PROJECT NARRATIVE

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ABSOLUTE PRIORITY 2 – LOW-INCOME DEMOGRAPHIC

Ednovate, Inc., (Ednovate) a growing charter management organization (CMO) based in Los Angeles, submits this application under Absolute Priority 2: Low-Income Demographic. Ednovate currently operates five high-performing urban high schools in Southern California, with 85% students qualifying for free or reduced-price lunch (FRPL), more than double the 40% threshold required under this Absolute Priority.[1] Through this grant over the next five years, Ednovate will expand three of our existing schools by one or more grade levels, and replicate with six new high schools in Los Angeles, each serving student populations that are 94-96% eligible for FRPL. All charter schools included in this grant will serve student populations that are substantially similar to the students Ednovate currently serves. As specified in the Notice Inviting Applications (NIA), additional details about Ednovate's eligibility under Absolute Priority 2 is included in Appendix E.

Ednovate originally was founded in 2011 in partnership with the University of Southern California's acclaimed Rossier School of Education (USC Rossier) and funded in part by a highly competitive NextGen Learning Challenges national grant for "breakthrough" school designs. Ednovate's mission is to impact ***Positive Multigenerational Change***: we want

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[1] In California, FRPL status is used as a primary indicator of "Individual from a low-income family" as noted in the grant's Notice Inviting Applications. (NIA) Student demographic and achievement data throughout this application is sourced from California's publicly available Dataquest system unless otherwise noted. (cde.ca.gov/Dataquest.) Appendix G includes detailed and comprehensive data (including larger versions of all charts included here) regarding all of our schools and comparison schools, districts and state.

everyone in our schools to engage in effecting better lives for themselves and their communities.
Our flagship school, Ednovate-USC Hybrid High (USC HH), has outperformed nearby
comparison schools, the Los Angeles Unified School District (LAUSD or District[2]) and State
outcomes across virtually every measure. *U.S. News and World Report* has recognized USC HH
with a Silver Medal as one of the top high schools in the nation.[3] Most notably, ***100% of USC
HH's graduates have been admitted to four-year colleges and universities, 100% of our
graduates have completed "A-G" requirements*** to be eligible for admission to University of
California and California State University (UC/CSU) systems (compared to fewer than half of
high school graduates across the state), and ***97% of the Class of 2018 graduates have enrolled
in college***. Almost half of this graduating class are the first in their families to enroll in college;
just 20% of our Class of 2018 seniors had at least one parent who has earned a college degree.

Ednovate has been carefully designed to best serve the needs of low-income and
otherwise educationally disadvantaged students. Our CEO, Oliver Sicat, recently was selected as
one of six CMO leaders to participate in the inaugural IDEA Public Schools *Scaling Up Institute*,
where participants will learn and apply leadership and management strategies to their own
organizations based on IDEA's rapid and successful growth in Texas. IDEA has received

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[2] Currently, four of our schools are authorized by LAUSD: USC HH, Ednovate-East College
Prep (East), Ednovate-Brio College Prep (Brio), and Ednovate-Esperanza College Pre
(Esperanza); the fifth school, Ednovate-Legacy College Prep (Legacy) is located in Santa Ana
and authorized by the Orange County Department of Education (OCDE).

[3] www.usnews.com/education/best-high-schools/california/districts/los-angeles-unified-school-
district/usc-hybrid-high-140698

$108M in four separate U.S. Department of Education Charter Schools Program (CSP) grants to expand its network to 173 schools; three of the other five participants in the Scaling Up Institute already have received CSP grants for replication and expansion: Collegiate Academies (2016), Green Dot (2014), and KIPP NYC (multiple years in partnership with KIPP).[4] We are excited to work with these accomplished partners as we grow from five to eleven schools.

COMPETITIVE PREFERENCE PRIORITY 1 – PROMOTING DIVERSITY (UP TO 3 PTS)

Ednovate's schools promote diversity and equitable opportunities in public high school education: Across the network, 99% of our students are non-white, 85% qualify for FRPL, 10% are current English Learners (EL) (with another 51% Reclassified Fluent-English Proficient (RFEP), meaning they previously were EL in a California public school), 11% are students with disabilities (SpEd) and 1% are foster or homeless youth. (See App. F for additional details about each of our schools.)

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[4] See Whitmire, R., <u>The Founders: Inside the Revolution to Invent and Reinvent America's Best Charter Schools</u> (The 74 Media, 2016) available at http://thefounders.the74million.org/ (detailing how Sicat has developed Ednovate based on what he learned working directly for, or partnering with, several CSP grantees over the years, including Noble (Ednovate's CMO strategy), YES Prep (teacher hiring), KIPP co-founder Dave Levin (teacher professional development system), Uncommon Schools (interim assessments), Summit Public School (online learning)). "From what I could see while visiting Hybrid High, ***Sicat and his schools appear to be on their way to joining the elite charters, perhaps even providing a next-generation model*** — the result of lessons shared from charter entrepreneurs who preceded him."

Ednovate engages in both broad and targeted outreach in each new community where we launch a school, with an intentional focus on recruiting students from racially and socio-economically diverse backgrounds and to ensure that everyone has an equal opportunity to enroll. Thanks to partnerships with local middle school charters such as KIPP LA, Equitas, Para los Ninos and others, along with attendance at 25+ high school fairs, community events, presentations at churches and local organizations, open houses and info sessions, our existing schools received more than 2,500 applications in 2018 for approximately 600 spots. USC HH enrolls students from more than 90 feeder schools, while our newest schools, Brio and Esperanza, both enroll students from 20+ middle schools in just their second year of operations.

As required by our charter authorizers, each charter petition includes detailed outreach plans and timelines, along with details about application, lottery and enrollment procedures.[6] Initial outreach efforts are led by the Principals in Residence, highly qualified individuals who participate in a paid two-year training and planning fellowship at Ednovate before opening a new

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[6] It is important to note that in California, charter schools do not receive funding for transportation of students. See, e.g., Taylor, M. (2014). Review of School Transportation in California. Legislative Analyst's Office. Retrieved from

lao.ca.gov/reports/2014/education/school-transportation/school-transportation-022514.pdf.

Providing transportation for students is thus not economically viable for Ednovate, unless required by law (e.g., a student's IEP). While the CA Education Code requires that all charters make enrollment available to any resident of California, the reality for Ednovate's locations in densely populated urban areas is that most of our students come from the area immediately surrounding the school site.

Ednovate school. Once each school is open, Ednovate's "slow growth" model entails scaling up one grade level at a time, thus continuing outreach and student recruitment remains imperative. School staff are supported extensively by CMO staff, who help prepare and translate outreach materials and engage in outreach activities. Over the years, we have found that families are our strongest ambassadors: across all five school sites on recent Fall 2018 surveys, 96% of parents "agreed" or "strongly agreed" they would recommend Ednovate to family and friends.

Our admissions and enrollment policies and procedures are consistent with California law, District policies and federal requirements, including the Charter Schools Program Non-Regulatory Guidance. Ednovate does not require a parent/legal guardian/student to provide information prior to admission regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes in the CA Penal Code.[5] When more applications are received than there are spaces available in a school, admission is determined by a lottery. Currently enrolled students, siblings of admitted students, and children of teachers and staff (up to a cap of 10% of enrollment) are exempt from the lottery. California law requires that preference be given for in-District residents; an additional preference may be added for residents of the local elementary school attendance area within which the charter school is located, for purposes of SB740 facilities reimbursements.[6] Ednovate has and will conduct its lotteries in compliance with all applicable laws and guidance, including the terms of this grant.

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[5] Cal Ed. Code § 47605(d)(1) and §220; CA Prop. 209.

[6] SB740 provides some rental expense (currently a maximum of $750 per pupil, well under

COMPETITIVE PREFERENCE PRIORITY 3 – HIGH SCHOOL STUDENTS (UP TO 3 PTS)

Ednovate meets all of the requirements of this Competitive Preference Priority:

(i) EDNOVATE WILL EXPAND THREE HIGH SCHOOLS AND REPLICATE SIX NEW HIGH SCHOOLS

The three current Ednovate schools that will expand under this grant (Legacy, Brio and Esperanza) and the six new replication schools (Ednovate College Prep 6 through 11 (ECP6-ECP11)) all are/will be high schools serving almost entirely educationally disadvantaged students. Based on current demographics at the expansion sites, and demographics at the three nearest traditional schools in each replication site target area, we project the following:

	FRPL	EL	RFEP	SpEd	Foster/ Homeless	Non-White
Expansion Seats	83%	16%	52%	12%	2%	98%
Replication Seats	95%	16%	62%	12%	3%	99%

(See App. G for detailed school demographic data for both expansion and replication seats.) community demographic data in each of the target neighborhoods indicate an average family income level of $49,991, with an average of 26% of families living below the federal poverty line.[7] (See App. G for detailed community demographic charts for each community.) In 2018, the federal poverty line for a family of four was just $25,100.[8] Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles with two working adults needs to earn $73,615 annually to be

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market rates for most urban charter schools), for charter schools that rent a private facility and meet certain FRPL minimums (currently 60%).

[7] *factfinder2.census.gov (2010 census).*

[8] https://aspe.hhs.gov/poverty-guidelines

self-sustaining (not needing public assistance).[9] This equates to $17.70/hour per adult; the federal poverty line rate equates to just $5.00/hour. Thus in reality*, as many as 85-90% of families in these zip codes are living in poverty based on the economic realities of the area.* (See App. G for detailed demographic information about current schools and projected target locations for new schools.)

(ii) EDNOVATE PREPARES STUDENTS, INCLUDING EDUCATIONALLY DISADVANTAGED STUDENTS, FOR ENROLLMENT IN POSTSECONDARY INSTITUTIONS (AS DEFINED UNDER THIS CPP PART (V)).

Every facet of our model is designed to support educationally disadvantaged students enroll and persist in 4-year universities. Ednovate uses the "parthenon" graphic below as a symbol to summarize our model. First, there is our over-arching goal towards which all staff at all levels work to effect ***Positive Multigenerational Change (PMC): 100% of our students will be accepted into a selective 4-year university, with 90% persisting into their sophomore year or on a stable career path.***

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[9] http://livingwage.mit.edu/counties/06037; the calculator uses "a market-based approach that draws upon geographically specific expenditure data related to a family's likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs.

100% of our students are accepted into a selective 4-year university, with 90% persisting into their sophomore year or on a stable career path.

Personalize
How do I customize the learning experience to better fit the needs of each student?

Purpose
How do I help each student develop critical optimism and create positive multigenerational change?

Community
How do I help create a sense of belonging so no student ever feels alone?

Annual College Readiness Indicators

Operational Excellence

Caring and Accountable Culture

Talent/Teamwork

As the foundation of this work (the blue steps), across all Ednovate schools we employ consistent practices including: a focus on talent and a commitment to teamwork with intensive and personalized professional development, coaching and structured collaboration; caring and accountable school culture that is consistent and transparent; operational excellence in which all staff are held to high standards for performance; and our six Annual College-Readiness Indicators (ACRIs), a whole student measure for college success (academics, ACT interim benchmark targets, PMC service/work hours, performance tasks, discipline and attendance).

MASTERY Pass all classes *Including all A-G classes and more*	**PURPOSE** PMC Hours *10 Passion exploration or service hours*
COLLEGE READINESS SKILLS Minimum annual ACT targets *Composite: 9th — 14, 10th — 16, 11th — 18*	**CRITICAL THINKING** PMC Performance Tasks *Minimum of 1.5 average score*
SELF-REGULATION Self-discipline requirement *Fewer than 13 detentions each year*	**PRESENCE** Attendance *Fewer than 20 absences*

The three pillars of our model may vary from school to school as Principals and teachers customize the program to meet their students' needs, but the core principles are the same:

PERSONALIZATION: Ednovate believes that we can significantly advance the academic proficiency and depth of learning in educationally disadvantaged students through a mastery-

based college prep curriculum that integrates technology to personalize the learning experience. Research indicates that "the average student who receives one-to-one, mastery-based instruction performs at the same level as the top 2% of students who receive traditional group instruction."[10] We replicate that tutoring-like experience by putting technology at the center of teachers, students, and curriculum to provide every student with a truly personalized education.

The core academic curriculum is delivered through a combination of online coursework, which students complete via Canvas with support from their teachers, as well as more traditional, offline coursework. Students work independently on self-guided lessons created and curated by their teachers to meet quarterly objectives. All curriculum is aligned to California Common Core State Standards (CCSS) and ACT's College and Career Readiness Standards (CCRS). Online work is paired with rigorous performance tasks that allow students to develop the skills they need to succeed in college. As students demonstrate the ability to be academically successful with greater autonomy, they enjoy flexibility in pacing, study space, and even schedule.

Accelerated learning programs are offered at all Ednovate schools. USC HH currently offers **12 AP courses** (including AP English Lit, Calculus AB, Spanish, Macroeconomics, Computer Science and several others), East offers eight, Legacy offers four and Brio and Esperanza (just grades 9-10 so far) are both offering AP World History this year. In 2017-18, across two of our schools (USC HH and East), 27% of students in grades 10-12 took at least one AP exam. Out of 230 total AP exams taken, 46% of students at USC HH and 29% of students at East achieved a passing score of "3" or higher. Several of our schools offer dual enrollment with

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[10] https://www.cioreview.com/magazine/How-Instructional-Technologies-Can-Help-Personalize-Learning-NOLX549643809.html

local community college partners; these arrangements vary by campus. At Esperanza, which co-locates with a traditional LAUSD high school, students can take East LA Community College courses offered on the high school campus for students of both high schools during after-school hours; students at Legacy take classes at Santa Ana College.

Our extensive use of technology helps students develop crucial 21st century workplace skills and provides teachers the means to collect, analyze, and respond to student performance and progress data in real-time. Students who are able to move quickly through lessons are then challenged by rigorous extension learning tasks; students who work more slowly are able to get the support they need, reviewing content from earlier in the lesson or pressing "pause" on a video to practice another problem. Teachers serve as facilitators and coaches, providing support to all students throughout the lesson and implementing individualized and small group interventions in the moment, as needed and based on a constant flow of real-time data.

