



Replication and Expansion of Aspire Public Schools' Charter Schools in California

Project Narrative

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Introduction and Project Overview

Aspire Public Schools' (Aspire) *Mission* is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to: increase the academic performance of underserved students; develop effective educators; share successful practices with other forward-thinking educators; and catalyze change in public schools. Our *Vision* is that every student is prepared to earn a college degree. Now in its 20th year, Aspire serves 17,000 students, grades TK- 12, in 40 schools across California and Memphis, Tennessee.

Aspire's total Charter Schools Program grant request of \$9,035,000 includes funding for six replication schools and five expansion schools in California, thus increasing enrollment by 4,000 scholars. In the Central Valley, Aspire seeks to replicate three schools (two K-5 and one 6-12) and expand an existing K-5 to increase enrollment by 1,525 in the region. In Los Angeles, Aspire seeks to replicate two 6-12 schools and expand a 6-8 school to increase enrollment by 1,290 in the region. And in the Bay Area, Aspire seeks to replicate one 9-12 school and expand three K-5 schools to increase enrollment by 1,185.

An enrollment breakdown of these replication and expansion schools is in the table below. For additional information on grades served by replication schools, see Appendix F.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	10/1/2019 to 9/30/2020	10/1/2020 to 9/30/2021	10/1/2021 to 9/30/2022	10/1/2022 to 9/30/2023	10/1/2023 to 9/30/2024	10/1/2019- 9/30/2024
new Sacramento K-5	0	300	125	0	0	425
new South Stockton K-5	0	0	300	100	0	400
new South Stockton 6-12	0	0	300	300	0	600
new South Los Angeles 6-12 I	0	0	300	300	0	600
new South Los Angeles 6-12 II	0	0	0	300	300	600
new North Oakland 9-12	0	0	0	180	180	360
Aspire ERES Academy	0	200	100	50	0	350
Aspire Richmond Technology Academy	0	25	50	50	50	175
Aspire APEX Academy	0	100	0	0	0	100
Aspire Triumph Technology Academy	0	0	300	0	0	300
Aspire Centennial College Prep Academy	0	0	90	0	0	90
Total Additional Students	0	625	1,565	1,280	530	4,000
Existing	15,200	15,200	15,200	15,200	15,200	15,200
Aspire-Wide Total	15,200	15,825	17,390	18,670	19,200	19,200

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Aspire’s five-year replication and expansion project has two main goals that closely align with the mission and vision:

- **Goal 1:** Increase access to a high-quality education for educationally disadvantaged students
- **Goal 2:** Increase the number of college-ready graduates who matriculate to and graduate from a four-year college

With a track record of improving student outcomes, advancing college readiness, and high school and college graduation rates far beyond students from similar demographics, Aspire serves as a proof-point for other districts and CMOs.

Absolute Priority 2 – Low-Income Demographic

Since Aspire’s founding over 20 years ago, its mission has been to open and operate small, high-quality charter schools in low-income neighborhoods. This deliberate intention to provide a high-quality education to low-income students within a diverse student body is

¹ Note that expansion will include expansion in each of the existing grades in those schools. See Budget Narrative.

evidenced by the percentage of our students who qualify for free or reduced price meals, which is summarized in the table below. Aspire’s percentage of low-income students is currently 82% as of the 2017-2018 school year, which exceeds the absolute priority threshold of 40%.

Aspire’s Low-Income Student Populations by Region

	2015-2016	2016-2017	2017-2018
Aspire – Bay Area Region	87%	88%	87%
Aspire – Central Valley Region	62%	62%	66%
Aspire – Los Angeles Region	92%	93%	96%
Aspire – All CA Regions	79%	80%	82%
California Statewide	59%	58%	60%

Competitive Preference Priority 1 - Promoting Diversity

Aspire has always served scholars from a diverse range of backgrounds. As the below tables show, over 80% of our 15,271 California scholars qualify for free or reduced lunch, and are therefore considered “low income”. Our Central Valley region has a particularly diverse student population: 56% Latinx, 13% African American, 11% White, 12% Asian and 6% Multiracial. Our outreach and recruitment process outlined in “Student Recruitment and Enrollment Plan” will be utilized at the schools we are replicating and expanding to maintain and reflect our commitment to racial and socioeconomic diversity.

Student Enrollment by Region and Ethnicity

All numbers drawn from each year's CBEDS date which is the first Wednesday of October

		16-17	17-18	18-19
Bay Area	Latino	78	76	73
	Black	17	18	19
	White	1	1	1
	Asian	2	2	2
	Multi-Racial	1	1	1
	Native American	0	0	0
	Pacific Islander	1	1	1
	Not Available	1	1	2
Central Valley	Latino	53	54	56
	Black	14	14	13
	White	15	13	11
	Asian	11	11	12
	Multi-Racial	6	6	6
	Native American	0	1	1
	Pacific Islander	0	0	0
	Not Available	1	1	2
Los Angeles	Latino	97	96	96
	Black	2	2	2
	White	0	0	0
	Asian	0	0	0
	Multi-Racial	0	0	0
	Native American	0	0	0
	Pacific Islander	0	0	
	Not Available	1	1	2

Student Enrollment by Region and FRL Status
All numbers drawn from each year's CBEDS date which is the first Wednesday of October

		15-16	16-17	17-18
Bay Area	FRL	72	73	87
	Not FRL	28	27	13
Central Valley	FRL	54	54	65
	Not FRL	46	46	35
Los Angeles	FRL	77	77	95
	Not FRL	23	23	5

Competitive Preference Priority 3 - High School Students

Aspire’s replication and expansion plan includes the addition of four new high schools, increasing by 2,160 the number of high school scholars served by Aspire. These four new high schools will replicate and build on the proven success of Aspire’s Post-Secondary Access and Success (PSAS) program. That success is evidenced by (1) nearing 100% college acceptance rate in each of the past 10 years, and (2) a **consistent 4-year college completion rate 2.5 times the national rate for students from similar demographics.**

Aspire’s robust PSAS program includes:

- **Accelerated learning** through our Early College High School (ECHS) program, resulting in 95% of Aspire graduates **completing at least five college courses and/or 15 college units prior to high school graduation**, with our most accelerated students completing an associate’s degree. Aspire’s Class of 2017, for example, completed 3,279 college courses prior to high school graduation;
- Career and technical education programs, including career pathway programs at a number of our secondary campuses;

- Partnerships with local colleges to support our ECHS program and provide career pathway training for Aspire scholars, including partnerships with College of Alameda in Oakland, Delta College in Stockton, and American River College in Sacramento, among others;
- Rigorous preparation for and financial assistance with standardized college admissions tests;
- Parent workshops beginning when scholars are in 9th grade to support parent education on college choices, college application process, and financial aid process;
- Annual Aspire alumni panels bringing together current Aspire scholars with Aspire alumni persisting in four year colleges;
- Personalized college counseling with an average ratio under 1:250 of college counselors to high school scholars;
- Between 2-5 college visits for every Aspire scholar in their high school years, including time with Aspire alumni enrolled in the colleges visited;
- College scholarship funding for one graduating senior from each secondary school/year;
- Quarterly alumni surveys to gather data on college persistence, challenges, and feedback on the Aspire experience
- Active management of peer mentoring by pairing new Aspire alumni with alumni already enrolled in the same colleges.

We aim to achieve the following PSAS performance measures by 2024:

1. Double the percentage of Aspire graduates who finish 4-year college in 4 years from 16% to 32%;

2. Increase the percentage of Aspire graduates who finish 4-year college in any timeframe from 27% to 50%;
3. Increase the percentage of Aspire graduates who finish any post-secondary certificate or degree by 5% annually.
4. Increase the percentage of alumni whereabouts known by 10% annually.

For more on how Aspire serves high school students please see Appendix I.

Selection Criteria

A - Aspire is a High-Quality Applicant

Since 1998, Aspire has built a culture around *College for Certain*. Beginning in kindergarten, students are inspired to attend college. Classrooms are named after universities, and students know which year they will graduate from college. Teachers and principals proudly share their college experiences, challenges, and accomplishments. Our schools are small intentionally to create a strong community where each student is known personally, and where our scholars receive roughly 10-15% more learning time than traditional public schools.

With demonstrated results across all measures -- student academic performance, high school graduation rates, and college matriculation and persistence, we are eager to expand opportunities for high-quality education to even more scholars.

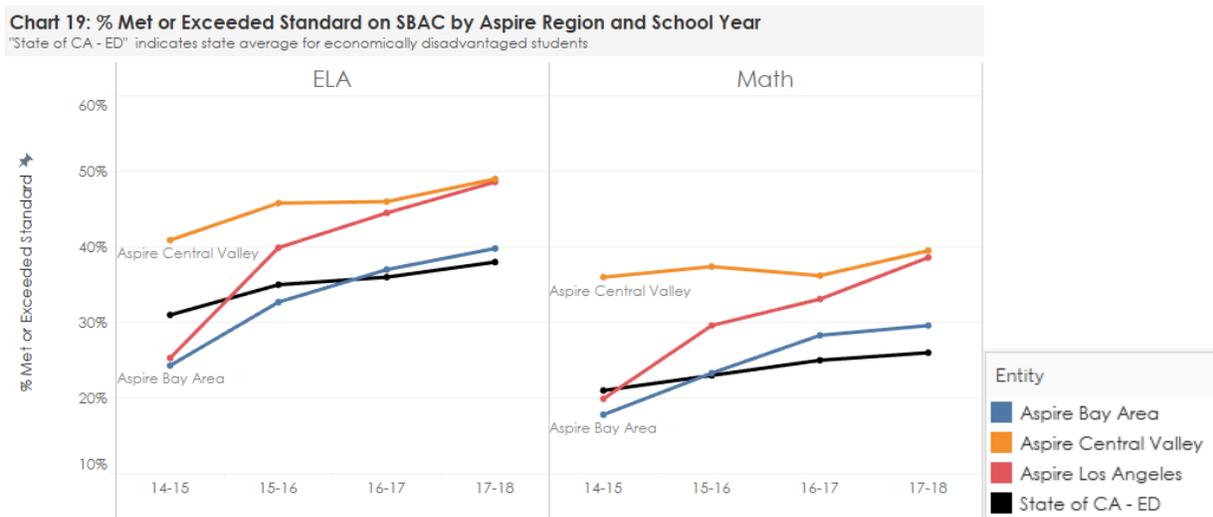
A(i). Results

1. Assessments

Aspire's instructional approach is grounded in a rigorous, standards-based, and culturally-responsive academic program. We support all students in developing the skills and mindset they

will need to succeed in college and in creating opportunities for themselves, their families, and our communities. This approach nurtures an academic environment that produces strong results.

