the course of the grant for a videographer, who will help us capture videos of our most effective teachers. These videos will then be shared publicly for all Aspire teachers to access through our online professional development platform, the Purple Planet.

We have also allocated \$300K over the course of the grant to evaluation. We will contract with an outside evaluator so that we can fully understand the impact of our TIF efforts on the effectiveness of our teachers. We will proactively disseminate the learnings from these evaluations with other high-poverty school systems.

Budget Narrative – Non-TIF Funds

Aspire Public Schools’ non TIF funds include The Bill and Melinda Gates Foundation Grant which is funded through FY 2015/16 and funds administered by The College Ready Promise from TIF (Round 2), a grant shared with three other California charter management organizations. The compensation budget under our current TIF grant allows us to build some of the foundation of our program, specifically enabling us to pilot the PBCS for two of Aspire’s thirty four schools. Building off existing Non-TIF Funds, the proposed TIF project will allow for the full expansion and sustainability of the program through the 2017/2018 school year.

Personnel

Personnel costs are broken out into four categories: Teacher Compensation based on the PBCS, Professional Development, Residency Programs, and Implementation Project costs. The non-TIF funds are primarily funding the design and implementation of the PBCS whereas the proposed TIF request has fewer implementation costs and a much greater focus on compensation and career ladder positions.

Personnel: The following requested personnel will be hired as employees of the project.	Base Annual Salary											5-year total
		% FTE	Total									
COMPENSATION												
Teacher Compensation: Current available funds are declining and supporting only limited compensation efforts. The proposed TIF program will enhance and replace these overtime when the program is fully at scale.	(b)(4)											
PROFESSIONAL DEVELOPMENT												
Area Sup/Principal Coach: This role plays a key role in supporting	(b)(4)											

Personnel: The following requested personnel will be hired as employees of the project.	Base Annual Salary											5-year total
		% FTE	Total									
the development of our principals as they develop effective teachers.												
Instructional Coaches: Current coaches support effectiveness and professional development with a group of teachers. Coaches work one-on-one with teachers who need extra help, meeting with them regularly, visiting their classrooms, and providing real-time “earbud coaching” (like an NFL coach) to help teachers improve. New TIF funding will support one additional instructional coach for each of the 3 Aspire regions.	(b)(4)											
RESIDENCY PROGRAM												
Teacher Residency Program: We are preparing new teachers to be effective in through our Teacher Residency Program. Our non-TIF funds cover the majority of the cost of the teacher residency program which include resident stipends (@\$13,500 per resident), mentor stipends (@\$3,000 per mentor), course instructors, and a Director of the program.												
Principal Residents: Our current non-TIF funds cover two principal residents per year for the next three years, but we are asking for additional funding to expand and enhance the program and make this a career ladder option for more highly effective teachers.												
Director of Principal Residency:												

Personnel: The following requested personnel will be hired as employees of the project.	Base Annual Salary											5-year total
		% FTE	Total									
(b)(4) this person will support Principal Residents in developing the skills they need to be successful Aspire leaders. We are requesting funding to make this position a full time position.												
Mentor Principal Stipends: These stipends will support the mentors who work one-on-one with Principal Residents over the course of the year to develop their school leadership skills. The stipend is \$3,000 per Mentor. TIF funds will expand the number of mentor principals.	(b)(4)											
ADMINISTRATIVE SUPPORT & PROGRAM IMPLEMENTATION												
TIF Implementation Lead I: This person is leading the implementation of Phase I of our PBCS, taking management responsibility for all elements of the project.												
Vice President of Education: Aspire’s Vice President of Education has led much of our teacher effectiveness work to date. She supervises our Implementation Lead, leads focus groups with educators, and liaise with the rest of our Senior Leadership team to understand the impact of PBCS on the broader organization.												
Chief Academic Officer: The Chief												

Personnel: The following requested personnel will be hired as employees of the project.	Base Annual Salary											5-year total
		% FTE	Total									
Academic Officer leads all work relating to student achievement and teacher effectiveness. She plays a core role in facilitating the roll out of our HCMS across all 34 schools, working closely with principals across the organization to ensure their comfort with the new evaluation system and tools.												
Data Lead: This teammate analyzes data for our schools but not specifically for Student Growth Percentile (SGP) which is required for our PBCS.	(b)(4)											
Teaching and Learning Lead: Supporting teacher training and limited content development, the teacher and learning lead supports professional development of existing teachers. Scope is not fully aligned with the added teacher effectiveness expansion.												
Advisory Group Meetings: We pay stipends to educators who participate in focus groups and input meetings that help us build an HCMS and PBCS that best meets educator needs.												
TOTAL												

Benefits

Aspire benefits are 25% of total salary for credentialed staff and 30% of total salary for non-credentialed staff. That is because California’s public benefits are more expensive for non-credentialed public employees than for credentialed public employees.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
COMPENSATION	(b)(4)					
Teacher Compensation						
PROFESSIONAL DEVELOPMENT						
Area Sup						
Instructional Coaches						
RESIDENCY						
Teacher Residency						
Principal Residency						
IMPLEMENTATION						
TIF Implementation Lead						
VP of Education						
Chief Academic Officer						
Data Lead						
Teaching and Learning Lead						
Advisory Group						
TOTAL						

Travel

Our non-TIF Funds cover approximately (b)(4) of travel per year for the next three years to include teacher residency travel, instructional coach travel, and travel allocated to the implementation team. Travel includes (1) airfare to and from conferences; (2) airfare to and from Los Angeles; (3) Mileage Reimbursement; (4) Food and Lodging (Based on per diem rate); (5) Parking/Car Rental/Taxis.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Implementation Team Travel	(b)(4)					
Teacher Residency Travel						
Instructional Coach						

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Travel						
TOTAL	\$30K	\$30K	\$30K			\$90K

Supplies

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Books/supplies: Instructional materials for residency program.	\$5K	\$5K	\$5K			\$15K
TOTAL	\$5K	\$5K	\$5K			\$15K

Contracted Services

As far as non-TIF funds, we have allocated \$218K over the next two years to hire a consultant for design of differentiated professional development. In addition, we have \$38.5K allocated over the next two years to contract with a compensation consultant. In the TIF proposed grant budget above, we have not included either of these expenses. These are considered one-time expenses that we will not need to incur in the future after our non-TIF grant funds expire.

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Aspire Public Schools
Applicant's DUNS Name:	0122403420000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Aspire Public Schools

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	3,838,000.00	4,538,000.00	4,722,000.00	3,816,000.00	3,738,000.00	20,652,000.00
2. Fringe Benefits	966,500.00	1,141,500.00	1,183,750.00	957,250.00	937,750.00	5,186,750.00
3. Travel	30,000.00	30,000.00	20,000.00	13,500.00	10,000.00	103,500.00
4. Equipment	200,000.00	200,000.00	100,000.00	50,000.00	50,000.00	600,000.00
5. Supplies	512,000.00	312,000.00	303,000.00	53,000.00	28,000.00	1,208,000.00
6. Contractual	400,000.00	200,000.00	200,000.00	50,000.00	50,000.00	900,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	5,946,500.00	6,421,500.00	6,528,750.00	4,939,750.00	4,813,750.00	28,650,250.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	5,946,500.00	6,421,500.00	6,528,750.00	4,939,750.00	4,813,750.00	28,650,250.00

***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.	
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**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	(b)(4)					
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)