PURPOSE: Ednovate believes that if students develop a deep, personal sense of purpose, they will be more likely to graduate from college and excel in the career of their choice. We push our students to uncover and fulfill their purpose as agents of social change, co-creators of knowledge, innovators, critical thinkers and problem solvers. Each quarter in each of their core classes, students complete performance tasks designed to extend and authenticate their core academic activities. Project-based learning includes oral and written components corresponding with annual themes rooted in our mission to create a *Positive Multigenerational Change*: 9th graders focus on *know yourself*, 10th graders prepare projects relating to *know your community*, 11th graders develop projects on the theme of *know your nation* and 12th graders are tasked with the theme of *know your world*. Research demonstrates that students learn most effectively by

working on and solving real-world challenges.[11] Performance tasks are graded on a rubric that evaluates students' critical thinking. Examples of recent performance tasks include exploring the surrounding neighborhoods through anthropologic examination in World History, developing a personalized fitness plan in Wellness, and creating superheroes based upon the elements in Chemistry. Through performance tasks, and through their annual Positive Multigenerational Change (PMC) community service or work-based hours in the "real world," students begin to answer this question, typically posed as a capstone or senior thesis project: "*How will you use your college degrees and careers to make a positive multigenerational change?*"

Comprehensive college counseling starts in 11th grade with at least one full-time College Counselor on each campus. Counselors lead a College Readiness course required for all 12th graders, during which time they receive detailed and **personalized assistance in completing college applications, essays and financial aid applications**. Monthly college workshops are held for parents of juniors and seniors at each school, and students in every grade, at every Ednovate school, participate in **college visits** annually. At East, for example, which will graduate

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[11] Barron, B., & Darling-Hammond, L. (2008). *Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning*. Book Excerpt. George Lucas Educational Foundation. Thomas, J. W. (2000). *A review of research on project-based learning*. Bell, S. (2010). *Project-based learning for the 21st century: Skills for the future.* The Clearing House, 8\3(2), 39-43 ("Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. From gleaning new, viable technology skills, to becoming proficient communicators and advanced problem solvers, students benefit from this approach to instruction.").

its first class of seniors this spring, students have visited USC, UCLA, UC Irvine, Cal Poly Pomona, Stanford University, SF State University, UC Berkeley, and UC Merced. Most notably, at USC HH, **sophomore students each year are tasked with planning and coordinating an annual college fair** (open to the entire network); in 2018, more than 70 colleges and universities participated. As other Ednovate schools reach scale they will replicate these practices pioneered at peer schools.

While Ednovate does not offer Career Technical Education or specifically focused **career counseling**, a number of initiatives help students prepare for successful, meaningful careers. USC HH recently hosted "Success Looks Like Me," bringing professionals of color to the campus to talk about their career journeys. USC HH tracks whether students are on a path to a stable career based on major of study, institutional data, labor statistics and identity markers. Students who are not "on track" are guided to seek appropriate work-based experiences, technical training or certifications as appropriate. Additionally, after completing the application and financial aid process in the required College Readiness course, the focus shifts to being prepared to succeed in college, with "life skills" lessons and in such things as managing personal finances, time management, and identity/social-emotional work to support the transition to environments with people who come from very different backgrounds and circumstances.

USC HH also has an established **internship program** in partnership with Skillify, a resume and networking organization, in which students learn and apply professional skills via internships in fields such as real estate, robotics, and fashion design. This year, Gensler Architecture will host 16 students in an **externship program** where they will design a live/work space in the Arts District. East has encouraged student-secured internships and is currently developing school-organized opportunities. Our newer schools will develop similar programs in

the coming years, benefiting from the shared expertise of their peer schools. At some campuses, upper class students also have the opportunity to work as Teaching Assistants with faculty.

Finally, **college admission test prep** is embedded throughout our operations. We use the ACT suite of assessments as our major pre- and post-test each year (also administered mid-year in 9th and 10th grades) because it is nationally normed, a universally accepted college admission requirement, and historically valid and reliable. Our goal is for every student to graduate with an ACT score of 21 or above (and indicator of college-readiness), and we set annual composite score goals by grade level (9th – 14, 10th - 16, 11th -18). (See Selection Criteria (a)(i) below for data showing how our students, on average, exceed these end-of-year benchmarks across all sites and all years of operations, with 75% of students network-wide meeting these criteria last year.)

COMMUNITY: Ednovate believes that students are driven to be successful in school by relationships: their relationships with each other, their family members, and supportive adults at school. Thus structures are put in place to ensure that all students are able to build strong, safe relationships with at least one adult on campus and with their peers, anchored by our Advisory program. Every day, students meet in the morning and afternoon in small Advisory groups – ideally led by the same Advisor all four years -- to check-in about both their academic and socio-emotional needs. Advisory serves as a home base, where students form a tight-knit support network that lasts throughout high school. Each school site also offers a number of clubs, field trips and extracurricular activities. In just its first year of operations, Brio launched competitive athletics programs, including soccer, cheer and basketball.[12]

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[12] Some Ednovate schools currently offer single-sex sports, health classes, or clubs such as Girls in STEM. At all times, Ednovate and its schools comply with title IX of the Education

Students founded a House of Art Club and Queer and Allies Coalition (QUAC). Brio held its first annual Homecoming games and dance, spirit weeks, field day, college field trips and celebrations of Black History Month, AAPI heritage month, and Hispanic Heritage Month.

Our culture system values and respects students' cultural identities and affirms their personal

TEAMWORK
We trust and care for each other, hold each other accountable, and work toward collective results.

JOY
We express gratitude and have fun in pursuit of our mission.

INTEGRITY
We have consistency between our values and actions.

MASTERY
We strive for quality and constantly seek to improve upon our results.

ENTREPRE-NEURIAL SPIRIT
We see the reality of situations and remain optimistic that we will find creative solutions.

development. We recognize students for exemplifying our school values with daily merits, quarterly award ceremonies and perks such as dress-down days. These mindsets are embodied by teachers, encouraged by leadership, interwoven into everything on campus, and are taught both explicitly and implicitly. Our students believe that they are important, with 86% indicating on surveys that they feel supported, respected and valued by adults at their school. Each school also has at least one full-time counselor that offers 1:1 and group counseling, peer mediation, grief and crisis counseling, as well as referrals to outside partners that support our families.

(iii) EDNOVATE'S ALUMNI COORDINATORS ON EACH CAMPUS SUPPORT ALL OF OUR GRADUATES PERSIST IN AND ATTAIN A DEGREE IN POSTSECONDARY INSTITUTIONS.

After graduation, Ednovate supports students as they matriculate into the college of their choice, or, in some cases, choose an alternate path. In 2017-18, 74% of USC HH's graduates

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Amendments of 1972 (20 U.S.C. 1681, *et seq.*) and its implementing regulations, including 34 C.F.R. 106.34.

entered a 4-year college and 23% enrolled at a 2-year degree-granting college.[13] While USC HH

is the only one of our schools to date to have graduated students (East will graduate its first class

this spring), our flagship school has established a model that will be replicated by each Ednovate

school in which a full-time Alumni Coordinator starts work at the school with the first class of

graduating seniors. The **Alumni Coordinator serves as a mentor** to each of our graduates

following graduation (additional staff will be added as the alumni population grows). The

Alumni Coordinator collects students' college grades on a quarterly or semester basis (depending

on their college), produces at least two yearly alumni events (including **an annual alumni**

FAFSA workshop where college students and their parents receive assistance in updating their

FAFSA or Dream Act applications with the help of their high school Advisors and counselors),

plans alumni talks to current high school students, and remains in virtually constant contact with

alumni via email, phone, text and social media. Alumni Coordinators visit alumni on their

college campuses for one-on-one meetings, and as the alumni pool grows, will **facilitate peer**

support groups at colleges where we place multiple alumni (e.g., USC, CSU Los Angeles, UC

Berkeley, UC Santa Cruz, San Francisco State and Santa Monica College).

 (iv) PROJECT-SPECIFIC PERFORMANCE MEASURES

As detailed below, Ednovate plans to partner with RAND researchers to conduct a

formative and summative evaluation of this project, with project-specific performance measures

detailed under Selection Criteria (c). This evaluation will provide valid and reliable information

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[13] All but one student who did not enroll in college this year has indicated plans to enroll fall

2019, including a student who will attend the prestigious Otis College of Art & Design.

about Ednovate's progress in preparing our students for postsecondary enrollment and in supporting them in attaining a degree/certificate. (See Selection Criteria (c); App. I.6.)

COMPETITIVE PREFERENCE PRIORITY 5 -- NOVICE APPLICANT (3 PTS)

Ednovate and its five charter schools have never received a CSP Grant to CMOs for Replication and Expansion grant or subgrant, either individually or as part of a group application, and have not had any active federal discretionary grants in the past five years.[9]

SELECTION CRITERION (a). EDNOVATE IS A HIGH-QUALITY APPLICANT (45 PTS)

(i) **ACADEMIC ACHIEVEMENT RESULTS FOR EDNOVATE'S STUDENTS – WHO ARE ALMOST ALL EDUCATIONALLY DISADVANTAGED – EXCEED AVERAGE RESULTS IN CALIFORNIA (15 PTS)**

As detailed above, almost all of Ednovate's students are educationally disadvantaged (see CPP1, above.) Under Selection Criterion (b)(i), below, a presentation of demographics at nearby traditional schools (Comp Schools), districts and the state shows that Ednovate's demographics

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[9] Ednovate has received competitive, peer-reviewed grants from the CDE's Public Charter Schools Grant Program (PCSGP) for start-up funding for each of its five schools; all of these grants have ended. In accordance with grant instructions/regulations, we are requesting "expansion" funding for Legacy, Brio and Esperanza for the growth of these schools (adding one grade for Legacy and two grades each for Brio and Esperanza) at a rate of $1,621 per additional expansion seat added (replication seats at new schools are budgeted at $2,929 each). (See NIA; Budget Narrative) Funds requested will not duplicate funds already received from PCSGP grants.

are comparable to, or more diverse than (i.e., higher rates of FRPL) these comparators. Yet by

virtually every metric, Ednovate's students are outperforming their peers. The following

highlights several of these successes, with subgroup analysis included in Selection Criterion (b),

below; extensive additional data is provided in Appendix G.

GRADUATION, A-G COMPLETION, COLLEGE ENROLLMENT AND PERSISTENCE:

A 2014 White House Report noted that "While half of all people from high-income

families have a bachelor's degree by age 25, just 1 in 10 people from low-income families do."[14] Ednovate is helping low-income and otherwise educationally

Ednovate - College Acceptance, Persistence, and Estimated Completion

	Class of 2016	Class of 2017	Class of 2018
Acceptance to 4YR University	100%	100%	100%
Matriculation to 2YR or 4YR	83%	91%	97%
Persistence to Soph Yr	67%	92%	
Estimated College Completion	42%	52%	48%

disadvantaged students gain admission (100%), enroll in (97%), and complete college degrees

(42-52% projected) at far higher ratios.

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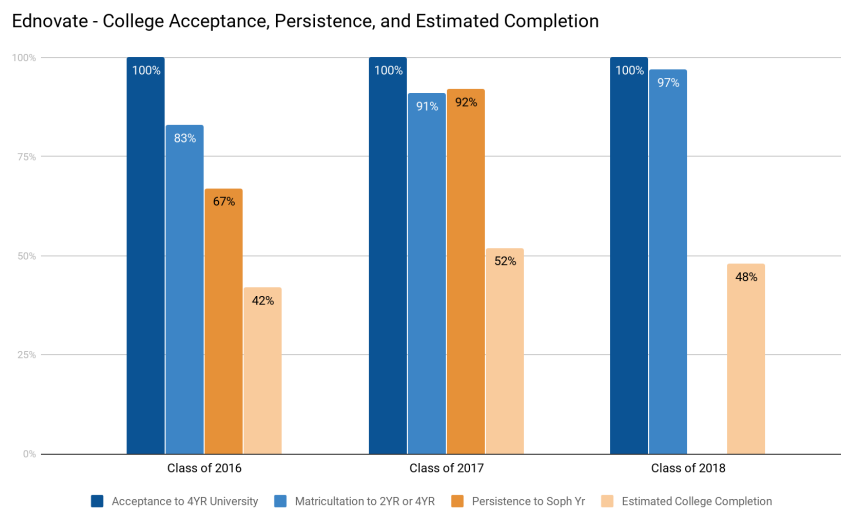
[14]White House Report (2014). *Increasing College Opportunity for Low-Income Students:

Promising Models and a Call to Action*, White House; National Student Clearinghouse Research

Center. 2014. Completing College: A National View of Student Attainment Rates - Fall 2008

Cohort. Retrieved from https://nscresearchcenter.org/wp-content/uploads/SignatureReport8.pdf..

See also Mortenson, T. (2009). Postsecondary Opportunity, (nationwide, just 8.3% of students

growing up in low-income communities graduate from college by age 24).

2017-18 Graduation Rates

School	Rate
Ednovate-USC Hybrid High	93%
Manual Arts SH	85%
Dr. Maya Angelou Comm HS	61%
LAUSD	80%
California	83%

Ednovate College Enrollment			
	4-year	**2-year**	**Total**
2018	74%	23%	97%
2017	62%	29%	91%
2016	65%	18%	83%
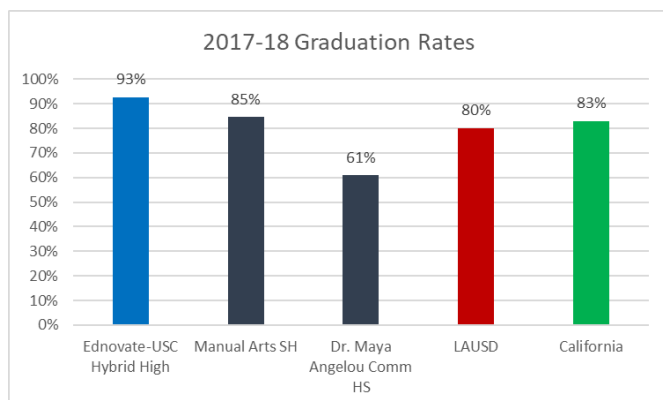
To date, only our flagship school, USC HH, has graduated seniors, starting with the Class of 2016. (East will graduate its first class this spring, followed by Legacy in 2020 and Brio and Esperanza in 2021.) Notably, despite the fact that only 20% of the Class of 2018 have a parent who has completed a college degree (and 16% do not have a parent who has completed high school), three-quarters of these students enrolled in 4-year colleges, with another 23% enrolling in a local community college or another 2-year degree program. Over three years, our students have been admitted to some of the nation's most selective schools such as USC, UCLA, Cornell, NYU and UPenn. Our combined 299 graduates garnered 1,557 4-year college acceptances and more than $14M in scholarships. USC HH's 93% 4-year cohort graduation rate in 2018 exceeds the two large nearest high schools – in one case by a dramatic margin, District (80%), and State (83%) graduation rates.