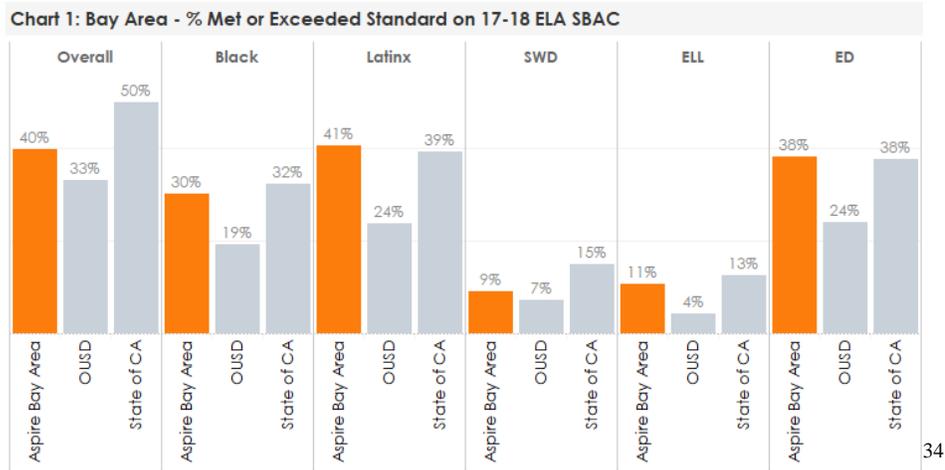
Aspire has outperformed and outpaced the economically disadvantaged (ED) California state average nearly every year since the implementation of the Smarter Balanced Assessment Consortium (SBAC) (the statewide standardized test in CA). Not only is Aspire outperforming the State with disadvantaged students, we are improving their achievement at a faster rate as well, suggesting that the positive gap between our disadvantaged students and others in California will continue to grow. Regionally, the results are just as impressive.



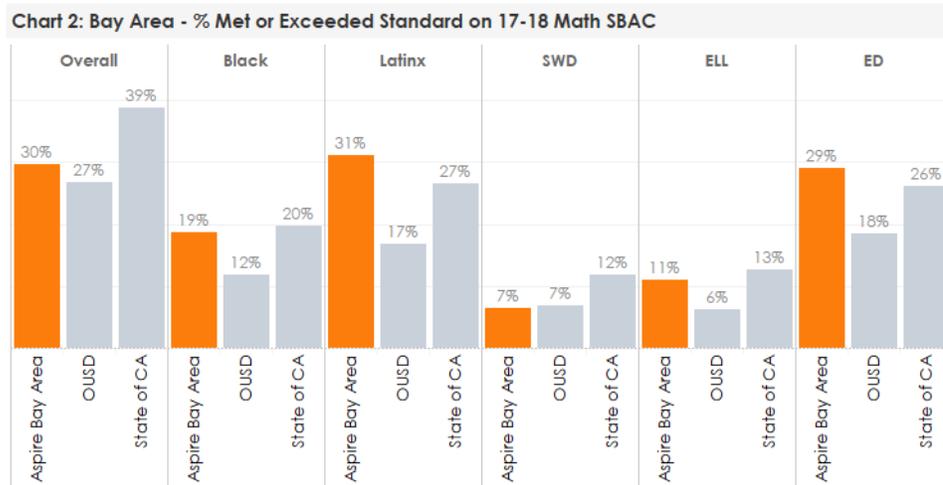
Bay Area - In our Bay Area region, we serve roughly 4500 students across eleven schools, four high schools (6-12), five elementary schools (TK-5), and two combined elementary and middle schools (TK - 8). In the 17-18 school year, Aspire outperformed its primary chartering district², Oakland Unified (OUSD), overall and in nearly every subgroup in both math and ELA on the SBAC. ELA performance among Aspire’s African American, Latinx, and ED students was

² We define a “primary” chartering district as any district that has authorized three or more Aspire schools

especially strong relative to OUSD, where the percent of students meeting or exceeding (% M/E) standards was nearly ten points higher.



Performance among Aspire’s Latinx and English Language Learner (ELL) students was similarly strong in math with both groups meeting or exceeding standards at nearly twice the rate of OUSD students.

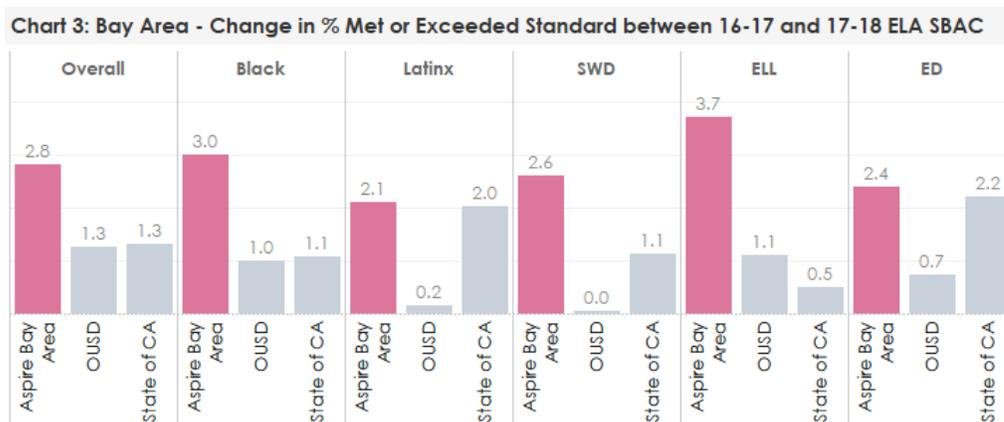


In addition to demonstrating higher absolute performance than OUSD, the Bay Area region also showed significantly higher growth in ELA. Between the 16-17 and 17-18

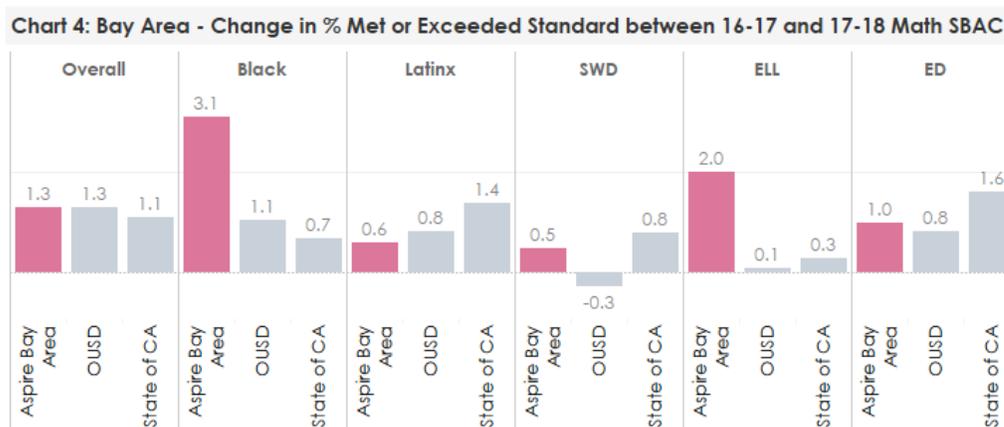
³ SWD = Students with Disabilities; ELL = English Language Learners; ED = Economically Disadvantaged

⁴ Source: California Department of Education. Data pulled from state research files downloaded from CAASPP

administrations of the SBAC, the percent of students meeting or exceeding standards increased by 2.8 points overall -- nearly twice the increase observed by OUSD and the State. The difference in growth was also notable for many student subgroups. African American students, students with disabilities (SWD), and ELL students all grew by a factor at least three times that of OUSD and the State as shown in chart 3 below.

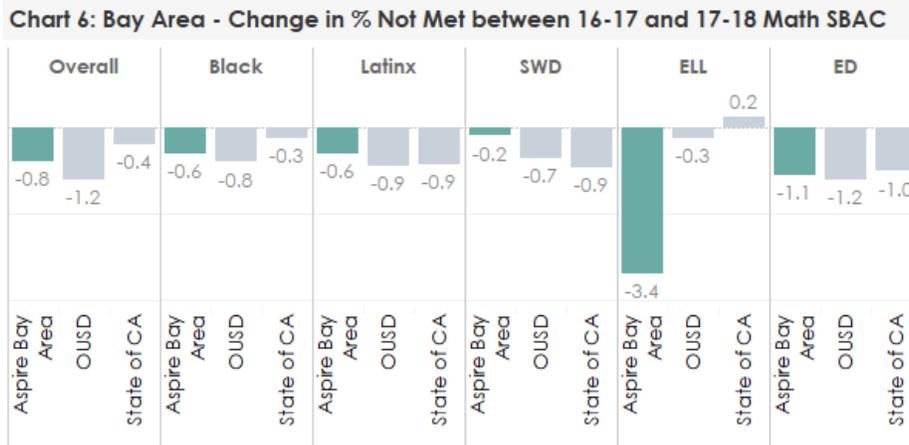
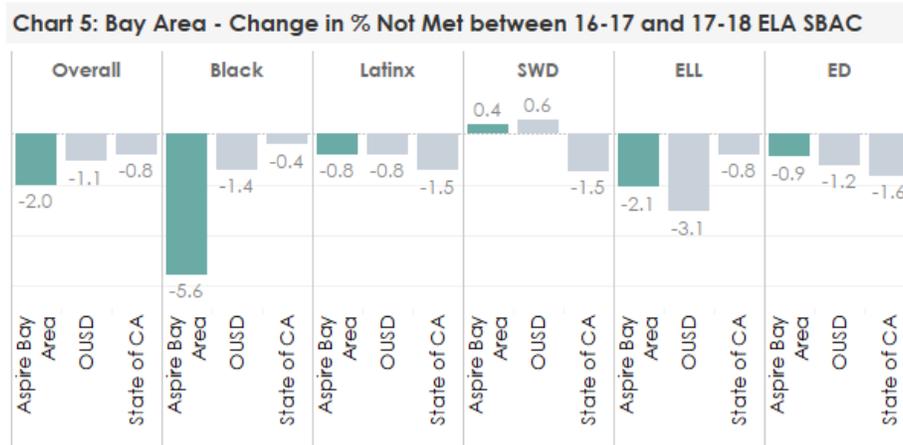


As can be seen below, even though our math achievement is already consistently higher than performance in OUSD, we are also able to achieve levels of continued academic growth in math achievement comparable to or greater than the local district for every subgroup.



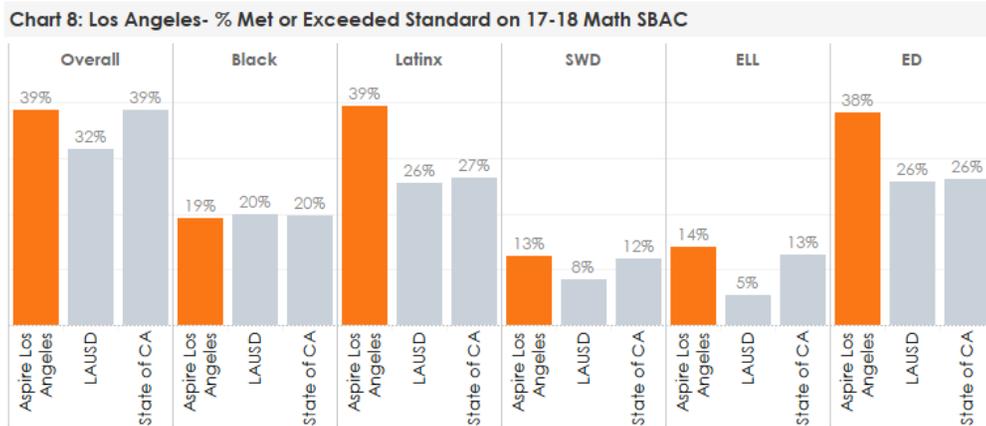
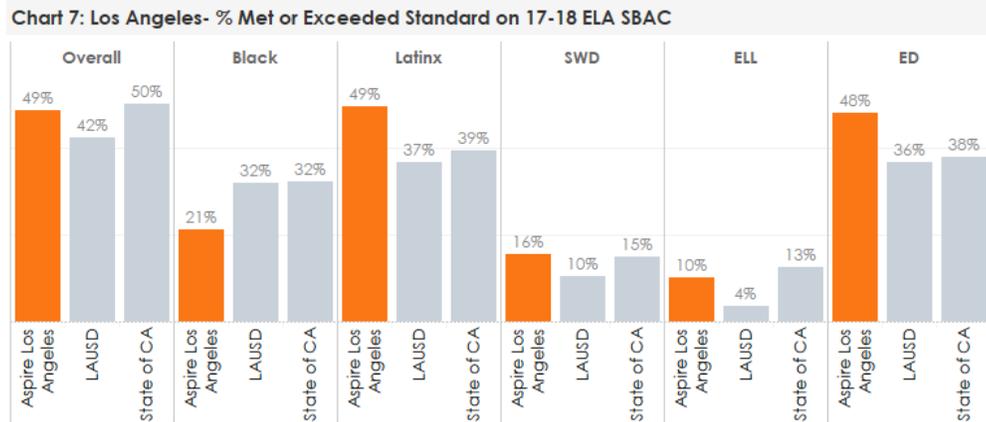
Although our hope is to ultimately see every student meet or exceed the state standards, we understand that progress can be gradual and that moving our most educationally disadvantaged students closer to proficiency is also critical. Charts 5 and 6 below show the

change in the percent of students who did not meet the state standard between the 16-17 and 17-18 administrations of the SBAC. It is encouraging to see that the decrease in this percentage overall in both math and ELA was at least twice that of the State. For African American students in particular, the decrease of almost six percentage points in ELA was over three times that of the state and OUSD.



Los Angeles - In our Los Angeles region, we serve over 4,600 students across eleven schools. In the 17-18 school year, LA outperformed both the Los Angeles Unified School District (LAUSD) and the state FRL average in both math and ELA in terms of the percent of students meeting or exceeding state standards on the SBAC. Performance among Latinx students and economically

disadvantaged students was especially strong relative to the State and LAUSD in math and ELA where the percentage that met or exceeded standards for both groups was at least ten points higher for each subject.



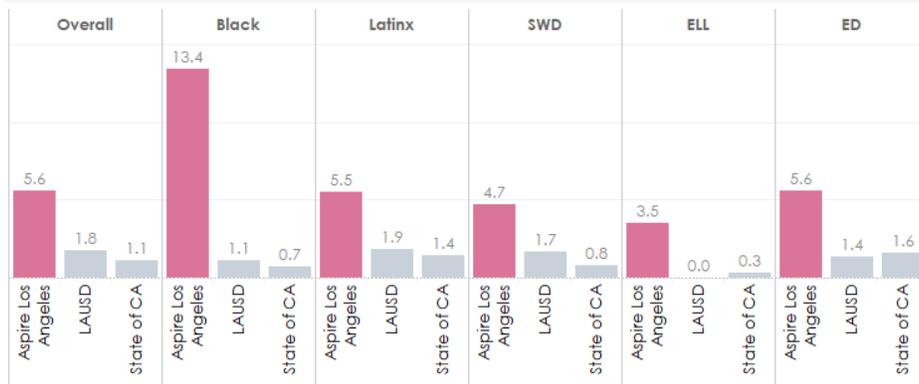
Charts 9 and 10 below show the change in the percent of students meeting or exceeding state standards between the 16-17 and 17-18 school years on the SBAC. In ELA, Aspire’s LA students grew 4.1 points which was more than double the increase of the state which grew 1.3 points. Growth among African American students, SWD, and ED students also outpaced both the State and LAUSD by a factor of at least two.

Chart 9: Los Angeles - Change in % Met or Exceeded Standard between 16-17 and 17-18 ELA SBAC



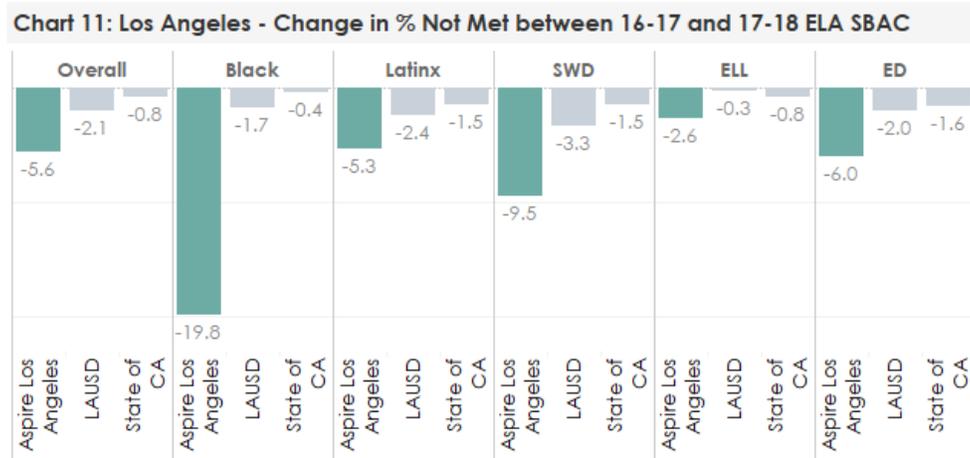
In math, Aspire’s growth was even more impressive. Aspire students boosted their % meeting or exceeding standards by 5.6 points overall -- over three times higher than the increase observed by LAUSD and the State. The high growth among African American students is striking as well, including a small but representative number of students (n=57). Latinx students and ED students represent the majority of all students in the region and also grew at a rate nearly three times that of LAUSD and the State.

Chart 10: Los Angeles - Change in % Met or Exceeded Standard between 16-17 and 17-18 Math SBAC

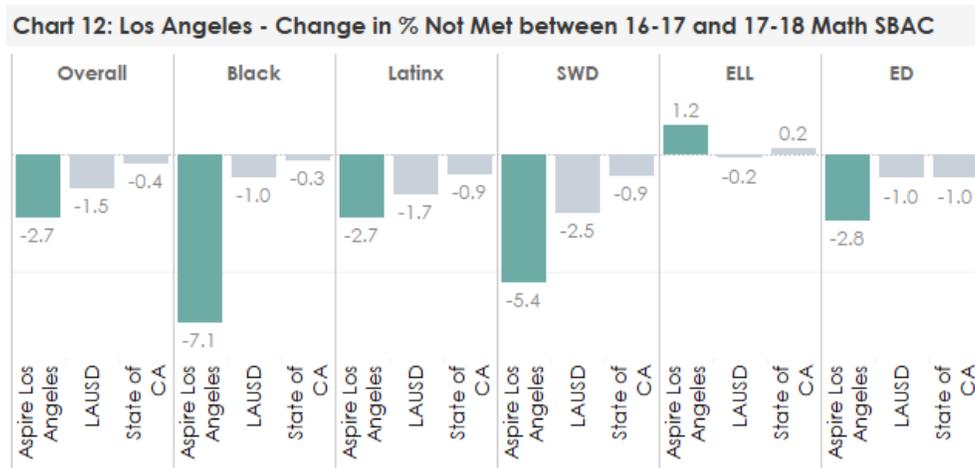


In addition to driving up the percentage of students meeting or exceeding state standards, Aspire LA also successfully reduced the percentage of students *not* meeting state standards at rates exceeding those of LAUSD and the state. We consider this to be a success as well given our commitment to ensuring that we’re supporting our lowest-achieving students in making progress

towards proficiency. In ELA, Aspire reduced the percent of students not meeting standards by 5.6 points -- double that seen in LAUSD (which dropped by 2.1 points) and seven times higher than for California overall (which only dropped by .8 points).



In math, the drop was less pronounced but still exceeded LAUSD and the State both overall and for all subgroups except ELL.



Central Valley - The Central Valley (CV) is Aspire’s largest and most established region, serving over 6,000 students across fourteen schools. In the 17-18 school year, the CV outperformed both of its major chartering districts (Lodi Unified and Stockton Unified) and the state FRL average overall in both math and ELA in terms of the percent of students meeting or exceeding state standards on the SBAC.