This data is particularly compelling given that Ednovate's graduation requirements are quite rigorous. First and foremost, Ednovate's students are expected to meet rigorous

| Ednovate Graduation Requirements v. UC/CSU "A-G"		
	Ednovate	**UC/CSU Eligibility**
History/Social Studies ("A")	3 years	2 years
English ("B")	4 years	4 years
Math ("C")	4 years	3 years; 4 recommended
Science ("D")	4 years	2 years; 3 recommended
World Languages ("E")	2 years	2 years; 3 recommended
Vis & Perf Arts ("F")	2 years	1 year
College Prep Electives ("G")	1 year	1 year
PE	2 years	N/A
Advisory	4 years	N/A
Community Service	40 hours (10 per year)	

requirements tied to our six ACRIs (see p.8, above) before promotion or graduation can occur. Our graduation requirements exceed the state's "A-G" requirements that are a baseline of eligibility for admission to one of the state's
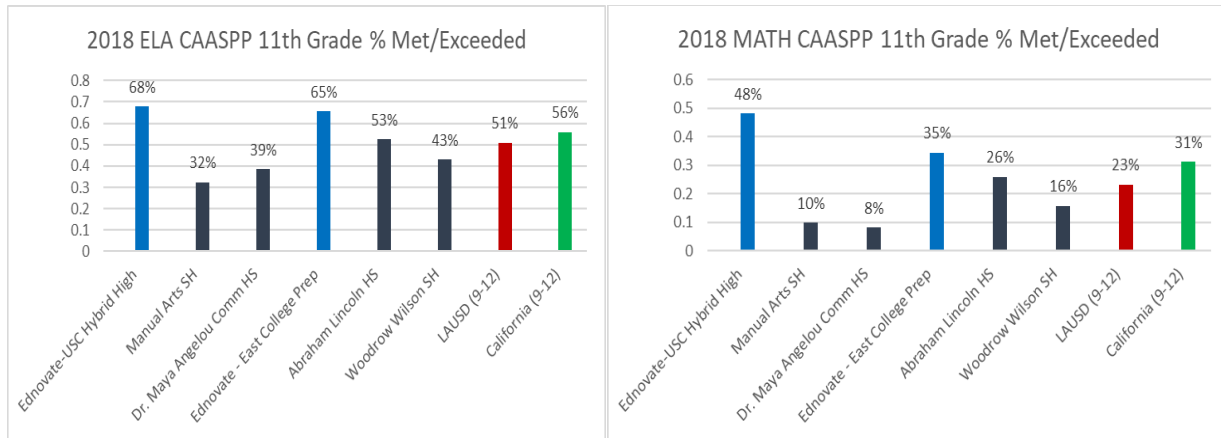
2016-17 A-G Graduates
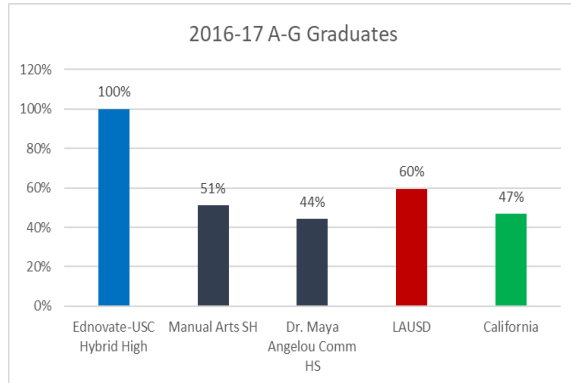
UC/CSU public universities. Students are required to complete a minimum of 220 credits for graduation (10 credits per yearlong course) and must have a C or better to pass a course. As a result, 100% of our graduates complete A-G requirements and are eligible for UC/CSU

admission. While LAUSD has made impressive gains in A-G rates in recent years (60% in 2017, the most recent year with publicly available data), Ednovate's 100% doubles the Comp Schools (44-51%) and state (47%).

Our emphasis on college readiness is reaping results. On California's new Dashboard accountability system, USC HH's College Readiness rate (77%) is significantly

2018 College/Career Indicator

higher than the available comparisons, including LAUSD's district-wide average of just 38%.
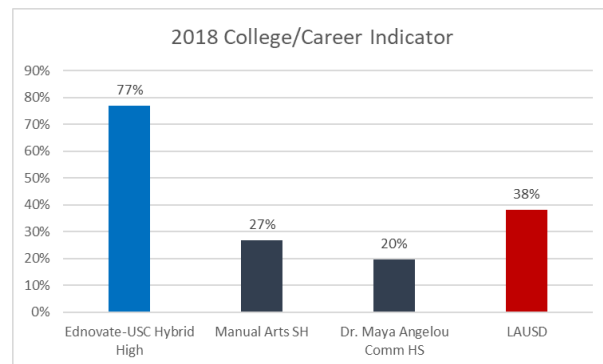
STATE TEST DATA: The California Assessment of Academic Performance and Progress (CAASPP) is administered to grades 3-8 and 11. Thus for high schools, we only have test data for 11th graders. To date, USC HH and East have had 11th graders participate in this testing (Legacy has its first class of 11th graders this year), with students dramatically outperforming their peers by 12 to 36 percentage points in ELA and nine to 40 percentage points in Math:

2018 ELA CAASPP 11th Grade % Met/Exceeded

School	%
Ednovate-USC Hybrid High	68%
Manual Arts SH	32%
Dr. Maya Angelou Comm HS	39%
Ednovate - East College Prep	65%
Abraham Lincoln HS	53%
Woodrow Wilson SH	43%
LAUSD (9-12)	51%
California (9-12)	56%

2018 MATH CAASPP 11th Grade % Met/Exceeded

| School	%
Ednovate-USC Hybrid High	48%
Manual Arts SH	10%
Dr. Maya Angelou Comm HS	8%
Ednovate - East College Prep	35%
Abraham Lincoln HS	26%
Woodrow Wilson SH	16%
LAUSD (9-12)	23%
California (9-12)	31%

This performance has been consistent, as evidenced by 3-year weighted averages:

3-Year Weighted Average ELA CAASPP % Met/Exceeded

School	%
Ednovate-USC Hybrid High	75%
Manual Arts SH	31%
Dr. Maya Angelou Comm HS	33%
LAUSD (9-12)	53%
California (9-12)	58%

3-Year Weighted Average MATH CAASPP % Met/Exceeded

School	%
Ednovate-USC Hybrid High	43%
Manual Arts SH	9%
Dr. Maya Angelou Comm HS	5%
LAUSD (9-12)	24%
California (9-12)	32%
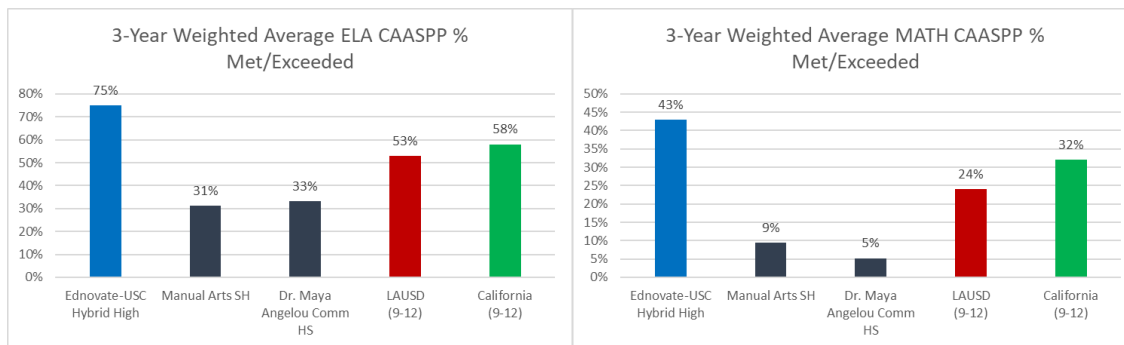
Under the new California Dashboard system, "DF3" measures how far the average student is from meeting the grade-level standard, or the "Distance from Level 3." Again, with this metric, our schools are dramatically outperforming LAUSD 11th graders by 62-73 points in ELA and 15-41 points in Math, and as much as a 120-point difference with a Comp School:

2018 ELA DF3

School	Value
Ednovate-USC Hybrid High	44
Manual Arts SH	-50
Dr. Maya Angelou Comm HS	-47
Ednovate - East College Prep	33
Abraham Lincoln HS	-5
Woodrow Wilson SH	-20
LAUSD	-29

2018 Math DF3

School	Value
Ednovate-USC Hybrid High	-18
Manual Arts SH	-136
Dr. Maya Angelou Comm HS	-138
Ednovate - East College Prep	-44
Abraham Lincoln HS	-71
Woodrow Wilson SH	-105
LAUSD	-59
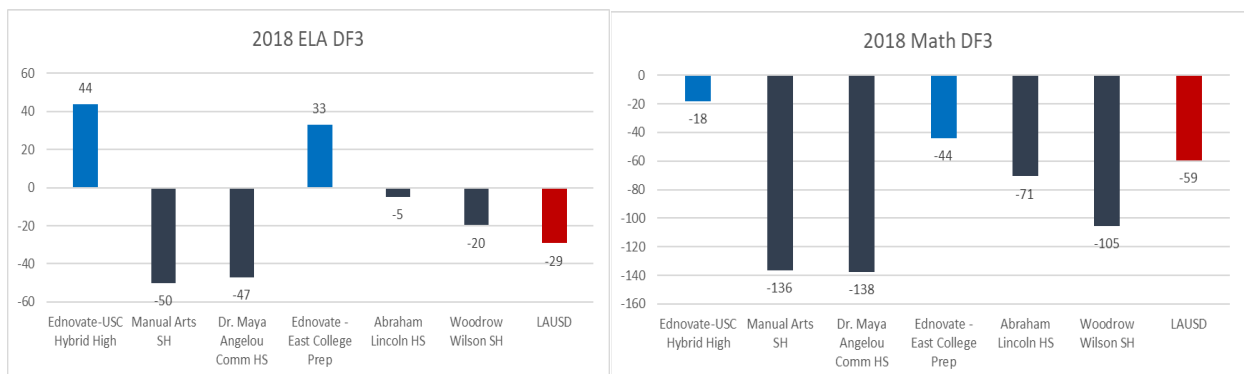
GROWTH DATA: In addition to this most recent data, our schools are exhibiting strong growth over time. While USC HH's 100% A-G rate has remained consistent all three years, 4-year cohort graduation rates have steadily increased from 87% in 2016 to 93% in 2018. (When adjusted to a 5-year rate, each year USC HH graduates 100% of its seniors.) While cohort growth in high school is not possible for CAASPPs since only 11th graders are tested, USC HH has realized far greater growth rates in the four years we have had 11th graders tested than any of the comparisons, in both ELA (16 percentage points) and Math (28 percentage points):
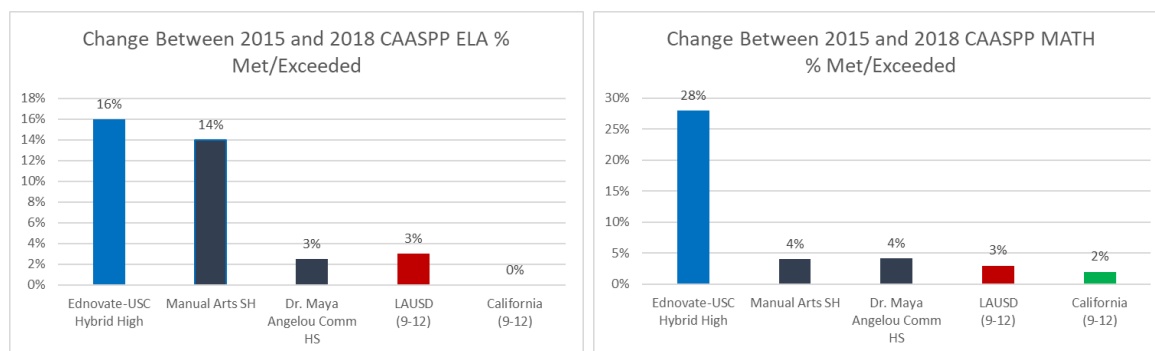
ACT BENCHMARK DATA: In order to track student cohort growth over time and to measure proficiency levels with meaningful data teachers can use to differentiate instruction on a continuous basis, we use the ACT suite of assessments. The ACT has long defined college and career readiness as "the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution without the need for remediation."[15] Every 9th grader or newly entering student takes a four-part (English, Math, Reading and Science), four-hour ACT benchmark exam during the first week of the school year.

		Composite Score Goal	USC HH	East	Legacy	Brio	Esperanza	Ednovate Averages
Grade	Post-ACT	14	16.3	15.8	15.6	15.7	17.2	16.1
th Grade	Post-ACT	16	18.9	17.3	18.9	N/A	N/A	18.4
th Grade	ACT (actual)	18	20.2	18.6	N/A	N/A	N/A	19.6

[15] https://www.act.org/content/dam/act/unsecured/documents/Plan-CommunicationText.pdf

The same test is administered at the end of each year, with pre-/post- testing repeated annually.

We expect 9th graders to have an annual composite score of 14 points, 10th - 16, 11th -18.