Chart 13: Central Valley - % Met or Exceeded Standard on 17-18 ELA SBAC

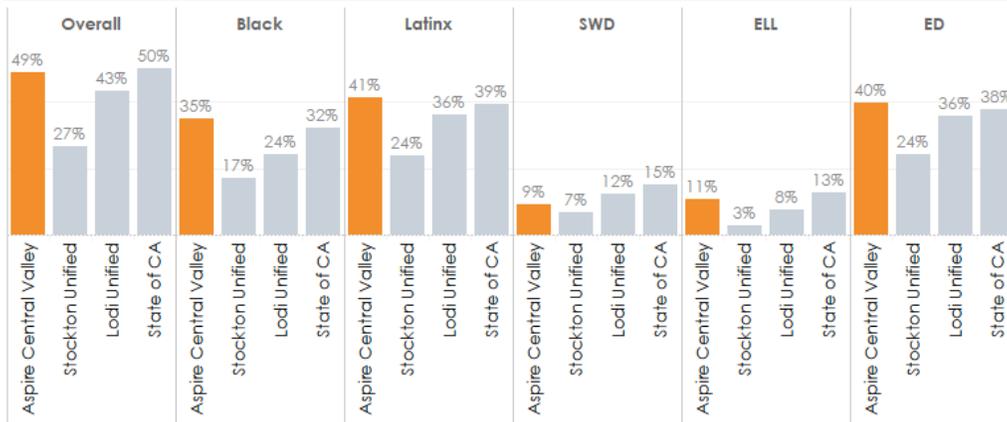
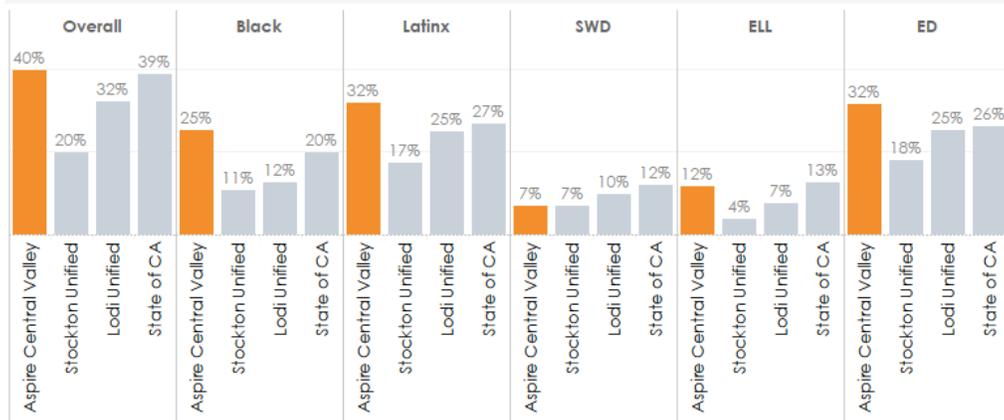
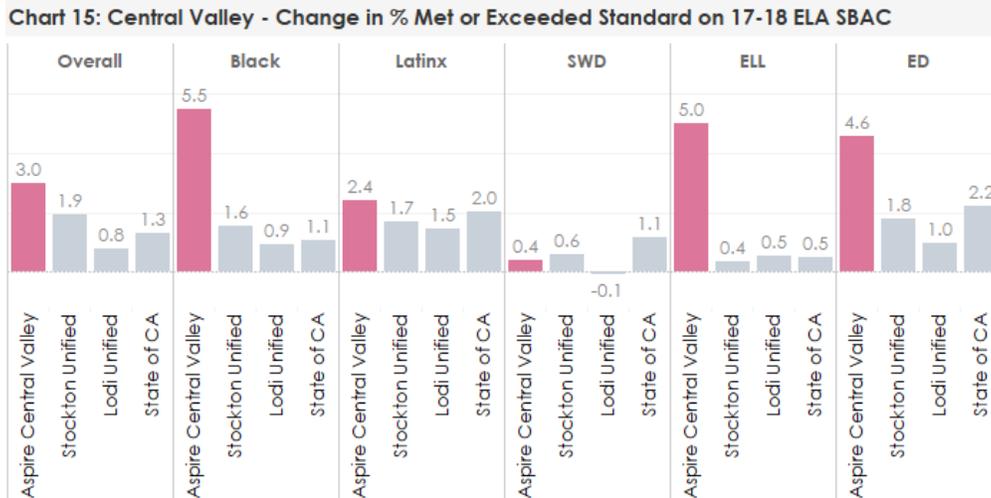


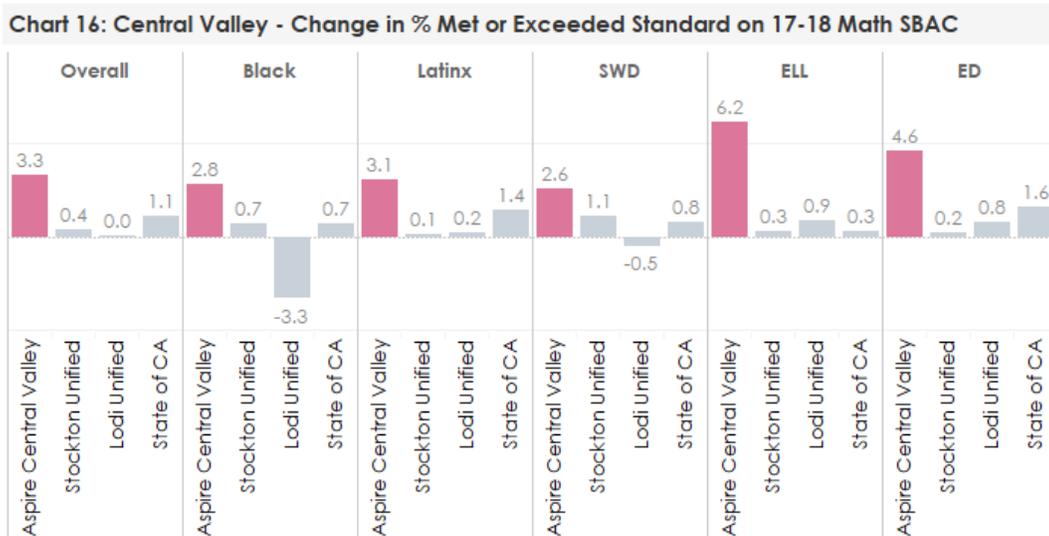
Chart 14: Central Valley - % Met or Exceeded Standard on 17-18 Math SBAC



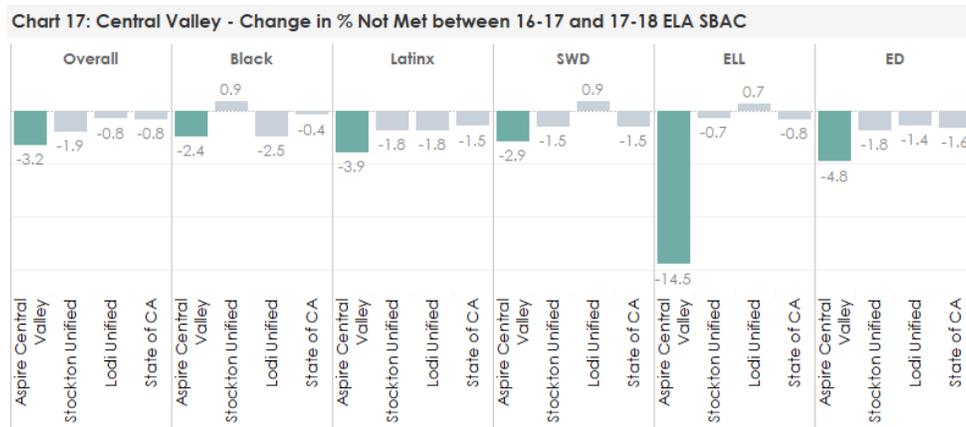
Charts 15 and 16 below show the change in the percent of students meeting or exceeding state standards between the 16-17 and 17-18 school years on the SBAC. In ELA, Aspire CV students grew 3.0 points -- more than double the increase of the State's 1.3 point growth. Growth among African American students, ELL students, and ED students also outpaced the state, Lodi Unified, and Stockton Unified by a factor of at least two.



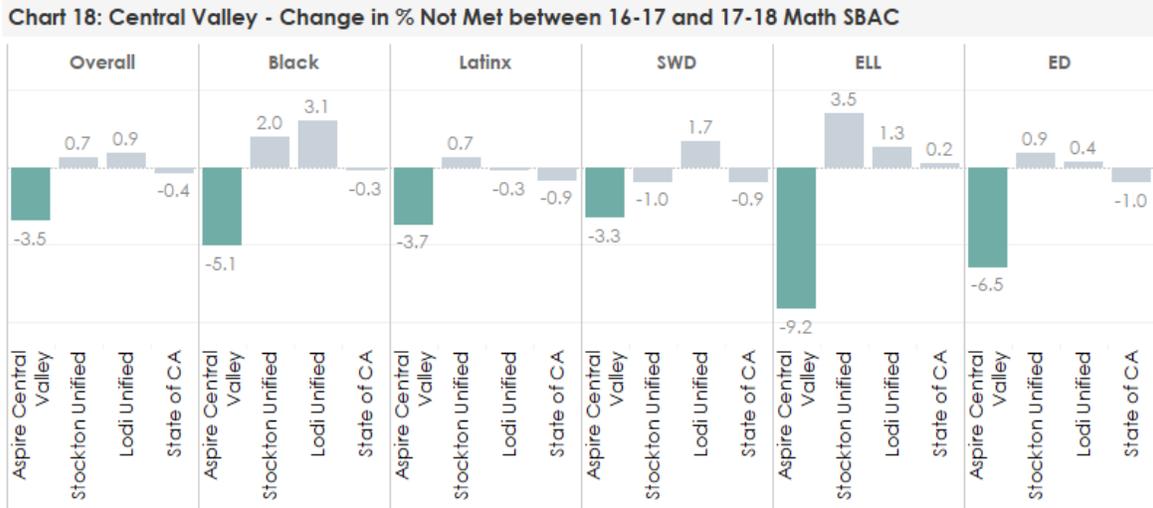
Similar to Aspire LA, growth in math in Aspire’s Central Valley schools outpaced the State and their comparison districts by an even wider margin than in ELA. Overall, the CV grew 3.3 points in math -- three times the growth observed by the State and over nine times the growth made by Lodi and Stockton Unified. Looking across each student subgroup, we see a similar pattern emerge. For example, economically disadvantaged students at Aspire grew 4.6 points -- more than five times that seen in the surrounding districts and roughly three times the growth observed in the state as a whole.



Charts 17 and 18 below show the change in the percentage of students who did *not* meet state standards on the SBAC. In ELA, Aspire CV reduced this percentage by more than every comparison district and the state overall and for all subgroups except African Americans, for whom progress was comparable to the higher-performing local district. The most notable drop occurred among ELL students, where 14.5 percent fewer students scored in the ‘not met’ category than in the previous year.



Aspire’s effectiveness in helping its lowest-achieving students move closer to proficiency becomes even more apparent in math. Between 16-17 and 17-18, Aspire CV reduced the percentage of students not meeting state standards by 3.5 points overall which was almost nine times the statewide decrease of 0.4 points. In Stockton and Lodi Unified, this number *increased* by nearly one percentage point overall. Aspire’s ability to support students in advancing out of the bottom proficiency level becomes even clearer when looking at performance among subgroups. Chart 18 shows that Aspire CV decreased the percent “not met” more than the state and comparison districts for every subgroup.



2. Attendance Data, Retention Data, and Graduation Rates

Average Daily Attendance (ADA) is strong across Aspire, with all 3 regions achieving average attendance greater than 95%. In all regions, attendance for English learners at Aspire is slightly higher than the overall Aspire regional average; low-income (FRL) students and Latinx students also have attendance numbers that are comparable to or higher than the overall regional average. State level and neighboring district data on attendance and retention was not available for us to share.

Average Daily Attendance

2017-18

Region	School	Overall	Asian	Black or African American	Hispanic	White	SpEd	EL	FRL
Bay Area	Regional Average	95.5	97.1	93.7	95.9	94.5	94.9	95.8	95.5
	ACA	94.3		93.4	94.5		92.0	95.7	94.3
	ARTA	95.8	97.6	96.3	95.7	95.4	95.1	95.9	95.7
	ATTA	94.6	95.2	94.0	95.3	97.8	95.6	95.9	94.7
	BMA	94.1	95.3	93.2	95.4	93.0	94.2	95.4	93.8
	CAL	97.1	97.6	95.6	97.3	96.9	95.2	97.4	97.2
	EPACS	96.3	96.7	93.5	96.4	96.9	96.2	96.2	96.2
	EPAPA	94.3		90.7	94.8		93.8	94.7	94.4
	ERES	95.6	98.6	90.0	95.9		96.1	95.8	95.6
	GSP	95.2	97.2	94.3	95.4	94.7	94.5	94.5	95.2
	LWP	96.1	100.0	92.7	96.3		94.4	95.9	96.4
MON	95.8	90.1	90.8	96.0		95.4	96.1	95.8	
Central Valley	Regional Average	95.4	96.9	94.5	95.3	95.2	94.3	95.6	95.1
	APEX	95.2	95.4	94.9	95.4	95.1	95.9	95.3	95.0
	ATCPA	95.6	96.7	94.7	95.8	95.9	95.3	96.0	95.6
	ATSA	94.0	96.3	92.0	94.4	93.2	91.7	94.9	94.0
	BHA	96.5	97.4	95.6	96.3	96.2	97.1	95.3	96.0
	BHM	96.5	97.4	97.0	96.2	96.7	95.1	94.8	96.2
	CHA	93.7	97.8	93.4	94.8	89.0	96.3	97.4	93.5
	LHA	95.4	96.4	95.1	95.4	93.4	94.4	96.3	95.2
	PCA	95.7	96.5	95.1	95.6	95.8	94.6	96.5	95.6
	ROCS	96.0	96.8	95.4	95.6	96.1	94.3	95.6	95.8
	RPA	94.8	96.1	94.7	94.8	96.2	93.7	95.1	94.8
	SCA	95.4	97.5	94.3	95.2	95.0	94.1	95.5	95.5
	UCS	95.9	97.4	97.2	95.5	95.7	94.4	96.5	95.3
	VCPA	93.1	96.6	92.1	93.4	91.0	92.6	93.4	92.9
VSA	96.3	96.9	97.2	96.1	95.7	95.2	96.1	96.2	
Los Angeles	Regional Average	96.3	90.4	93.9	96.4	96.4	95.5	96.5	96.3
	AFA	96.5	90.0		96.5		96.6	96.6	96.5
	AGA	95.6			95.6	95.1	94.3	96.2	95.6
	AIA	96.0		93.2	96.4	94.4	93.2	96.5	96.0
	AMLA	96.6			96.6		96.7	96.4	96.6
	APA	95.6		92.8	95.6	97.2	94.7	94.5	95.6
	ASA	96.0		93.5	96.4		93.0	96.2	96.0
	ATA	97.0	94.4	95.2	97.2	84.6	96.8	97.2	97.0
	CCPA2	96.9		91.2	96.9	97.2	95.8	96.5	96.9
	JCA	96.8			96.8	96.8	96.3	97.3	96.7
	OUP	95.9	89.3	94.6	95.9		95.6	95.1	95.9
	TTN	97.1			97.1	100.0	96.9	97.1	97.1

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⁵ No comparison to student attendance data for the State of California was available.

The vast majority of Aspire students return to their campus year after year. In the Bay Area and LA, the student retention rate from 2017-18 into 2018-19 was 89%, and in the Central Valley it was 84%. We are extremely proud that across all 3 regions, our retention rates for Special Education, English learner, and low-income students are slightly higher than the regional averages - demonstrating the excellence with which we are able to equitably serve these populations and the trust we have built with our students and families.

Student Retention

2017-2018 retained into 2018-2019

Region	School	Overall	Asian	Black or African American	Hispanic	White	SpEd	EL	FRL
Bay Area	Regional Average	89.0	91.6	83.9	90.5	89.7	91.9	90.2	89.5
	ACA	87.8		87.2	88.6		100.0	88.8	88.5
	ARTA	90.5	85.7	84.6	92.6	75.0	96.3	96.3	91.4
	ATTA	85.7	100.0	83.0	90.1	100.0	88.0	88.6	85.9
	BMA	88.5	91.7	87.2	90.4	87.5	84.8	89.9	89.3
	CAL	91.9	93.2	83.6	93.8	100.0	93.3	96.9	91.5
	EPACS	87.6	75.0	100.0	87.3	100.0	94.9	85.8	87.0
	EPAPA	78.3		75.0	78.4		94.1	81.1	78.6
	ERES	88.0	100.0	33.3	90.1		92.0	88.0	90.1
	GSP	89.6	100.0	78.6	91.9	100.0	88.9	91.5	90.3
	LWP	88.9		71.4	89.7		89.8	87.2	89.8
MON	93.9	100.0	87.5	94.0		100.0	93.5	94.2	
Central Valley	Regional Average	84.1	90.5	77.7	85.8	81.2	84.8	86.9	85.4
	APEX	91.4	88.6	92.0	91.9	100.0	90.0	87.3	90.9
	ATCPA	80.2	75.0	67.4	86.0	68.2	78.3	89.6	82.1
	ATSA	71.9	90.9	59.2	76.2	75.0	77.8	80.8	75.3
	BHA	94.2	97.6	100.0	93.1	91.3	78.6	93.3	95.0
	BHM	92.9	98.4	80.0	95.2	90.5	93.5	90.9	94.9
	CHA	69.8	100.0	72.2	67.8	20.0	50.0	91.7	69.9
	LHA	88.1	94.0	83.3	89.0	88.1	95.5	93.2	90.0
	PCA	92.2	91.5	91.5	92.0	94.7	96.3	93.2	93.6
	ROCS	93.4	98.7	73.1	91.9	95.0	86.4	92.4	94.2
	RPA	92.6	90.9	84.0	95.7	40.0	91.7	95.7	92.9
	SCA	73.1	64.1	42.9	73.8	82.5	83.3	80.7	75.6
	UCS	47.5	23.1	77.8	55.6	46.6	80.0	48.5	57.8
	VCPA	76.1	78.9	85.7	78.0	62.9	75.0	62.5	76.4
VSA	96.9	96.9	100.0	98.4	93.0	95.2	100.0	97.1	
Los Angeles	Regional Average	89.1	100.0	80.3	89.4	100.0	91.7	90.3	89.1
	AFA	89.8	100.0		89.6		100.0	91.3	90.2
	AGA	86.3			86.2	100.0	92.9	89.7	86.4
	AIA	87.4		87.0	87.4	100.0	92.6	87.4	87.3
	AMLA	89.6			89.6		93.9	88.5	89.3
	APA	89.1		100.0	89.3	100.0	96.7	90.2	88.8
	ASA	87.5		80.0	89.2		90.0	88.7	87.5
	ATA	89.1	100.0	79.3	90.0		84.2	91.9	89.1
	CCPA2	83.7		50.0	83.7	100.0	85.0	85.3	83.2
	JCA	93.0			92.9	100.0	81.3	92.6	93.5
	OUP	92.1	100.0	0.0	92.2		90.7	93.2	92.0
	TTN	94.2			94.2		100.0	94.6	94.2

⁶ No comparison data was available for retention rates for the State of California.

Not only do students stay with us year after year, they have a successful track record of graduating with us. **Aspire’s graduation rates are significantly higher than those of our comparison districts and the State of CA’s FRL average of 79.6 percent.** Aspire’s Bay Area high schools have a graduation rate 9.3 percentage points higher than OUSD, our Central Valley high schools have a graduation rate 8 percentage points higher than Lodi and 15.3 percentage points higher than Stockton, and our Los Angeles high school outperforms LAUSD by 16.5 percentage points. While the N-sizes for subgroups within schools is often too small to be reliably included in this data, the subgroup data we do have available shows that Aspire’s graduation rates are quite consistently higher than the comparison district(s) for all subgroups.

4-Year Adjusted Cohort Graduation Rate

Class of 2018

Region	School	Overall	Asian	Black or African American	Hispanic	White	SpEd	EL	FRL
Aspire Bay Area	State of CA	83.0	93.6	73.3	80.6	87.0	66.3	67.9	79.6
	Regional Average	84.1							
	CAL	83.0			76.3			71.4	79.5
	EPAPA	79.4			82.1				79.4
	GSP	93.0			92.2			92.3	92.9
	LWP	75.5			75.0			54.5	75.5
OUSD	Regional Average	74.8	89.6	75.7	68.0	82.9	60.2	60.2	74.5
Aspire Central Valley	State of CA	83.0	93.6	73.3	80.6	87.0	66.3	67.9	79.6
	Regional Average	93.6							
	ATSA	64.3							75.0
	BHA	98.6	100.0		100.0				97.6
	LHA	93.4		84.6	97.9		100.0		92.5
	VCPA	95.7			100.0				94.4
Lodi	Regional Average	85.6	88.1	74.4	85.2	86.1	61.6	75.1	83.6
Stockton	Regional Average	78.3	88.2	71.9	77.4	71.3	47.1	66.6	78.0
Aspire Los Angeles	State of CA	83.0	93.6	73.3	80.6	87.0	66.3	67.9	79.6
	Regional Average	96.6							
	OUP	96.6			96.5		100.0	94.4	96.5
LAUSD	Regional Average	80.1	90.6	77.2	79.3	81.7	63.0	54.9	80.0

3. College related metrics

Aspire combines a rigorous curriculum with individualized college counseling for all students, in order to best prepare our scholars for post-secondary careers. Aspire's class of 2017 college matriculation (attendance) rate is 85 percent. While state and national data on matriculation and persistence rates are not available, OUSD states that 60 percent of their students enroll in college after high school graduation. Aspire's 85 percent is well above this threshold. For more detailed data regarding our college persistence rates, see Appendix I.