In 2017-18, 75% of our students across the network met the minimum grade level ACT

benchmark, and each grade level at each school exceeded our goals, with 9th graders gaining 4.1

points on composite scores from their pre-test, 10th graders gaining 2.1 points and 11th grader
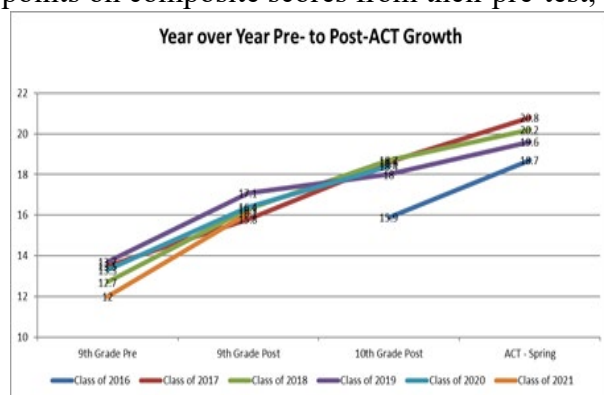
gaining 1.4 points. ACT composite scores have

consistently and steadily increased for each

cohort of students across all of our schools

between their first benchmarks in 9th grade to

the actual ACT test in spring of 11th grade.

ADDITIONAL DATA: **English Learner reclassification rates** have outpaced the comparisons by

large margins; Brio and Esperanza are continuing this trend, with 19% and 75% EL

reclassification rates after just one full year of operations. Annual **attendance rates** across the

network are quite strong,

averaging 95-96% over

each of the last three

years. **Student**

retention rates are
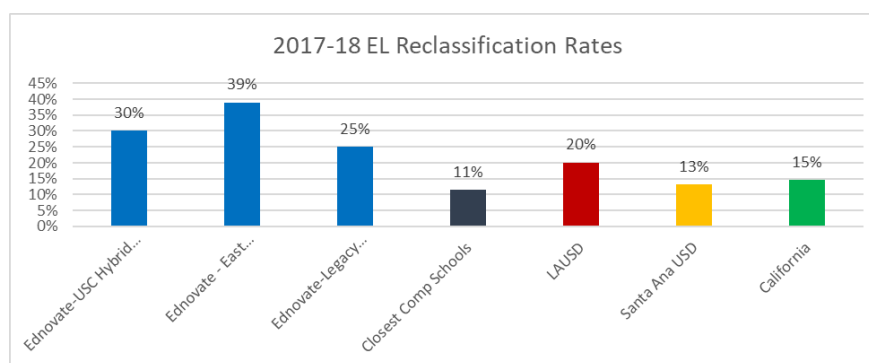
generally strong, ranging from 83-86% each of the last three years, though facilities moves have

impacted enrollment.[16] At USC HH, which moved into its new $15M facility this past fall,

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[16] For example, East started in 2015-16 with 9th grade at a temporary facility in our target

community of Lincoln Heights. For its second year, the new 9th grade was at this facility, while

retention rates the last two years were 91-93%, while Brio moved this year from its first temporary facility to a different temporary location 2 miles away in the heart of downtown LA, and had just a 62% retention rate this fall. **Parent engagement** is quite strong: parents receive bi-weekly progress reports and have 16 one-on-one meetings with their child's Advisor over four years of high school (four/year) when they pick up quarterly report cards, with 97% average parent attendance at these conferences. Each site's Parent Advisory Council (PAC) provides monthly feedback to the Principal on all aspects of the school including allocation of resources and parents are notified about all Ednovate Board meetings and invited to attend; parents also participate in the annual goal setting and review process for the school site as the Local Control Accountability Plan (LCAP) is reviewed and updated annually (see Section SC (d)(i) below). monthly "Coffee with the Principal" provides additional opportunities for discussion on school events and programs, and parent education workshops and leadership trainings, family and community events, parent volunteer activities and more all foster a close home-school connection. In 2017-18, parents at our five schools engaged in more than 1,000 hours of community-building activities and events. Based on research showing that low-income parents respond best when schools take into account possible barriers to their involvement (e.g.,

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the 10th grade started the year at a second location four miles away, and then joined the 9th graders mid-year at the first location after a permitting issue for the expanded enrollment was resolved. In Y3, the school was once again split with 9th grade at a third new location and 10th/11th at the first; in Y4, all four grades are together at that third location (which previously was occupied by our flagship school, USC HH). The school is scheduled to move into its new $15M facility in 2019-20.
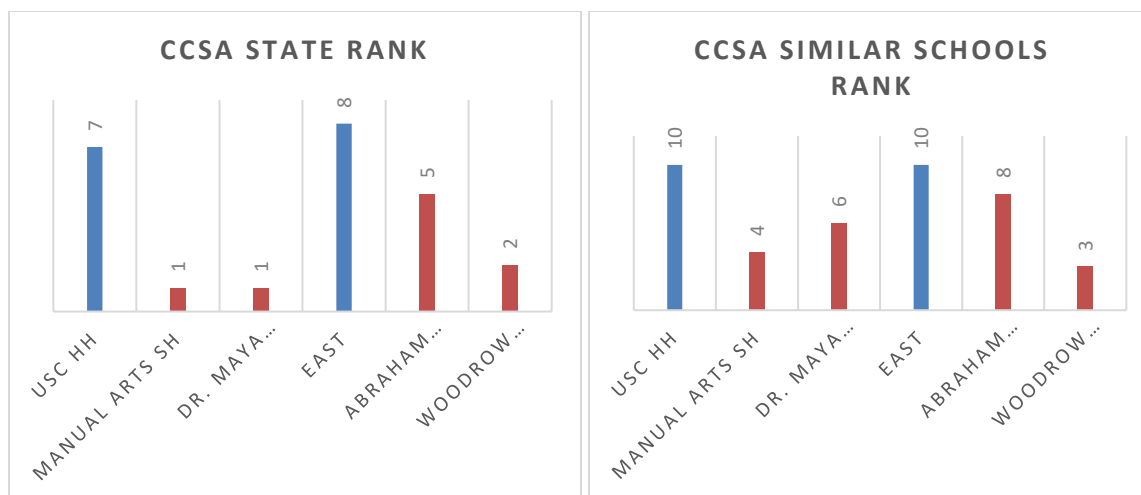
transportation, child care needs, inflexible work hours) and were explicit about the most useful role they could play in their children's school success,[17] we work with parents to address potential barriers and to ensure they are involved. All printed/online materials are published in Spanish and translation is provided as needed at meetings and events.

Parents and students are **surveyed quarterly** to assess their satisfaction and engagement with our programs with strong results: ***97% of parents and 91% of our students and believe Ednovate is preparing the students for success in college and career***. Notably, *100% of teachers and staff* report they are proud to be team members at Ednovate.

Finally, to help schools and the public contextualize public school performance, the California Charter Schools Association (CCSA) translates academic accountability data published by the California Department of Education into "state ranking" and "similar school ranking," the latter based on school demographics.[18] To date, only USC HH and East have had enough data to be ranked, but the results are compelling, with both schools earning a 10/10 in similar schools and a 7 and 8, respectively, in state rank (compared against all schools, regardless of demographics); these rates outperform each schools' Comps demonstrably:

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[17] See, e.g., Hoover-Dempsey et al., (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal*, 106(2), 105-130.

[18] http://www.ccsa.org/blog/2016/11/ccsa-releases-academic-accountability-data-including-state-and-similar-schools-ranks-for-every-schoo.html

CCSA STATE RANK

	USC HH	MANUAL ARTS SH	DR. MAYA...	EAST	ABRAHAM...	WOODROW...
Rank	7	1	1	8	5	2

CCSA SIMILAR SCHOOLS RANK

	USC HH	MANUAL ARTS SH	DR. MAYA...	EAST	ABRAHAM...	WOODROW...
Rank	10	4	6	10	8	3

(ii) NONE OF EDNOVATE'S CHARTER SCHOOLS HAVE CLOSED, HAD THEIR CHARTERS REVOKED, OR DISAFFILIATED WITH EDNOVATE. (15 POINTS)

Ednovate has not had any charter schools it operates or manages closed; has not had a charter revoked due to noncompliance with statutory or regulatory requirements; and has not had our affiliation with any charter school revoked or terminated, including through voluntary disaffiliation. (NIA.) Ednovate, Inc. originally was established in 2011 as a non-profit public benefit corporation under California law, and granted 501(c)(3) status by the IRS, prior to the founding of USC HH. (See App. D.) USC HH's charter was authorized by LAUSD in December 2011 and opened fall 2012.

As noted above, Ednovate was founded in partnership with USC Rossier; the Dean of USC Rossier, Dr. Karen Gallagher, was our Founding Board Chair and remains in that position today, providing an important link with our partners at the University. USC HH was approved by the University's Provost Council and given the right to brand as "USC," along with myriad

in-kind supports and collaborations that continue to benefit our schools.[19] For example, USC

HH seniors now have access to all University of Southern California Libraries, to facilitate work

on their senior theses. Also, two faculty researchers at USC Rossier have been conducting a

longitudinal study of USC HH alumni – at no cost to USC HH/Ednovate -- to determine whether

our high school model does, in fact, better prepare educationally disadvantaged students to

persist in college and what qualities of the model best achieve this goal.

  After just one year of operations of USC HH, in June 2014, LAUSD authorized our

second charter high school, East, for a five-year term (2015-2020). Legacy was authorized by

the Orange County Department of Education in August 2015 to serve students in Santa Ana.

Legacy originally applied to the local Santa Ana Unified School District for charter

authorization, as required under California law, but when the petition was denied, appealed

successfully to the County for authorization, which was granted unanimously (4-0) for a five-

year term (2016-2021). In April 2016, LAUSD authorized Brio and Esperanza, both for five-

year terms (2017-2022). In December 2016, USC HH was renewed by LAUSD for a new five-

year charter term (2017-2022). In other words, LAUSD has been supportive of Ednovate's

growth and continued operations.

  LAUSD, our primary authorizer, is the nation's largest charter school authorizer with 277

independent and affiliated charter schools serving more than 154,000 students across the 960

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[19] USC and Ednovate realized that the use of the USC name with our schools created some

branding and legal challenges, so our Board shifted to naming schools "Ednovate" to facilitate

more flexibility, while still demonstrating significant partnership with the University.

square mile school district.[20] LAUSD also is arguably one of the nation's most rigorous and thorough authorizers with stringent expectations for charter petitions and thorough monitoring that goes well beyond California Ed. Code requirements.[21] For example, while California law requires an annual "visit" to each charter school, LAUSD conducts a comprehensive, two-day oversight visit annual conducted by a team of District experts, along with frequent reporting requirements across a variety of metrics and operational functions.[22]

That said, the California Ed Code contains detailed school closure procedures, included in each charter petition, which Ednovate will follow should any closure action (including voluntary closure) of any school become necessary. This includes sending written notice of the Closure Action to parents/guardians of all students currently enrolled (with detailed instructions about transfer, student records, etc.); the Ednovate Board also would ensure that staff worked to

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[20] https://achieve.lausd.net/charter; Mumma, K. and West, M., *Charter School Authorizing in California*, Harvard University, Getting Down to Facts II, Technical Report, September 2018.

[21] See https://achieve.lausd.net/Page/1821; the head of LAUSD's Charter Schools Division also sits on the Board of Directors of the National Association of Charter School Authorizers (NACSA); while 61% of large authorizers nationally are implementing eleven or all twelve of NACSA's 12 Practices for Quality Charter Authorizing, LAUSD is one of just two districts in California to in that class. NACSA (2016). *Time to modernize charter authorizing in California: analysis and recommendations*. Retrieved from http://www.qualitycharters.org/wpcontent/uploads/2016/08/Charter_Authorizing_in_California_March_2016.pdf.

[22] https://achieve.lausd.net//site/Default.aspx?PageID=1820

identify available openings at nearby charter schools and other alternatives for displaced students. Cal. Ed. Code § 47605(b)(5)(P).

(iii) NONE OF EDNOVATE'S CHARTER SCHOOLS HAS HAD ANY SIGNIFICANT ISSUES THAT COULD LEAD TO REVOCATION. (15 POINTS)

Ednovate's five charter schools have not had any significant issues in the area of financial or operational management or student safety, nor have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter. (NIA.) Like any growing organization we of course have had challenges with each new school, such as real hurdles in securing appropriate facilities. [23] Legacy's authorizer expressed concerns in April 2016, for example, about our struggle to identify an appropriate facility for use for our first school year, but this problem was soon thereafter resolved via a shared location with another charter school. LAUSD expressed concern with high suspension rates at both USC HH and East in their respective initial years of operations. Through feedback such as this and our own data reflections, we have continuously sought to revise our policies and practices to create a positive school culture. In 2017-18, our leadership team engaged in a comprehensive study of

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[23] Facilities remain perhaps the biggest obstacle to opening new charter schools in urban areas of California. See, e.g., https://lao.ca.gov/Publications/Report/3812 (Legislative Analyst's report Finding that "the state's approach to funding charter school facilities developed in an ad hoc way over the last 25 years, such that the state lacks a single, coherent vision for how to support these facilities. . . . [W]e recommend the Legislature undertake a comprehensive review of the state's charter school facility funding approach. The ultimate intent of the review would be to adopt a more rational and equitable facility funding approach.").

school culture at each campus, making dozens of observations at every campus, listening to teachers, students and leaders across the network, debating for tens of hours with principals about how to create the best learning experience, and carefully reviewing research and best practices from around the country. New for 2018-19, our culture system continues to evolve, with the elimination of automatic detentions for certain behaviors, more professional development for teachers to consistently implement a caring and accountable system of merits and demerits, new strategies for students who repeatedly receive detentions (our ACRIs require fewer than 12 detentions annually for grade promotion) and more restorative practices. (See Personalized Learning Tool Kit in App. I.4.) Changes such as this are part of Ednovate's constant efforts at all levels of the organization to continuously improve and grow.