A(ii). Compliance Closures

Aspire has a 20 year track record of successfully managing our schools across all metrics. Aspire's operational stability is evidenced in part by 80 successful charter renewals across our 36 schools in California, including nine successful renewals in 2018-2019 and 11 successful renewals in 2017-2018. No Aspire school has had their charter revoked, had their affiliation with Aspire terminated, or been closed due to issues with financial or operational management, student safety, or statutory or regulatory compliance.

A(iii). Compliance General

Beyond the lack of school closures, Aspire has an impeccable record of regulatory compliance and student safety, and has experienced no issues with regards to safety, compliance, or financial or operational management. Aspire has been very stable financially, with clean audits, significant cash reserves, and extensive experience managing federal grant funds, including a \$28M Teacher Incentive Fund (TIF) grant, a \$3M Investing in Innovation (i3) grant, and two previous Charter Schools Program (CSP) grants totaling \$22M.

B - Opportunities for Educationally Disadvantaged Students

Aspire was founded and exists to serve educationally disadvantaged scholars. The communities served by our schools and the scholars in our classrooms every day reflect this continued commitment. In California, Aspire serves 15,271 scholars, of whom 94% are scholars of color, 82% of whom qualify for free and reduced price lunch, 28% of whom are English Language Learners, and 8% of whom are special education. Our results show that we are changing the odds for Aspire scholars across all demographics, and that we are having an impact in the communities we serve. In the replication and expansion of schools, Aspire will continue its 20-year commitment to serving educationally disadvantaged scholars.

The logic model below underscores Aspire’s commitment both to our proven approach and to the long-term impact we aim to have for the scholars and communities we serve.

Logic Model

Inputs	Aspire’s Approach	Intermediate Outcomes by 2024	Long-term Impact
<ul style="list-style-type: none"> ● Effective, forward-thinking educators ● Educationally disadvantaged scholars ● Seasoned leaders ● Centralized support with effective, dedicated, and locally invested regional leadership ● Per pupil 	<ul style="list-style-type: none"> ● Small, community-based schools with active parent and community engagement ● Rigorous college preparatory education ● Personalized learning support ● Commitment to social-emotional learning ● Extensive support for post-secondary success 	<ul style="list-style-type: none"> ● Expand five existing Aspire schools to serve an additional 1,015 scholars by 2024 ● Replicate the existing Aspire model at six new schools to serve an additional 2,985 scholars by 2024 ● Improve student outcomes by increasing the students who score met or exceed on the ELA and Math on the SBAC by 3-5% points in each of the 5 years of the grant 	<ul style="list-style-type: none"> ● Increase access to a high-quality education for educationally disadvantaged scholars. ● Ensure more Aspire scholars graduate from four year colleges on-time, with little to no debt and find success in career and life.

funding ● Robust community and philanthropic partnerships	● Ability to adapt and innovate	● Double the percentage of Aspire graduates who finish 4-year college in 4 years from 16% to 32% ● Increase the percentage of Aspire graduates who finish 4-year college in any timeframe from 27% to 50% ● Increase the percentage of Aspire graduates who finish any post-secondary certificate or degree by 5% annually ● Increase the percentage of alumni whereabouts known by 10% annually	
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B(i). Communities Served and Student Demographics

In comparison with California-wide school demographics, Aspire serves a larger percentage of socioeconomically disadvantaged students. This organization-wide commitment to serving disadvantaged students is particularly evident in Aspire’s Bay Area and Los Angeles schools, which serve a disproportionately high number of disadvantaged students in comparison to both the state as whole and to their local districts (OUSD and LAUSD, respectively). Tables 1 - 3 provide a comparison of the demographics of Aspire’s students in each region in California compared to both the state as a whole as well as to the local districts in which our schools serve.

Aspire is committed to serving all students, including English learners. This is evidenced by the similar proportions of EL students at Aspire in comparison to their local districts. Aspire teaches a larger proportion of English Learners than both the California and OUSD average in the Bay Area. In Los Angeles, Aspire’s English Learner population is comparable - within 4

percentage points - to the State and LAUSD. Enrollment of English Learners at Aspire’s Central Valley schools is slightly lower than the state and surrounding district average.

Compared with the state and surrounding districts in each region (with the exception of Stockton), a greater proportion of Aspire scholars are Black or Latinx. Disaggregating by ethnicity, Aspire schools on average serve a slightly higher percentage of Latinx students and a slightly lower percentage of Black students, largely due to the population in the immediate area Aspire schools are located. Finally, Aspire’s proportion of students with disabilities is comparable - ranging from < 1% to a maximum difference of less than 4% - compared to California as a whole and to their local regions (OUSD for the Bay Area, Stockton & Lodi Unified in the Central Valley, and LAUSD in Los Angeles).

Communities Served

Table 1: Bay Area

	% Socio-economically Disadvantaged	% English Learners	% Latinx	% Black	% Students with Disabilities
CA State	61.5%	20.4%	54.3%	5.5%	11.3%
OUSD⁷	75.8%	31.2%	45.6%	24.3%	11.9%
Aspire: BA	87%	36%	76%	18%	10%

Table 2: Central Valley

	% Socio-economically Disadvantaged	% English Learners	% Latinx	% Black	% Students with Disabilities
CA State	61.5%	20.4%	54.3%	5.5%	11.3%

⁷ OUSD, Stockton Unified, Lodi Unified, and LAUSD were chosen as the comparison districts as these districts issue the charters at three or more Aspire schools.

Stockton Unified	83.0%	25%	66.1%	10.5%	10.2%
Lodi Unified	69.9%	21.3%	45.0%	6.8%	12.7%
Aspire: CV	65%	14%	54%	14%	8%

Table 3: Los Angeles

	% Socio-economically Disadvantaged	% English Learners	% Latinx	% Black	% Students with Disabilities
CA State	61.5%	20.4%	54.3%	5.5%	11.3%
LAUSD	82.3%	23.0%	68.8%	15.9%	12.5%
Aspire - LA	95%	19%	96%	2%	8%

Source: DataQuest 17-18

B(ii). Aspire will Recruit, Enroll and Serve Educationally Disadvantaged Students

With a mission to open and operate small, high-quality charter schools in low-income neighborhoods, Aspire is committed to recruiting, enrolling, and serving educationally disadvantaged scholars reflective of the communities where we have schools -- both existing schools and those we seek to replicate and expand.

1. Student Recruitment and Enrollment Plan

Aspire continually monitors our recruitment and enrollment across a number of metrics, including race, ethnicity, socio-economic status, ELL, and students with special needs. Strategies employed to ensure a diverse student population include:

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,

- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, other leadership organizations, and local preschools.
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school's curriculum and program.
- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students and special needs, including recruiting at special day classes at the preschool level.

For each school in the expansion and replication plan, a recruitment, enrollment, and retention plan aligned with that detailed above will be employed. This model and approach has proven successful in each of the 40 schools Aspire operates. Additionally, at each expansion schools, wait lists of aspiring Aspire scholars at those schools will provide significant opportunity to continue enrolling economically disadvantaged scholars. Each of the four high schools we seek to replicate through this grant will also allow us to build out our feeder patterns and provide a seat for every Aspire scholar from kindergarten through 12th grade. We expect and anticipate that all schools replicated and expanded will have demographics that reflect our 20-year commitment to recruiting, enrolling, and serving educationally disadvantaged students.

2. Community and Parent Engagement

Aspire's model of small, community-based schools promotes deep partnership and engagement within the communities we serve. This engagement and partnership begins before schools are opened, and continues once scholars are in classrooms.

Before new schools are opened, Aspire spends significant time in the community (1) getting to know the neighborhoods, (2) hosting Town Hall meetings for interested parents and to inform the overall community about Aspire's mission, vision, and plan to ensure quality educational opportunities for all scholars, (3) building support from civic leaders, and (4) establishing partnerships and collaborations with local districts.

In Stockton, where Aspire currently has 8 schools, and is seeking to add two new schools and to expand an existing school, the Aspire Area Superintendent sits on a number of local boards, including the board of Delta College, where Aspire scholars participate in our Early College High School Program and where a number of Aspire graduates matriculate. The Aspire Central Valley regional leadership team also regularly presents to the local Rotary Club and Stockton Business Council to share updates and progress on Aspire scholars and build community support. An Aspire teacher was elected to the Stockton City Council, and the Stockton Mayor teaches business classes at one of Aspire's Stockton high schools.

Similar instances of deep community connections can be found in each of our regions -- our Bay Area Superintendent partners regularly with local organizations including East Bay College Fund to provide scholarship opportunities to Aspire scholars, Oakland Promise to start college savings accounts for Oakland scholars beginning in kindergarten, and the California State Warriors for literacy programs that include incentives to win tickets to the basketball games.

Each Aspire region is led by an Area Superintendent born and raised in that region, with unparalleled and intimate local context and knowledge. These leaders are personally invested in their communities, and in ensuring that every student in those communities has access to a high quality education.

In addition to community engagement, Aspire ensures parental engagement, including:

Special Saturday Classes: Scheduled at specific Saturdays during the school year, these half-day sessions allow parents to attend school with their children and get to know the school site better. We believe it's important for them to see, feel, and experience the space that their children spend so much time in.

Guidance for At-home Support: Aspire coaches parents on how to structure reading at home (20+ min per day K-5), providing the right level of help with homework, participating in projects, and playing games that reinforce learning.

Participation in School Decision-making: Aspire includes two parent representatives on the School Site Council of each school, as well as parent participation on the school's Teacher Hiring Committee.

Parent Involvement- Parents are encouraged to volunteer, visit, and communicate regularly with the school in order to form a mutually beneficial partnership for the students' success. Parent volunteering is not a condition of admission and/or continued enrollment, but the school welcomes parents to morning meetings, assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings. Parents are asked to consider volunteering 30 hours of service to the school, and there are a variety of ways that parents can do this each year.

Communication is the key to a strong partnership, and all parents receive regular newsletters, robo-calls, messages through an online two way communication platform called ParentSquare, and annual opportunities to respond to formal school surveys. Aspire continues to strengthen the involvement of parents by improving the approach to School Site Council and

ELAC, with a Parent Coordinator whose job it is to bring parents and their voices into every aspect of the school.

In order to achieve this important end, pursuant to Education Code (EC) Section 52852, Aspire shares local control with a School Site Council (SSC). The SSC is comprised of the principal and representatives of teachers, other school personnel, and parents of students attending the school; in secondary schools, students themselves may be part of the group. The group is generally responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of Aspire's Local Control Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees. The SSC is an integral part of the success of the students and the school as a whole.

We will continue to recruit parent and community input and engagement in these ways and in the communities where we replicate and expand our schools. In each of these communities, Aspire already has deep roots, a respected reputation, and often hundreds of students on waitlists to get in.

3. Lottery and Enrollment Procedures

Aspire is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Aspire admits all students who reside in the State of California who wish to attend Aspire. No tests or assessments are administered to students prior to acceptance and enrollment into Aspire. We comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

The Aspire application process includes completing a Student Interest Form for each child interested in attending Aspire. Applications are accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, Aspire holds a public random drawing to determine enrollment for the impacted grade level. All students who are currently enrolled in Aspire from the previous school year are exempt from the lottery. Below is a sample of enrollment preferences if a public random drawing is necessary:

- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to Aspire
- Students who are eligible for free or reduced-price meals
- All students who seek to continue their preparation and readiness for college from other Aspire schools
- Children residing within the District
- All other students who reside in the state of California

All names are drawn randomly to determine the students accepted and those on the waitlist. The order of names drawn determines the order of names on the waitlist. After the public random drawing, accepted students are notified by the school Office/Business Manager by phone, email, and mail within two days and asked to register within two weeks for the upcoming

school year online or in person. All students who were not granted admission due to capacity are also contacted and told their number on the waitlist. This waitlist is posted in a public place in the school and allows students the option of enrollment in the case of an opening during the current school year. As openings become available, the Office/Business Manager offers enrollment to students in the order as listed on the waitlist through the online enrollment system.

In no circumstance will a waitlist carry over to the following school year.

Upon confirmation that a student has secured a spot at Aspire, parents must submit a completed Registration Form usually within two weeks. Every effort is made to contact the parents and ensure that the forms are submitted in a timely fashion. The school's Office Manager also helps parents who need assistance in completing the lottery and/or registration forms. The school keeps written records of the lottery forms, procedures, accepted lists, and waitlists for a period of one year.

Planned Application, Public Random Drawing, and Admission Schedule

Aspire utilizes the following application, public random drawing, and admission schedule, which may be abbreviated to ensure all steps are followed within a shorter time frame.

December – January: Recruit students (via referrals, networking, and holding enrollment and option fairs). Collect Student Interest Forms.

January - March: Send re-enrollment forms to existing students to identify open seats. Public random drawing conducted (if necessary).

March - May: Waitlist letters distributed to applicants not selected in the public random drawing. Acceptance letters and registration packets distributed to parent and children who have been drawn in the public random drawing.

School Closure Procedures

In the event an Aspire school closes, the Aspire Board of Directors will promptly notify parents and students at the school of the effective date. This notice will also include the name(s) and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students includes information to assist in locating suitable alternative high quality programs. This notice will be provided promptly following the Board's decision to close the school.

If there is another local Aspire school as a viable alternate option, Aspire will connect the two schools to ensure a smooth transition of supports and student records (in addition to all other administrative tasks).

Since Aspire operates small community based schools, our school administrative teams have strong partnerships with other local schools in the area to ease these types of transitions.

Notification to Receiving Districts

In the event that any students reside outside the District, Aspire will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.

4. Transportation Plan

A critical component of Aspire's mission is to open and operate community-based schools, thus many of our scholars and families walk to school or have a short commute by car, bicycle, or public transit. For every new school we open, we develop a thoughtful transportation

plan that includes any potential transportation challenges. In the past, we've worked closely with public transit organizations to create affordable programs for our students and families and often work directly with our families to encourage carpooling and other transportation solutions. We also develop a community engagement plan as part of the new school opening process, which often includes the development of a Safe Routes to School plan.

5. Educational Program

Instructional Design

Aspire's educational program is designed to give students the content knowledge and habits of mind necessary to face the challenges and opportunities of the 21st century. The California Common Core State Standards ("CCSS") drive the instruction of all Aspire schools by providing the road map of what students need to know.

Aspire educators use a variety of pedagogical strategies to ensure all students learn and grow continuously. Aspire's Instructional Methods (AIMs) for math, English Language Arts, science and history provide guidance for the frequency and purpose for each type of instruction. These instructional strategies are well-aligned to the deep understanding required by the Common Core State Standards and the Aspire Student Learning Rubric.

Teaching Methods

The major strategies used include:

- **Explicit Instruction:** in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.
- **Massed and Distributed Practice:** this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over

the course of many months to increase the retention of previously learned skills and knowledge.

- Problem Solving: this method provides students with a step-by-step process for determining the solution.
- Inquiry: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.
- Culturally appropriate curriculum and instruction: A multicultural curriculum and culturally relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives.
- Flexible supports: Many supports will be provided within the classroom, the school, and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.
- Diagnostic assessment: Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students.

Curriculum

Aspire uses a combination of adopted programs and curriculum developed in-house to meet state standards and build basic skills, higher-order thinking skills, and life-skills. The research-based curriculum is clearly articulated as a K-12 system and based on the CCSS.

- Foreign Language: Aspire offers instruction in one or more world languages as part of an elective program, as determined with stakeholder feedback and student interest.

- English Language Arts: Aspire’s ELA program is designed to reflect the ELA Common Core State Standards, specifically, Increased Rigor/Text Complexity, Nonfiction & Informational Text, Writing, Content literacy, Vocabulary, Independent reading, and Reading, writing, speaking and listening skills.
- Social Science: Aspire’s history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.
- Math: Aspire’s math program is guided by the following vision: All Aspire scholars have the right and ability to become confident, independent mathematical thinkers and problem solvers. It is our collective responsibility to provide a program of math instruction that will prepare students for college and career, and empower them with the knowledge and skills needed to use math to tackle problems that matter to them in their lives and communities.

Using Eureka Math in K-8, and adopting an integrated math curriculum in grades 9-12, Aspire’s math programs reflect the Math Common Core State Standards, specifically:

- Shifting from mile-wide, inch-deep curriculum: Deep understanding of the most critical key topics at each grade level
- Coherent progression: Mastery of these key grade level topics through coherent progressions across grade levels

- Conceptual understanding and procedural fluency: Balance between building conceptual understanding while increasing procedural fluency
- Foster reasoning and sense-making in mathematics: Critical-thinking and problem-solving skills students need to be successful 21st century thinkers

Aspire students apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to be competent in symbolic reasoning and in constructing logical arguments.

- Science: Through the implementation of the Next Generation Science Standards (NGSS) students demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. They apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.
- Social and Emotional Learning: Aspire is committed to supporting our students' social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator: (1) Managing emotions and behaviors; (2) Feeling and expressing empathy and compassion for others; (3) Making responsible decisions; and (4) Setting and achieving positive goals.

- Visual and Performing Arts: Appreciation and participation in the fine and performing arts are essential to each student’s development. Emphasizing creativity and self-expression, the arts are integrated into the instructional program in order to inspire students, help concepts and information come to life, support multiple intelligences and experiential learning, and ensure cultural literacy.
- Health: Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and assemblies.
- Physical Education: Aspire’s Physical Education program helps students develop cardiovascular fitness and participate in movement activities that contribute to balance, coordination, agility, as well as learning about different sports and games.

Assessment

Assessment is a critical tool for observing individual student progress, determining the efficacy of individual teachers, and evaluating the success of the program as a whole. Multiple assessments provide robust information on students’ learning regarding all three outcomes.

Aspire students are assessed through:

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balanced Assessment Consortium assessment, CELDT and Physical Fitness Test);
- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Placement Reading Diagnostic (PRD));
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, English Language Arts Writing Performance Tasks);

- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Eureka Interims, Mid Module, and End of Module Assessments, Illuminate assessments; math computation quizzes, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports);

Technology as a Tool

At Aspire, technology is used as a tool for research, communication, and production. Aspire has a combination of laptops and Chromebooks, usually at 1:1 or 2:1 student to computer ratio. Students exercise higher-order thinking skills through simulations and presentations, their communication and production skills through electronic mail and publishing, and their research skills through use of electronic references, including the Internet.

Aspire's Program Design Elements

Aspire incorporates numerous research-based and proven program elements that are innovative, thoughtfully implemented, and results driven, especially for the underserved student population of Aspire. Aspire employs best practices to achieve the vision of College For Certain. These include:

1. Building school communities where students and families are connected and teachers know their students well in order to meet their individual needs.
2. Providing more learning time per day and per year in order to maximize learning time and address all elements of the Common Core State Standards. This includes increased time for core subjects.

3. Instructional Design which is Common Core aligned and which uses strategies, curriculum, and materials that ensure that student learning is personalized, monitored frequently, and leads to the wide ranging skills for 21st Century Learners.
4. Instructional program based on the Instructional Pyramid (see Appendix I, Attachment 1) so that all areas of well-aligned content areas (ELA, Math, Science, etc.) are addressed: Vision, College Ready Metrics, Student Habits and Competencies, Standards, Teacher and Leader Practices/Development, Content and Curriculum, Assessment Model, Data System, and Multi-Tiered Support System.
5. Social Emotional Learning and Culturally Responsive Teaching in order to powerfully support our students' social and emotional development to be caring and productive citizens.

Community

Aspire schools are broken into divisions and small classes to create a community where each student is known personally.

- **Small Schools:** Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd.
- **Small Class Sizes:** In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain 30:1 ratio in grades four through twelve.
- **Advisory Groups:** Beginning in the 6th grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. The advisor acts as a bridge between Aspire and the students' other communities (e.g. family, work, clubs, social service agencies). Ideally, the same group stays together for

multiple years, sometimes through graduation, and provides a support structure for students.

Learning Time

Aspire provides roughly 10-15% more learning time for students than traditional public schools, and uses time more effectively during the year and day to maximize in-depth learning.

- **Longer School Day:** Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools have, on average, a 7.5 hour school day for grades 1-12, about one hour more instruction each day than students in traditional public schools.
- **Longer School Year:** Aspire schools provide approximately 180-185 days of instruction, which is more than most traditional public schools. Often there is additional instruction during holiday breaks. Some of these additional days are on Saturday, when families can attend class with their children.
- **Modified Traditional Calendar:** Aspire uses a modified traditional calendar (shorter summer break) to decrease the loss of learning during extended breaks.