In addition to LAUSD's thorough feedback on all aspects of our operations, each Ednovate high school seeks accreditation from the Western Association of Schools and Colleges (WASC), a rigorous external review process that has led to accreditation of each of our schools. In accordance with applicable laws and regulations, an independent auditor certified by the State of California conducts an annual audit of the financial affairs of Ednovate and its schools to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. Audits employ generally accepted auditing principles and Government Auditing Standards. If there are any findings from the audit, the Board will ensure that they are addressed in a timely manner.[24] (See App. H for the most recent audit.)

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[24] Our 2017-18 audit does include one minor finding, our first ever. As an apparent result of the CALPADS state data system not being updated properly to reflect the change in designation of Free and Reduced students, Legacy omitted 13 students that should have been included in the

As the organization grows, we add staff capacity and expertise to help our CMO support our schools in all aspects of compliance, operations, finance, outreach and academics. In 2017-18, Ednovate partnered with The New Teacher Project, an education nonprofit organization, to collect feedback from teachers to assess how well we are supporting teachers in the classroom and in their careers. As a result, we increased salaries to be market competitive. Just as our school sites engage in continuous review and self-assessment of their progress towards goals, the Ednovate Board of Directors engages in an annual self-evaluation as well.
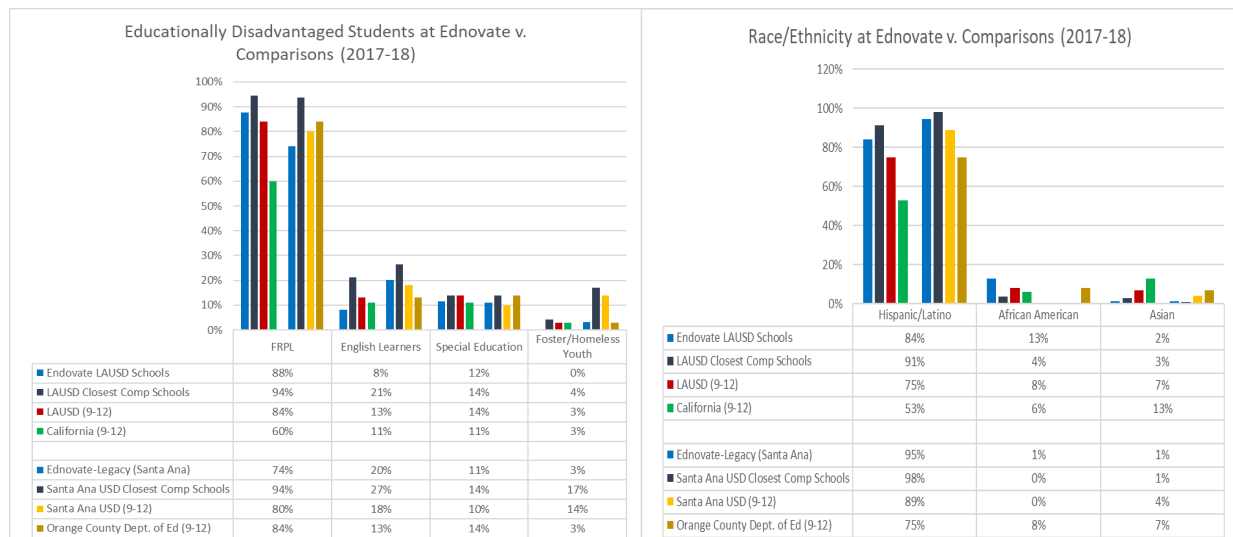
Finally, we note that several prominent national and regional funders have recognized Ednovate's success, typically via a thorough vetting process. To date, we have raised more than $9.7M in grants for our first five schools from Next Generation Learning Challenges, The Walton Family Foundation, The Gates Foundation, Charter School Growth Fund, Great Public Schools Now and others. Most of these funds have supported new school launch and facilities development.

FRPL count, resulting in a loss of $21,332 of funding that should have been collected. The auditors recommended that CALPADS be updated throughout the year to ensure accuracy. The Ednovate Board of Directors instructed staff to ensure site staff receive refresher training and update CALPADs at regular intervals.

SELECTION CRITERION (b). EDNOVATE'S GROWTH WILL HELP 3,625 MORE EDUCATIONALLY DISADVANTAGED STUDENTS MEET/EXCEED STATE STANDARDS AND BE COLLEGE AND CAREER-READY (30 PTS)
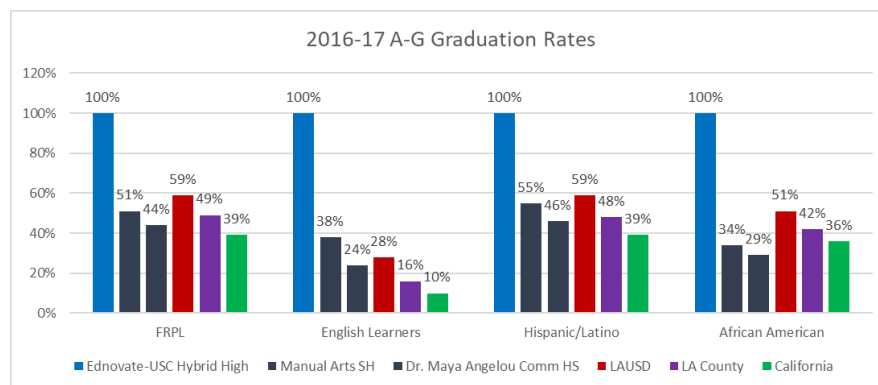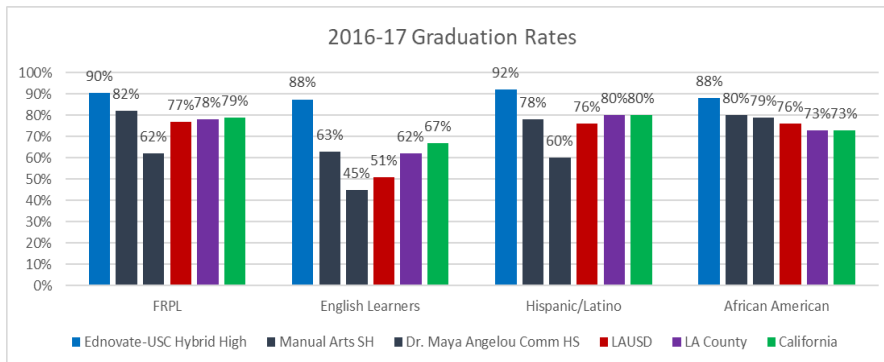
(i) EDNOVATE'S SCHOOLS SERVE EDUCATIONALLY DISADVANTAGED STUDENTS (15 POINTS)

As detailed above, Ednovate's current schools enroll educationally disadvantaged students, including SpEd and EL, at comparable rates to the surrounding public schools, and higher rates than District and State averages. In our four LAUSD schools, our FRPL, EL and

Educationally Disadvantaged Students at Ednovate v. Comparisons (2017-18)

	FRPL	English Learners	Special Education	Foster/Homeless Youth
Endovate LAUSD Schools	88%	8%	12%	0%
LAUSD Closest Comp Schools	94%	21%	14%	4%
LAUSD (9-12)	84%	13%	14%	3%
California (9-12)	60%	11%	11%	3%
Ednovate-Legacy (Santa Ana)	74%	20%	11%	3%
Santa Ana USD Closest Comp Schools	94%	27%	14%	17%
Santa Ana USD (9-12)	80%	18%	10%	14%
Orange County Dept. of Ed (9-12)	84%	13%	14%	3%

Race/Ethnicity at Ednovate v. Comparisons (2017-18)

	Hispanic/Latino	African American	Asian
Endovate LAUSD Schools	84%	13%	2%
LAUSD Closest Comp Schools	91%	4%	3%
LAUSD (9-12)	75%	8%	7%
California (9-12)	53%	6%	13%
Ednovate-Legacy (Santa Ana)	95%	1%	1%
Santa Ana USD Closest Comp Schools	98%	0%	1%
Santa Ana USD (9-12)	89%	0%	4%
Orange County Dept. of Ed (9-12)	75%	8%	7%

SpEd rates are all on par with the LAUSD, though we have fewer ELs than the two nearest traditional high schools (Comp Schools) to our four locations. We note that we have a higher percentage of RFEP (former EL) students than LAUSD, ranging from 1% more (at Brio) to 20 percentage points more (at Esperanza, with 64% RFEP compared to LAUSD's 43% for grades 9-12). We also serve more Hispanic/Latino and African Americans than LAUSD. In Orange County, Legacy's FRPL, EL, SpEd and racial composition is comparable to the surrounding district (Legacy is County-authorized), with the exception of foster/homeless, which is on par

with the broader County. We also note that the California Department of Education recently began reporting more data on foster and homeless youth. We believe our enrollment forms are not accurately capturing homeless data in accordance with the full scope of the definition in California (e.g., shared housing) and we plan to revise our enrollment forms (previously approved by LAUSD) and survey students periodically to better capture this data.[25]

2016-17 Graduation Rates

As illustrated in Selection Criteria (a)(i) above, Ednovate serves these educationally disadvantaged students with far greater success than the surrounding Comp Schools do, with higher graduation rates, double A-G completion rates, and as much as 40 percentage

2016-17 A-G Graduation Rates

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[25] Santa Ana Unified (SAUSD) has long reported far higher-than-average homeless student counts that other districts. In 2014-15, SAUSD reported a 10.6% homeless student rate (6,015 students) while LAUSD -- the second largest district in the nation -- reported a 0.8% homeless student rate (5,048). In fact, of 120 districts ranked by the National Center for Education Statistics, SAUSD reports the *highest percentage of all*, with New York City at 10.1%. https://nces.ed.gov/programs/digest/d16/tables/dt16_204.75e.asp

point higher CAASPP proficiency rates. Peer-to-peer subgroup comparisons yields similar results: Subgroup graduation rates exceed peers at the Comp Schools, LAUSD and the state. A-G rates (at 100%) double or are even ten times completion rates across the state. On the 2018

2018 ELA CAASPP 11th Grade % Met/Exceeded
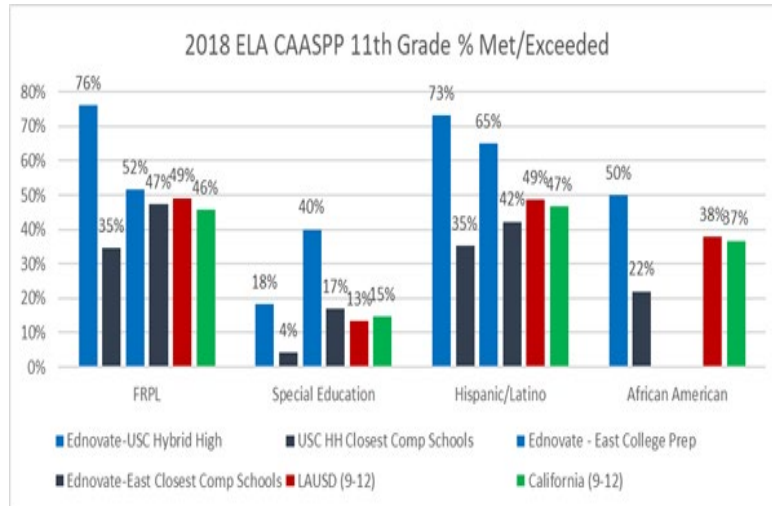
CAASPPs, both USC HH and East's FRPL, SpEd, Hispanic/Latino and African American student subgroups outperformed Comp School, District and State rates on both ELA and Math.[26]

2018 MATH CAASPP 11th Grade % Met/Exceeded
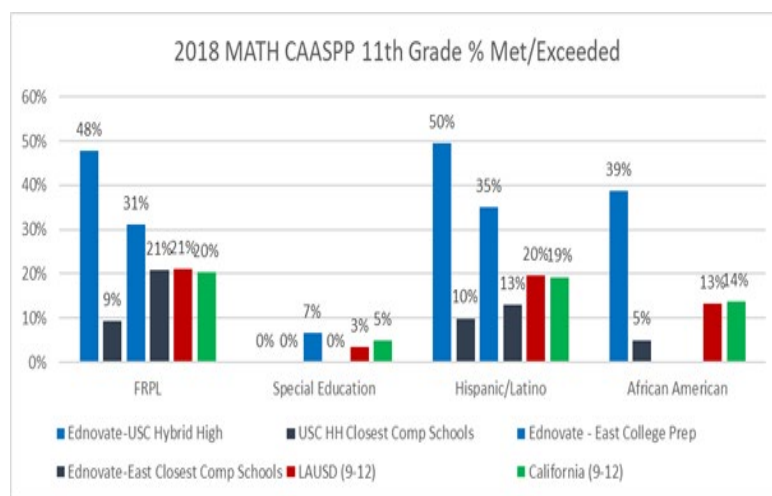
Effective differentiation is the hallmark of our personalized learning model. Ednovate does not employ a top-down approach to curriculum selection and instruction. We do not require any

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[26] Neither USC HH or East had a statistically significant number of 11th grade ELs taking the test to have reported data – as indicated above, due to high EL reclassification rates our schools typically have few if any ELs by 11th grade. Only one of USC HH's Comp Schools had reported African American test results; East and both of its Comp Schools also did not have reported African American test data.

mandated curriculum, textbook, or detailed course pacing guide. Teachers are given the autonomy and resources to provide CCSS- and CCRS-aligned content (as reflected in the interim assessments) in any way that they judge appropriate and effective. This might take the form of a textbook selected by the teacher, but teachers are encouraged to meet the needs of diverse learners by including – for example – video selections online, recordings of the teacher performing a task, primary source documents, interactive online modules, or small group activities. In exchange for this autonomy, teachers are fully accountable for student progress on standards-aligned assessments.

Teachers differentiate both online and offline coursework to provide scaffolds and supports for students who need additional help, and to allow for different ways for students to access content and demonstrate mastery. The use of technology allows teachers to do this more efficiently than they would be able to in a traditional classroom. Teachers can share differentiated resources with groups of students or individuals; they can also offer several ways for students to learn new content, such as through video, reading, or lecture. As instructors develop their curriculum, documents are built to embed these additional supports for students in each unit, topic, or concept.

In order to ensure our teachers have the skills and expertise to implement such a personalized program, we start the school year with two to three weeks of teacher professional development (PD) and collaborative planning time. Ednovate's Leadership Tool Kit provides an overview of "best practices" gleaned from leaders in education; these tools and strategies are explicitly taught during PD and reinforced throughout the year. (See App. I.5.) Each school also has weekly staff PD sessions and weekly grade level team meetings. Each teacher is assigned an instructional leader who coaches them regularly throughout the year. Just as benchmark and

interim assessments inform intervention and re-teaching, they also inform administrator review of teacher efficacy and, if needed, PD and coaching.

Through coaching, teachers strengthen their data-driven curriculum design to respond to the unique needs of each learner and spend time reflecting on learning goals and criteria for success to apply improvements to future lesson planning. At the end of each quarter, teachers from all schools in the network come together to share best practices and plan for the upcoming quarter. They also use this time to compare teaching methods around specific skills, which are then applied to upcoming quarterly curriculum planning and instructional methods.

Teachers, students, and families have access to assessment results in real-time via the Illuminate data system. Schoolzilla, Ednovate's data visualization tool, enables quick and easy comparisons of quarter-to-quarter results in aggregate, across campuses, by standards, and for subgroups. Through quarterly data review, as well as one-on-one data conferences with an administrator, teachers drill down to individual student levels to see progress. Teachers also use diagnostic assessments, teacher-designed quizzes and tests, performance assessments, teacher observation, skill inventories, homework and classwork to assess student mastery of CCSS and CCRS. California's new CCSS-aligned English Language Proficiency Assessments for California (ELPAC) are administered upon enrollment and again annually each spring to all ELs. Teachers also receive instant, real-time student data from frequent checks for understanding as individual learners progress through their instructional modules. This allows teachers to both ensure that students are proceeding through each module at an appropriate rate and gauge understanding throughout the day. As a result, assessment data plays a significant role in driving instructional decision-making on a daily basis.

Ednovate uses culturally relevant instruction across all schools, grades and subjects, with comprehensive PD provided to faculty each year. Research shows that this tends to be important for the success of African American and Latino students. Culturally relevant instruction includes – but also goes beyond – things like using real world role models, cultural connections to what is being studied, acknowledgement and respect for dialect alongside instruction in Standard English, and awareness to avoid stereotypes and bias in curriculum content and materials.[27]

Finally, we do not underestimate the importance of psycho-social health among our students, particularly those dealing with extreme poverty, hunger or food instability, housing instability, domestic and community violence and other traumas outside of school walls. In addition to at least one full-time Social Worker or Counselor on staff at each school, Ednovate establishes partnerships with nearby social service organizations such as Boys and Girls Club, Heart of Los Angeles, Get Lit, Inner City Arts and more to help our students and their families. Specific details about our EL and SpEd programs are included in the following sub-section.

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[27] See, e.g., Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, *34*(3), 159-165; Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American educational research journal*, *32*(3), 465-491; Brown-Jeffy, S., & Cooper, J. E. (2011). Toward a conceptual framework of culturally relevant pedagogy: An overview of the conceptual and theoretical literature. *Teacher Education Quarterly*, *38*(1), 65-84; Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

(ii) EDNOVATE'S NEW SCHOOLS WILL RECRUIT, ENROLL AND EFFECTIVELY SERVE EDUCATIONALLY DISADVANTAGED STUDENTS, INCLUDING SPED AND ELS (15 POINTS)

This CSP grant will support *expansion* at our three schools (Legacy, Brio and Esperanza)that have not yet reached a full 9-12 grade span, adding 625 seats to these schools. The grant also will support *replication* to six additional new schools, currently referred to as ECP6-ECP11, for a combined total of 3,625 new seats.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Total
USC Hybrid High	500								500
East College Prep	500								500
Legacy	375	125							500
Brio	250	125	125						500
Esperanza	250	125	125						500
ECP6		Planning	125	125	125	125			500
ECP7		Planning	125	125	125	125			500
ECP8			Planning	125	125	125	125		500
ECP9			Planning	125	125	125	125		500
ECP10				Planning	125	125	125	125	500
ECP11				Planning	125	125	125	125	500
Total New Seats/Year	0	375	500	500	750	750	500	250	3625
Total Cumulative Seats	1875	2250	2750	3250	4000	4750	5250	5500	**5500**

As noted above, our existing five schools serve a population that is almost entirely "educationally disadvantaged" (85% FRPL, 10% EL, 11% SpEd, 1% Foster/Homeless Youth). Based on data about existing schools in our six target neighborhoods and community demographics, we anticipate our new schools will serve students that are, on average, (95% FRPL, 16% EL, 12% SpEd, 3% Foster/Homeless Youth. (See App. G for detailed information about each of the target communities and their existing schools.)

To meet the needs of our educationally disadvantaged students, including EL and SpEd students, Ednovate implements a Multi-Tiered System of Support (MTSS), an evidence-based model that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying

intensities (multiple tiers) based on student need. Students who are struggling to achieve mastery receive targeted assistance from instructional and support staff and are provided with multiple opportunities to improve their performance and demonstrate content mastery, as well as additional time on task. Struggling students may be placed in smaller group settings, given additional guidance on tasks and assignments, or provided a peer tutor. Like a college setting, teachers are required to have weekly office hours, and students are encouraged to use this time to seek individual support; teachers may also "assign" office hours to struggling students. Time is built into the schedule at each school for teachers to work with individuals and small groups on targeted interventions based on real-time data. For example at Esperanza, on Fridays teachers assign students to "Mastery Blocks" where students receive small group instruction for targeted remediation or advanced instruction. Instructors use weekly formative and summative data to create these adaptive personal, and daily schedules for students. Designated English Language Development (ELD) classes and more intensive Special Education services are provided during this time so students do not miss core instructional time. Adaptive programs such as IXL Learning, Winward Academy and English 3D are used to support struggling students including ELs and SpEd.

Credit recovery is offered year-round (including summer) via teacher instruction and programs such as Edgenuity and Apex Learning, and students are able to retake any course in which they did not receive a passing grade of C. During summer, in addition to credit recovery, students who are struggling may take an ACT intervention course that supports the core English and math curriculum by providing instruction on the fundamental skills and concepts needed for success on this assessment. As students work on their assigned lessons, teachers circulate through the room to give immediate coaching for students who are struggling with a task or

concept by providing additional online content, scaffolded in-person instruction, or to coordinate peer coaching. The system is entirely transparent to students, who track their own progress and are encouraged to seek support from peers and teachers, as appropriate. Advisors explicitly develop students' autonomy, so they learn to take responsibility for managing their time, productivity, and quality of work as well as learning to self-monitor and recognize when they need to seek help.

English Learners Ednovate meets all state and federal requirements for ELs as pertains to annual notification to parents, EL identification (via the state-required Home Language Survey and California's ELPAC test), placement, program options, ELD and core content instruction (aligned with CA's CCSS-aligned *ELA/ELD Framework for California Public Schools*), teacher qualifications and PD, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. In accordance with CA law, if a school has more than 21 ELs, it forms an EL Advisory Committee (ELAC) comprised of parents of ELs and other stakeholders who recommend and oversees policies to ensure proper EL placement, evaluation, and communication.

ELs receive comprehensive and targeted support in developing English fluency with BCLAD/CLAD-certified teachers. Classes are taught in English with appropriate scaffolding provided to ELs using Specially Designed Academic Instruction in English (SDAIE) strategies to promote English acquisition in a context of high-level meaning; designated ELD time. Lexile data supports differentiated reading, speaking, listening, and writing tasks that support student mastery. We also provide more intensive ELD support to "new arrivals" (recent immigrants with little to no English exposure) and Long-Term ELs (LTELs) who have been in EL status for six or more years in CA public schools without being reclassified. Through 1:1 coaching, weekly

grade level data analysis, adaptive programs such as Achieve 3000 Lexile Level-Set, and network wide reporting on quarterly benchmark data (including subgroup data), teachers and administrators continuously monitor ELs' progress toward English proficiency. As teachers check for student mastery of core content, they also check for EL mastery towards the ELD standards. In accordance with the Ednovate EL Master Plan, approved by LAUSD, EL students are reclassified based on their ELPAC scores, ACT/Interim scores, and English class grades, as well as parent and teacher input. The goal is for each student to progress by at least one level per year on the ELPAC until they are reclassified, and to have an annual reclassification rate that is the same or higher than the local district. Every year, school leaders, CMO staff and the Board review the EL program, outcome data and stakeholder surveys to evaluate program efficacy.

Students With Disabilities: Ednovate supports students with disabilities through the general education program and does not maintain separate classes. LAUSD, authorizer of four of our current schools, is approved to operate as a single-District Special Education Local Plan Area (SELPA) under the provisions of CA Education Code §56195.1. In accordance with the terms of the California Charter Schools Act, the SELPA, the charter petitions, and MOUs between LAUSD and Ednovate, Ednovate's four LAUSD-authorized charter schools participate in LAUSD's "Option 3," the charter created SELPA for Special Education purposes. Legacy, located in Santa Ana, is a member of the El Dorado Charter SELPA. Whether functioning as an individual LEA for purposes of special education or as a member of the District SELPA, each Ednovate school ensures – as explicitly detailed in each charter petition -- that it adopts and implements policies and procedures that comply with the mandates of state and federal laws, including the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, any other

civil rights enforced by the U.S. DoE Office of Civil Rights, as well as applicable state laws, SELPA guidelines, and charter authorizer policies and procedures. Compliant policies and practices include "search and serve" and classroom placements, assessment for potential SpEd services, least restrictive environment, IEP procedures, staffing, documentation and reporting, disciplinary proceedings and due process.

At all of our schools, to the maximum extent appropriate, Ednovate's students with disabilities are fully included in the instructional and educational programs with students who are not disabled; students with disabilities and other special needs are provided appropriate services and supports, as needed, to ensure their success, as detailed extensively in our approved charter petitions. Each Ednovate school cooperates with all local and state agencies to ensure that a free and appropriate education is provided to all students with exceptional needs. No child will be excluded from admissions or attending Ednovate due to his/her IEP or suspected disability.

Each student may require a different combination of services and settings, and when appropriate, a student's curriculum is modified readily within our highly personalized and differentiated instructional program. The goal is to build programs around a student's needs. Support for SpEd students within the general education program include accommodations and modifications such as changes in course content, teaching strategies, test presentation, location, timing, scheduling, student responses, or environmental structuring that do not substantially change the standard or expectation for student performance. Each Ednovate school's Special Education teacher(s) collaborates with core classroom teachers to plan modification, evaluate student progress, co-plan behavioral supports. Instructional aides and Designated Instructional Support personnel are available at each school to assist teachers in the classroom with targeted one-on-one and small group learning, and provide pull-out instruction and intervention.

SELECTION CRITERION (C). QUALITY OF THE EVALUATION PLAN (10 PTS)

Ednovate will contract with the RAND Corporation, an established and reputable non-profit research organization, to provide independent formative and summative evaluations of the Ednovate replication and expansion. RAND researchers will use qualitative and quantitative methods to monitor the implementation of the replication and expansion plans, assess fidelity to the replication model, provide ongoing feedback to support improvement, and apply quasi-experimental methods to estimate impacts on student outcomes. The proposed evaluation plan will contribute high-quality evidence on the impacts of the Ednovate school model and will provide insights to the field with regard to best practices in charter school expansion and replication. The evaluation includes both a *formative* component and a *summative* component.

Evaluation Questions. The proposed project aims to replicate an established and successful charter model, expanding students' access to high quality schools and improving student achievement, college readiness and persistence. In line with these priorities, RAND will evaluate both Ednovate's implementation of its expansion/replication and impacts on student outcomes by investigating the following evaluation questions. The first three questions address the formative evaluation. The fourth question addresses the summative evaluation.

- *Q1. What are the key components of the Ednovate school model? What aspects of the model are essential, and in what areas do schools have autonomy to meet local needs? How does expansion influence school-level autonomy, and in what ways is Ednovate ensuring consistency or uniformity across the school sites?*

- *Q2. To what extent is the Ednovate replication implemented with fidelity to the intended model at each new school?*

- *Q3. What factors hinder or facilitate effective replication of the Ednovate model, and what lessons can be drawn to inform future replications, or to inform best practices in charter school expansion and replication?*

- *Q4. Are the new Ednovate schools successful at positively impacting student achievement, both overall and for students from key subgroups (low socio-economic status, ELs, SpEd), and how does this compare to other similar schools?*

Formative Evaluation (Q1 – Q3). The RAND team will gather information from participating CMO staff and school leaders using semi-structured interviews, conduct semi-structured focus groups with teachers and parent, school site visits, and classroom walk- throughs using structured walk-through checklists and protocols. Annual school leader interviews and faculty focus groups will include questions to gauge individual perceptions regarding conditions and practices that either facilitate or hinder implementation of the Ednovate model.

Summative Evaluation (Q4). The summative evaluation will analyze effectiveness of grant project on three main academic outcomes: graduation rates, A-G rates, and CAASPP scores. These achievement outcomes will provide reliable and valid information about the extent to which Ednovate is preparing students for postsecondary success, using publicly available data. In addition, because Ednovate students take the ACT each academic year, the summative evaluation will also use a longitudinal design explore the extent to which student composite ACT scores improve over time. (See App. __ for full evaluation proposal and research protocols.) While beyond the scope and timeframe of this grant, RAND will develop a research plan for long term outcomes including college enrollment, persistence and graduation rates, both overall and for key subgroups. Ednovate and RAND will seek future funding opportunities to secure these outcomes.

Performance Measures: The following table lists the objective performance measures that will be utilized across both the Implementation and Impact Studies that comprise the evaluation plan.

Research Questions and Performance Measures
Q1 Key components of the Ednovate school model (*via interviews with Ednovate leadership; document review*)
Q2—Q3 Extent to which Ednovate replication is implemented as intended (*via interviews with principals, assistant principals, and CMO administrators; focus groups with teachers and parents; document review; school visits and classroom walk-throughs*)   Factors that hinder or facilitate replication (*via interviews with principals, assistant principals, and CMO administrators; focus groups with teachers and parents; school visits*)
Q4 Student CAASPP performance, A-G Course Completion, ACT Composite Scores

RAND has over 40 years of experience designing experimental and non-experimental research studies, and findings from their research have contributed to the general body of research on policies, conditions, and trends in education, workforce development and labor markets. Dr. Jonathan Schweig is an Associate Social Scientist at RAND and will serve as principal investigator (PI). Dr. William R. Johnston, co-PI, is an Associate Policy Researcher at RAND and a Postdoctoral Fellow at Harvard University. Dr. Andrew McEachin, Associate Policy Researcher, will serve as principal researcher. (Complete resumes included in App. B.) RAND's research team will provide annual reports to Ednovate's Board and CEO and report directly throughout the project to the Chief of Schools, who will serve as the Project Director.

SELECTION CRITERION (d). QUALITY OF MANAGEMENT PLAN AND PERSONNEL (20 PTS)

(i) EDNOVATE WILL READILY SUSTAIN OPERATIONS OF THE REPLICATED AND EXPANDED SCHOOLS BEYOND THE GRANT TERM (5 PTS)

First, it is important to note that in California, funding for charter schools does not include any start-up allowance for furniture, books, computers or other instructional materials, pre-opening staff time or planning, or a facility (including any necessary improvements). The same is true of charter schools that expand grade levels. Furthermore, California's per-pupil funding, while

improving in recent years, lags behind other states. ($10,439 per student in K-12 in 2016-17, compared to a high of $36,702 for District of Columbia and $25,446 of New York.)[28] (NEA Report 2018.) In addition, due to our slow-growth model for each new school, expenses outpace revenues until each school reaches capacity and becomes sustainable on standard public funding streams. Each Ednovate school is an independent LEA and thus receives funding directly; each school in turn allocates revenues to the CMO (approximately 11% of non-discretionary government revenues). Consistent with California Ed Code, the charter authorizer retains a 1% fee. Additional grant and private funds are dispersed to school sites on a per project basis in accordance with the specific grant or award terms. (See App. H.) To date, Ednovate has raised $9.7M in grants and other fundraising for its first five schools. The bulk of these funds have been used for start-up expenses and facilities development.

CSP grant funds will provide critical one-time start-up money for Principal-in-Residence training, school planning/development and launch time; teacher/staff recruiting/hiring/training; outreach and enrollment; facilities renovation to ensure ADA and local Code compliance (e.g., accessible ramps and bathrooms, alarm systems); and acquiring critical equipment and supplies.

In order to sustain and ensure the quality and performance of the new and expanded schools under this grant beyond the grant term, our plans include the following:

CONSERVATIVE FISCAL PLANNING: Ednovate's experienced Board of Directors ensures that a long-range plan is in place for each new school to adequately manage finances and other resources, including adequate reserve funds and anticipated capital expenditures. Each Ednovate

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[28] Despite this low funding rate, California has the 2nd highest average teacher salaries in the nation at $79,128 in 2016-17. (NEA Report 2018.)

school must have a budget plan that ensures positive cash flow will be maintained continuously, with a reserve of at least 5%, and generates no less than a 5% change in net assets annually. Annual Local Control Accountability Plans (LCAP) for each school include detailed expense allocations aligned to specific goals and activities; see App. I.10.) The Board approves each LCAP and annual budgets and receives financial reports each Board meeting including revenues and expenses against budget, cash flows, and other financials; the COO reviews similar reports weekly. Each school, supported by CMO staff, uses an internal budget tracker to ensure it stays within agreed-to constraints, and all purchases are approved by the appropriate school administrator who is held accountable for staying within board-approved budget. Moreover, principals connect at least monthly with our COO and back-office services provider to review their budget forecast and actuals year-to-date to monitor their progress relative to budget and discuss trade-offs. Accounting systems adhere to generally accepted accounting principles, with strong internal controls. The Board reviews and analyzes annual independent audit reports, identifies (if applicable) areas of improvement or concern and any changes in policy or procedure. (See App. G for Ednovate's 2018-19 Consolidated Budget, most recent audited financials and Fiscal Policies.)

BACK-OFFICE SUPPORT: Ednovate contracts with a highly experienced non-profit charter school back-office service provider, ExED, to provide back-office business and personnel services. These include budgeting and forecasting, fiscal management and reporting, accounting and bookkeeping, cash management, payroll processing and retirement reporting, compliance and data management services, fiscal and governance trainings, and other supporting tools (e.g., online purchasing system), and other services. ExED also facilitates each school's procurement processes, accounts payable and receivable, and the development of clerical and administrative

procedures for daily operations. In addition, ExED helps Ednovate to develop conservative long-range financial plans including projected five-year budgets and anticipated cash flow, approved by the Ednovate Board annually and revisited periodically throughout the year.

FACILITIES: The greatest contingency in our financial projections is facilities, which we anticipate will continue to pose challenges for our growth. [29] (*See. e.g.,* Cal. Ed. Code §47614; NCSRC 2015.) Target locations for new schools are identified with considerable emphasis on the availability of long-term facilities options. SB740 provides some rental expense (currently a maximum of $750 per pupil, well under market rates for most urban charter schools) for schools that rent a private facility and meet certain FRPL minimums (currently 60%), but there are no reimbursements for facilities improvement costs, including potentially significant expenses to bring a facility up to Code, traffic studies, Conditional Use Permits for zoning changes and so on. Our new facilities for USC HH and East cost $15-$16.5M to develop; renovation of temporary private facilities has averaged $75,000 per site. We will maximize district resources through Prop 39 requests where possible, especially for temporary facilities as enrollment scales to capacity.

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[29] In California, charter schools are neither guaranteed a district facility nor provided any start-up funding for a private facility. While Prop 39 theoretically ensures that charters have equivalent access to district facilities, the implementation is inconsistent. Even when a facility is offered by the district, the process requires an intensive annual application process and has no assurances of facilities stability from year to year or accommodation of planned growth. Prop 39 offers commonly fall far short of a charter school's reasonable needs, and/or are located an unreasonable distance from the community served. (Safal, Griffin, et al 2015; NCSRC 2015.)

GOVERNANCE: Ednovate operates autonomously from its authorizers with the exception of supervisory oversight as required by statute and other negotiated contracted services (e.g., Prop 39 facilities, SpEd). The Ednovate Board maintains control over each school's operations (subject to authorizer oversight, including a charter renewal process every five years pursuant to CA law) and is fully responsible for the operation and fiscal affairs of the school. In addition to fiscal oversight (see above), the Board hires, supervises, and evaluates the CEO and ensures the organization and each school is meeting academic, operational, fiscal, and other goals per the LCAPs and overall organization goals and objectives defined in the Board annual Board retreat. The Board has, and will continue to, receive training to ensure proper understanding of their role in overseeing academic operations, including a thorough understanding of state testing and state/federal accountability measures, and other data.

ACADEMIC ACHIEVEMENT: Our CEO and Board ultimately are responsible for each school's success and achievement of goals leading to long-term sustainability Through LAUSD's rigorous annual oversight visits, charter renewal process, and the WASC accreditation process, each school undergoes a significant external review of all facets of operations and the educational program. (See also Selection Criterion (c) regarding Evaluation, above.)

HR/TALENT: Our Chief of HR/Talent leads recruiting and collaborates with the Chief of Schools and the CEO to hire Principals-in-Residence, and in turn helps these new school leaders hire qualified teachers and staff. As discussed in Selection Criteria (B)(i), our school site staff all receive intensive training, coaching and formal evalautions.

Ednovate will continue to pursue additional private funding to further expand our CMO capacity as enrollment grows, fund facilities acquisition and renovations, and provide additional program enhancements. CSP grant funds will be used to supplement, not supplant, any federal,

state or local funds, and will not be used to pay for existing levels of service funded from any other source such as Title I or Title II (e.g., instructional aides), or any non-allowed costs, in accordance with applicable regulations and CSP Nonregulatory Guidance.

(ii)   Management Plan: Responsibilities, Timelines and Milestones (5 pts)

As noted above, all Ednovate schools are overseen by the Ednovate Board of Directors, which that includes a diverse array of community leaders. (Board biographies are

BOARD MEMBERS	OCCUPATION	Accounting/Finance	Fundraising	Construction/Real Estate	Education	Growth	Community
Elliot Sainer	Founder and CEO, Aspen Educational Group	X	X			X	
Karen Symms Gallagher	Dean, USC Rossier School of Education	X	X		X		
Kate Hirsh	Associate Vice President, CIM Group		X	X			X
Marcia Aaron	Executive Director, KIPP LA Schools	X	X		X		
Maria Ott	Professor, USC Rossier; Previous District Superintendent				X		X
Pauline Fischer	Principal, PMF Media Group, Inc.	X				X	

included in App. B.) In accordance with California's Brown Act, all Board meetings are open public meetings, with notice provided in advanced to the public and minutes published on the schools' websites. The Board receives weekly email updates, meets at least bi-monthly, with a yearly retreat. The Board is the governing, policy-making body of Ednovate and is fully responsible for the operation and fiscal affairs of Ednovate's schools, including defining and promoting the mission and vision, ensuring the school meets its stated goals including financial accountability, engaging in ongoing strategic planning, setting and approving policies, hiring and overseeing the CEO, approving the annual budget and monitoring financials and cash flows, ensuring compliance with applicable laws (including those regarding public charter school governance), fundraising, and more.

Our CMO, led by the CEO, supports the instructional and operational needs of all Ednovate schools and ensures accountability. (See detailed Organizational Chart at App. I.9.) As our parthenon illustrates (see p.8 above), when it comes to foundational policies for how our

organization operates (the blue steps), network-level decisions consistently implemented across all schools include: a focus on talent and a commitment to teamwork, operational excellence, a disciplined culture for learning, and our six Annual College-Readiness Indicators (ACRIs). When it comes to the three pillars of Personalization, Purpose and Community, however, these are areas where Principals are empowered to innovate: how we personalize learning for students, how we help students think critically about their purpose for college and beyond, and how we create a sense of community. Our Ednovate Personalized Learning Tool Kit (see Appendix I.4) guides teacher training and thinking about curriculum, instructional strategies and assessments in a structured way, with concrete tools based on the best thinking and successes in education.

Each new school will benefit from a two-year planning phase in which a Principal-in-Resident will both learn from experienced Ednovate Principals and our CMO staff, and design and plan for the launch of his/her new school. (See App. I.8) for a detailed scope and sequence of the Residency program.) This extended planning time ensures that our founding school leaders have the expertise and resources to weather the myriad challenges they face as they open a new school and scale it to capacity. Teachers, staff, parents and other members of the community will be involved in the planning, program design, and implementation of all of our new/expanded schools, as they have through our strategic planning process (see below), annual LCAP process and goal setting, Parent Advisory Councils, parent engagement efforts, volunteer opportunities on campus and at events, and more. We will engage currently enrolled families in our recruitment efforts and continue to use their input to refine our school design.

Our Leadership Tool Kit (see Appendix I.5) provides a snapshot of our core leadership beliefs; Principals-in-Residence spend intensive time learning these principles and practices and continuously reflect on and seek to improve their leadership skills as their school opens and

grows. CMO staff will continue to provide intensive and daily support for each new school, continuously refining programs and operations based on student achievement data, stakeholder surveys, evaluation outcomes and other feedback. The following presents a brief summary of major tasks during this grant period, including milestones, timelines and persons responsible:

Activity	Timeline	Person(s) Responsible
Charter Authorization/Oversight:		
● Prepare and submit new petition to LAUSD including detailed description of educational program, goals/assessments, discipline, enrollment, health and safety, governance, founding team qualifications, 5-year budget and monthly cash flow projections and more; appeal to LA County Office of Ed if necessary.[30]	16-18 months prior to opening	Chief Academic Officer (CAO)/Chief Operating Officer (COO)/Principal (P)
● Collaboratively prepare initial LCAP with stakeholder input (as available) and submit to County; prepare annual updates.	June 30 annually	CAO/COO/P
● Provide required reports to authorizer, County and State; prepare and support annual LAUSD site visit	Ongoing	CAO/COO/P
Human Capital:		
● Identify internally or recruit Principals for two-year Residency for training, site shadowing/Assistant Principal work and new school planning and development	27-30 months prior to opening	Chief Schools Officer (CSO)/Dir. Talent & HR (DTHR)
● Recruit and hire teachers and site staff; complete required clearances and background checks; onboard staff	3-6 months prior to each grade launch Annually	P/DTHR
● New staff induction with CMO staff (2 days) and 3 week summer PD for school site	July/August	DTHR/P
Operations:		
● Submit Prop 39 application to LAUSD for co-location facilities if no private temporary facility available (e.g., classrooms at existing school site that is not yet at capacity)	Prop 39 application due under Ed Code by 11/1 year before	Director of Facilities (DF)
● Set up school site systems and administrative procedures, including attendance, accounting, SIS, etc.	1 month prior to school opening	COO/Operations Manager (OM)
● Vendor/services contracts: insurance, SELPA, food service,	2-6 months prior	COO

[30] Under CA law, a start-up charter school must first submit a petition to the local district in which the school plans to operate (with very limited exceptions), voted on by that school board. If the petition is denied, it may be appealed to the County Office of Education, and if necessary, to the State Board of Education. Ednovate has enjoyed a strong, collaborative partnership with LAUSD since founding its first school and we anticipate their support as we grow. (See App. C, Letters of Support from LAUSD School Board President Garcia and Vice President Melvoin.)

substitutes, janitorial, etc.		
● Purchase FF&E, books, instructional materials, technology, health/safety, other equipment and supplies, etc.	2-6 months prior	COO/P/OM
● Prepare classrooms & facility for occupancy including tech, communications and safety systems	1-3 months prior	DF/COO
● Set up accounts receivable/payable, payroll/benefits, reporting (ADA, demog., etc.), etc. with back-office	1-3 months prior	COO/OM
● ID and secure lease of long-term private facility and complete necessary renovations	Prior to Y3 of operations	DF
● Secure private funds to support facilities development and supplemental programs (evaluation, enrichments, etc.)	Ongoing	Chief Development Officer (CDO)
Outreach/Enrollment:		
● Host Admission Information Sessions, conduct outreach presentations and distribute application forms	Sept. - March annually	P/Family Engmt. Coord. (FEC)
● Conduct lottery, host individual family enrollment meetings	March-April	P/FEC
● Track enrollments, set up student folders, offer spots to wait listed families	April-rolling	FEC/OM
● Engage new families in school events like open house, summer bbq, student and parent orientation	April-July	P/FEC
Instructional Program:		
● Plan and refine curriculum and assessments for each grade level as it is launched	Spring + ongoing for each new grade	CAO/CSO/P
● Conduct initial assessments of all new students including EL and SpEd assessments as needed; plan interventions as needed	First 30 days of school	SpEd Director/Asst. Principal (AP)
● Conduct Interim Assessments, continuously analyze data	Ongoing	CAO/P/APs
● Plan and implement ongoing teacher PD, coaching and common planning time/collaboration weekly and daily	Ongoing	CAO/P/APs
● Plan, implement and refine psycho-social supports including Advisory program, counseling	Ongoing	CSO/P/Social Worker
● Plan, implement and refine College Counseling and college prep programs, Alumni support	CC hired Y3, AC hired Y4; college prep ongoing	CAO/P/College Counselor, Alumni Coordinator
Accountability/Evaluation (non-Authorizer):		
● Update Board at each meeting re: progress towards LCAP and organizational goals (enrollment, staffing, acad. achievement and financials/cash flows).	Bi-Monthly	CEO/COO
● RAND Evaluation: Conduct annual site visits, interviews, focus groups and data analysis as detailed in Eval Plan with annual reports to CEO and Board (See App. ___)	Ongoing through grant	Evaluators/CSO
● Prepare WASC Self-Evaluation and secure accreditation	Y2 of operations	CSO/P
● Secure UC Doorways approval of all A-G courses	Annually	CAO/P

All of our schools are guided by the outcomes and objectives detailed in their respective Local

Control Accountability Plans (LCAPs), required of all LEAs (including independent charter

schools) under California's public school funding system, the Local Control Funding Formula.

An LCAP must be submitted by each LEA by June 30 of each year for the upcoming fiscal year

(starting July 1), involving all types of stakeholders in the process. A version of the LCAP also is required by LAUSD in each new charter petition. (See sample LCAP summary for a new school in App. I.10.) The LCAP includes specific goal setting (schoolwide and subgroup), objectives, actions tied to expenditures, identification of measures to assess progress, timelines (over a three-year period) and specific funding allocations across eight state priorities (many of which have several sub-parts). Each LCAP includes both Absolute Measures (enrollment, standardized test data, graduation rates, etc.) tied to objective data, and Comparative Measures, tied to Comp Schools/districts' performance outcomes. The LCAP process at Ednovate facilitates strategic planning and goal setting. Each quarter, year, and summer, each school and the CMO staff evaluate progress towards goals, reviewing student achievement data as well as financial, operational, discipline, and culture data. New goals are then set each year are feasible in light of the prior year's review but also ambitious. The LCAP and each school's strategic plan is fully transparent to the entire school community and is shared with all stakeholders. The goals and objectives fuel decision-making with weekly, quarterly, and annual review of progress.

The LCAP will provide an important tool for our new schools' leaders to both engage stakeholders in a collaborative planning process and to set clear goals and objectives, allocate resources, and reflect on strengths and weaknesses. The LCAPs will serve as the primary vehicles by which we measure the success of each of our new/expanded schools, hold school leaders accountable for achievement of objectives, and provide support from our network office.

(iii)KEY PROJECT PERSONNEL (5 PTS)

Led by Oliver Sicat, our CEO, the CMO leadership team is well-positioned for the upcoming expansion, with plans to add key positions such as a Chief Academic Officer,[31] Chief of Staff (to assist the CEO), and several positions to support instruction and operations at the school sites. Diversity continues to be a priority across the organization: 68% of CMO staff and 80% of school site staff currently are non-white. Brief biographies of our CMO and school leaders are included here (full resumes in App. B, along with biographies for our accomplished Board of Directors):

Oliver Sicat, *Chief Executive Officer*, is responsible for overall leadership of Ednovate and continuous development of the student-centered instructional model. Prior to joining Ednovate, Mr. Sicat served as Chief Portfolio Officer for Chicago Public Schools (CPS) from 2011 through 2013, where he led strategic efforts to open new schools, close low-performing schools, and convert the district to operate as a portfolio of schools. Prior to joining CPS, he was Founding Principal of UIC College Prep, a Noble Network Charter School; UIC became the #1 non-selective high school in Chicago. Mr. Sicat was named 2006 Boston Teacher of the Year and has been recognized with fellowships and awards from IDEA Public Schools *Scaling Up Institute*, KIPP's School Leadership Summer Institute at Stanford, Broad Institute, Aspen-Pahara

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[31] In our planned model, the Chief Schools Officer (the Project Director of this grant) will focus on leadership development with our Principals and Principals-in-Residence, while our Chief Academic Officer will focus on curriculum selection and implementation, assessments, and instructional coaching with both our Principals and Assistant Principals (the latter provide most of the instructional coaching of teachers at each school site).

Institute, Achievement First Accelerator, *Digital Innovation in Learning Award* in 2014 granted by EdSurge and Digital Promise, and more. Mr. Sicat earned a Master's in Education from the Harvard Graduate School of Education and a B.S. in Math from USC.

Lauryn Fullerton, Chief of Schools (Grant Project Director), oversees all Principals and manages network-wide leadership development programs. She was Founding Principal of Hansberry College Prep in Chicago, the highest performing non-selective school on Chicago's South Side. She also has worked as a Founding Assistant Principal and founding teacher at other charter schools, and began her career as a Teach for America (TfA) corps member. Dr. Fullerton earned both her B.A. in Public Health Studies and M.A.T. from Johns Hopkins University and completed her Ed.S. in Administration and Supervision at National Louis University.

Katie Hart, Chief Operating Officer, leads the support team as well as operations strategy, real estate search and acquisition, and facilities operations. She previously served in the U.S. Navy, where she focused on aviation operations, maintenance and training, and served as a MH60R Seahawk helicopter Instructor Pilot and Aircraft Commander. Her vast experience in the Navy gave her expertise in operations, project management, data management, and process improvement. Ms. Hart earned an M.S. in Global Leadership from the University of San Diego and a B.S. in Oceanography from the United States Naval Academy.

Joaquin Hernandez, Director of Academics, responsible for supporting teachers and school leaders in implementing high-quality curriculum and instruction. Before Ednovate, he served as Director of Professional Development at the Alliance for College-Ready Public Schools, and as Associate Director of Professional Development for the Teach Like a Champion Team at Uncommon Schools. Mr. Hernandez began his career as a TfA corp member and later

worked at TfA, DC supervising teacher programs. Mr. Hernandez earned a B.A. from Stanford University and an M.A.T. in Secondary Education from American University.

Shelley Levy, Director of Talent & HR, leads all HR and recruiting at Ednovate. She worked previously as Director of HR for Uncommon Schools, with 50 charter schools and more than 3,000 employees. Ms. Levy began her career as HR Assistant at Room to Read in San Francisco. She holds a B.S. in Psychology from UC San Diego.

Jenny Aguas, Director of Family Engagement & Strategy, previously worked with LAUSD Board Member Mónica García as Chief of Staff, Policy Director, and Director of Community Engagement; she previously worked with migrant students in rural California. Ms. Aguas earned a B.A. in Sociology and Latin American & Latino Studies from UC Santa Cruz and an M.A. in Public Administration from CSU Northridge.

Elizabeth Saiger, Director of Special Projects, previously served as an academic operations consultant for a variety of charter schools and education organizations, including Achievement First, in areas of compliance, knowledge management and hiring; she also served as Business Operations Manager at Success Academy Bronx 1. Dr. Saiger earned a B.A. in History from the University of Pennsylvania and an M.D. from Mount Sinai School of Medicine.

Mallory Barnes, Senior Director of Real Estate & Facilities, previously worked at Aspire Public Schools filling many roles including Director of Operations for the LA region and Founding Principal of Aspire-Centennial College Prep Academy. She also was a teacher and administrator at Charles Drew M.S. in South LA. Ms. Barnes holds a B.A. in Sociology and Black Studies from UC Santa Barbara and an M.B.A. from CSU Los Angeles.

John Ing, Senior Director of Finance & Budgeting, has held previous roles as COO/CFO for business and non-profits, and was Founder of Ing Advisory Group, a corporate

finance and strategic consulting firm. He began his career at one of Citigroup's middle-market investment banking divisions. Mr. Ing holds a B.A. in English from UC Irvine and an M.B.A. from the USC Marshall School of Business.

Nicole Page, Director of Data Strategy & Analysis, previously served as a consultant with Deloitte Consulting's Strategy and Operations group in New York. Ms. Page earned a B.S. in Economics, a B.A. in Spanish and an M.B.A. from Duke University.

Kesso Diallo, Director of Special Education, previously worked as Special Education Coordinator at Friendship Public Charter Schools in D.C., where she taught special education inclusion and self-contained settings as a lead teacher. Earlier in her career, Ms. Diallo worked as a corporate lawyer. She earned a B.A. in Philosophy from the University of North Carolina, a J.D. from Emory School of Law, and a Master's in Special Education from Lesley University.

Olumide Macaulay, Principal, USC Hybrid High, originally joined USC HH in 2012 as a founding science teacher, became Assistant Principal in April 2013 and Principal in July 2014. He previously was Founding Dean and Assistant Principal at Animo Locke II Charter High School, a Green Dot Public School in South LA. He is a TfA alumnus and spent seven years teaching science, leadership and Youth Lead Gang Intervention at Markham M.S. in Watts. Mr. Macaulay earned a B.S in Neuroscience, Psychology and Sociology from USC.

Drew Goltermann, Principal, East College Prep, previously served as the Principal Intern at Catalyst Maria H.S. in Chicago, and as a science teacher and department chair at UIC College Prep, a Noble Charter. He earned a B.S. in Biology from Duke University and a Master's in Secondary Education and Teaching from National Louis University.

Evelyn Castro, Principal, Legacy College Prep, previously held several roles at Alliance Health Services Academy, including founding teacher/TfA corps and Assistant

Principal. She founded several programs, including RISE (Rising Inner-City Students through Education), dedicated to providing college support and guidance. Ms. Castro has a B.A. in Sociology, Women's Studies and Spanish from UC Santa Barbara and an M.A. in Urban Education-Policy and Administration from Loyola Marymount University.

Karl Wendt, Principal, Brio College Prep, previously founded Discover Create Advance to make hands-on project kits accessible to schools across the country, and worked as Dean of the Discovery Lab at Khan Academy; he was an applied physics teacher at High Tech High in San Diego. Dr. Wendt earned a B Ind. from Auburn University, a Master's in Education from Vanderbilt University, and a Doctorate in Education Leadership from Harvard University.

Rosa Alanis, Principal, Esperanza College Prep, previously served as Principal of the Noble Campus-Golder College, and also has worked as elementary teacher, Literacy Coach, and Dean of Students. She earned a B.A. in Liberal Studies from UC Riverside, and Masters' in Education from Pepperdine University and in Education Administration from CSU Los Angeles.

Rochelle Tawiah, Founding Principal Resident, Ednovate College Prep 6, has worked as a teacher, Assistant Principal and Principal for the Los Angeles County Office of Education and in local charter schools such as LA's Promise. Dr. Tawiah earned a Bachelor's and Master's in Education from CSU Dominguez Hills and a Doctorate of Education from USC.

Allyson Wright, Founding Principal Resident, Ednovate College Prep 7, joined Ednovate in 2015 as a 9th Grade Reading Instructor at USC HH, becoming grade level Lead. She was a founding teacher at Animo James B. Taylor M.S., a Green Dot Public School in Watts. Ms. Wright earned a B.A in Black Studies from UC Santa Barbara and a Master's in Teaching specializing in Secondary English Education from Brown University.

(a) *Project Objectives:* *(i) ensuring CSP grant funds serve educationally disadvantaged students*: See Absolute Priority 2 (AP 2), Competitive Preference Priority (CPP) 1, CPP 3, Selection Criteria (SC) (b)(ii), Apps. E, F, G; *(ii) transportation needs:* footnote (fn) 6.

(b) *Currently Operated Charter Schools*: *(i) student assessment results for all students*: SC (a)(i), App. G; *and subgroups:* SC (b)(i) and App. G; *(ii) attendance, student retention, graduation rates:* SC (a)(i), SC (b)(i) and App. G; *(iii) significant compliance issues*: SC (a)(ii)-(iii), App. H.

(c) *Educational Program*: *(i) meet challenging state standards:* CPP 3(ii), SC (b)(i)-(ii), App. I (Personalized Learning Tool Kit); *(ii) grade levels to be served:* CPP 3, SC (b), App. F, G, I; *(iii) instructional practices:* CPP 3(ii), SC (b)(i)-(ii), App. I.4 (Personalized Learning Tool Kit).

(d) *Current Charter Schools*: App. F.

(e) *Compliance Issues*: SC (b)(ii)-(iii).

(f) *Logic Model*: App. I.7.

(g) *Single-Sex Programs:* CPP 3, fn 12.

(h) *Management and Legal Structure:* SC (d)(i), App. I.9 (Org Charts), App. I.5 (Leadership Tool Kit).

(i) *Parent Engagement:* SC (a)(i), SC (d)(i), App. I.10.

(j) *Lottery and Enrollment:* CPP 1.

(k) *IDEA Compliance:* SC (b)(ii).

(l) *Assisting Educationally Disadvantaged Students in Mastering Challenging State Standards:* CPP 3(ii), SC (b)(i)-(ii), App. I.4 (Personalized Learning Tool Kit).

(m) *Budget Narrative:* Budget Narrative.

(n) *Audited Financial Statements:* App. H.

(o) *Assisting Students Enrolled in a Charter School That Closes:* SC (a)(ii).

(p) *Waivers:* Not applicable.