Interventions and Enrichment

Aspire instructional program is designed with the understanding that not all students learn at the same time in the same way; and as teacher and other school personnel create Personalized Learning Plans for each student, all available data drives the teacher's response to the individual student's learning needs. Aspire uses the Response to Intervention Program (RtI) to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade level standards. The most important element

of RtI is a tiered approach to progress monitoring in order to assess how students are doing and the effectiveness of the curriculum, as follows.

Tier 1 -- at the classroom instruction level -- ensures that teachers are differentiating the instruction to understand each student's strengths and weaknesses, including individual assistance, small group review, and personalized courseware experiences.

Tier 2 adds supplemental and more frequent interventions in or outside of the regular classroom that may often happen with a specialized teacher or instructional assistant.

Tier 3 interventions are designed for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. As expected, this type of intervention is intense and typically delivered for a minimum of two 30-minute sessions every week for nine to twelve weeks, with specialized materials and approaches.

All teachers at Aspire receive professional development on intervention strategies, especially those tailored to the specific needs of English Learners or students of underserved populations. The tiered approach to intervention moves quickly and must be efficient enough to give students the support they need and deserve just in time. If Tier 3 assistance is still unsuccessful, the teacher works with the Principal and Leadership Team to move forward with the Student Services Team process to determine next steps.

Aspire and Special Education:

Aspire provides a comprehensive Special Education program with specialized academic instruction and supports, and a range of all related services. Based on the belief that all children have the right to be part of the whole school community, Aspire's priority is to coordinate and integrate all components of the instructional program to ensure ALL students receive what they

need to make progress.

Aspire's Special Education program supports all students in the Least Restrictive Environment through inclusive practices in collaboration with families, communities, and school site teams within the core program to address the unique needs of diverse learners.

Families: It is our priority to closely partner with families in their child's education journey, in particular the development of their child's Individual Education Plan (IEP) process. To best serve all of our families, Aspire Public Schools has a highly accessible and responsive Special Education across all regions.

In our Secondary Program, a collaborative effort between College Guidance Counselors and Special Education Post-Secondary Transition Planning ensures students are prepared for appropriate choices for continued learning, career planning, and/or independent living.

Aspire schools have highly-qualified special educators and related service providers who support students with Mild/Moderate and Moderate/Severe disabilities across our 40 schools in California and Tennessee.

Special Education teammates at Aspire are part of a Professional Learning Community with role-alike peers across each region, which includes dedicated opportunities for professional development and professional growth.

Aspire and English Language Development:

English Language Development/English as a Second Language: Self-contained classroom teachers use the California English Language Development Standards (2012) during Integrated ELD and EL Achieve's Systematic ELD Units for Designated ELD.

Integrated ELD: All teachers use an ELD standard from Part I and Part II of the California Department of Education English Language Development Standards for their Grade

Levels in tandem with the content standard that they are addressing. Teachers also create a language objective that addresses the function that they expect their students practice during structured student interactions. In addition to conducting formative assessments throughout the lesson for content, teachers also assess and give feedback to ELs about their language use within a specific content area. Integrated ELD is supported with specifically chosen GLAD strategies that provide a vehicle for structured student interactions.

Designated ELD: Teachers use the Systematic ELD Units from EL Achieve to deliver designated ELD instruction. While the purpose of this time is language learning, the units support content instruction (science, health, social studies, and visual and performing arts) and students learn language through topics that support instruction throughout the day. Instruction is backward mapped from weekly language goals and designed to teach high-leverage language students need to develop English language proficiency. There are six themes for the three proficiency levels: Emerging, Expanding, and Bridging. Units are aligned to Common Core Reading, Language, Speaking and Listening, and Writing Standards. Students are grouped by proficiency level and are scheduled for a 30-45 minute block in order to receive ELD instruction at their targeted proficiency level. Assessments are built into the units and teachers continue to collaborate with each other in order to share the progress of their English Learners.

C - Quality of the Aspire's Evaluation Plan

Aspire is a results-oriented organization that places strong emphasis on clearly identified goals, objectives, and measures. We believe it is incredibly important to clearly measure our success and to regularly return to these measurements to guide our prioritization and decision-making. Our methods of evaluation for this replication and expansion project will include performance measures tied to the two main goals: (1) Increase access to a high quality education

for educationally disadvantaged students; and (2) increase the number of college-ready graduates who matriculate to and graduate from a four-year college.

Aspire will evaluate our successes in meeting our two main goals based on the performance measures outlined in the table below:

Project Goals, Objectives, and Measures

Goals	Objectives Category	Objectives	Performance Measures
Goal 1 – Increase access to a high-quality education for educationally disadvantaged students	Increase access	1.1 Increase the number of schools	By 2024, Aspire will have 42 schools in California. In ‘20-’21, Aspire will add 1 new school and expand 3 existing schools. In ‘21’22, Aspire will add 3 new schools and expand 5 existing schools. In ‘22-’23, Aspire will add 2 new schools and expand 5 existing schools. In ‘23-’24, Aspire will expand 3 existing schools.
		1.2 Increase the number of students served	By the ‘23-’24 school year, the number of TK-12 students enrolled in Aspire California schools will increase from 15,200 to 19,200. In ‘20-’21, Aspire will add 625 scholars. In ‘21-’22, Aspire will add 1565 scholars. In ‘22-’23, Aspire will add 1280 scholars. In ‘23-’24, Aspire will add 530 scholars.

	Provide a high-quality program	1.3 Increase student achievement results on state ELA assessments	Percentage of students who meet or exceed state standards on the SBAC ELA assessment will increase by 3-5% points in each of the grant years.	
		1.4 Increase student achievement results on state Math assessments	Percentage of students who meet or exceed state standards on the SBAC Math assessment will increase by 3-5% points in each of the grant years.	
	Serve educationally disadvantaged students	1.5 Maintain or increase the percentage of low-income students	Percentage of students qualifying for free and reduced price meals will be $\geq 80\%$ for all five years of the grant project	
		1.6 Maintain or increase the percentage of students with disabilities	Percentage of students with disabilities will be $\geq 9\%$ for all five years of the grant project.	
		1.7 Maintain or increase the percentage of students who are English learners	Percentage of students who are English learners will be $\geq 20\%$ for all five years of the grant project	
	Goal 2 – Increase the number of college-ready	Increase college readiness	2.1 Increase percentage of students graduating from high school	Cohort graduation rate will be $\geq 85\%$ for all five years of the grant project

graduates who matriculate to and graduate from a four-year college		2.2 Increase percentage of graduating seniors who have A-G qualified	Percentage of graduating seniors who are A-G qualified will be $\geq 95\%$ for all five years of the grant project.
	Increase college matriculation	2.3 Maintain or increase the percentage of graduating seniors who are accepted to a four-year college	Percentage of graduating seniors accepted to a four-year college will be $\geq 95\%$ for all five years of the grant project.
		2.4 Maintain or increase the percentage of graduating seniors who matriculate to a four-year college	Percentage of graduating seniors matriculating to a four-year college will be $\geq 75\%$ for all five years of the grant project.
	Increase college success	2.5 Increase percentage of alumni four-year college degree attainment	Percentage of graduating seniors completing a four-year college degree within six years will be $\geq 50\%$ by the conclusion of the grant.

In addition to specific performance measures for this project, we regularly employ four main categories of metrics to measure overall progress at Aspire:

- (1) Aspire-wide mission metrics: Exist in perpetuity because we believe strongly in them as indicators of if we are fulfilling our mission.
- (2) Strategic Priority Measures: measures of success for strategic initiatives that will likely change year over year.
- (3) School Health Metrics: Used by instructional leaders to monitor school health.

(4) Teammate survey questions: Used as a measure to monitor progress towards our school, strategic, and org-wide metrics.

In the area of School Health Metrics, the following chart guides the categories of measurement:

Category	School Health Metric	CA School Dashboard
Student Achievement	ELA & Math State Test Results	X
	EL Progress	X
	Graduation Rate + College & Career Readiness	X
Student Culture	Chronic Absenteeism	X
	Suspension Rate	X
	Student Survey	X
	Student Enrollment - SPED, EL, FRL, Ethnicity	X
	Student Retention	
Teammate Culture	Teammate Retention	
	Teammate Survey	
	Teacher Observations	
Financial Health	Financial Metrics	

We review these metrics both in aggregate as well as disaggregated by subgroup with an eye towards disproportionality. In addition to the metrics listed above, our teachers are consistently using a variety of assessments as critical tools for observing individual student

progress. See the “**Assessment**” paragraph within the “Educational Program” section of this project narrative

D - Project Timeline, Responsibilities, and Milestones

Aspire has significant experience successfully managing large projects on a variety of timelines, including managing two past CSP grants totaling \$22M.

D(i). Sustainability, Multi-year Financial Projections

The \$9.4M project budget will support one-time expenses during the School Start-Up phase and during the first few years of replication or expansion as each school ramps up to full scale. The project budget will consist primarily to support planning year staffing (i.e. Principal, Business Manager, Community Outreach Manager, and Student Recruitment Manager) during the planning year, to purchase curriculum, supplies, equipment, and furniture necessary for supporting the new students, and to support additional instructional support staff in advance of full scale. Each of these components supported by project funds are either one-time or can be sustained on public funds at full scale.

At full scale, each school will be able to support their budget with ongoing public funding alone and without additional philanthropy. We can confidently state that we will be able to operate our schools on ongoing public funding alone because **each of our current 36 California schools already operates without philanthropy**. We have extensive experience in planning for special grants to ensure that we can sustain the operation of the schools after the grant has ended. Many of these schools previously received one-time start-up funds, either through a Charter School Program grant or other start-up funding sources, and we have successfully transitioned them to being self-sustaining on ongoing public funds. As mentioned previously, Aspire also had

other large federal grants (TIF, i3) that we have successfully sustained the project activities after the completion of the grant period.

Another important variable in sustainability is accounting for facility costs. As many of our expansion school plans are tied to expanding our current schools in newly constructed facilities that will be owned by Aspire, ensuring that we can adequately plan for and sustain the cost of these facilities is critical. In this area too, we have extensive experience. **Aspire currently owns the facilities for 16 of our 36 California schools, and each of these schools has a self-sustaining budget on public funds that supports the facility costs for these Aspire-owned facilities.**

D(ii). Timeline and Milestones

Aspire's performance measures will accurately measure the performance of the expansion and replication project as outlined above in the Project Goals, Objectives, and Measures chart within section "C - Quality of Aspire's Evaluation Plan". Our goals, objectives and measures are achievable – as proven by our history of success in both enrollment growth and student achievement – yet also ambitious, which is in line with the overall mission and vision of our organization.

Aspire has a strong culture of measuring performance with data. All levels of the organization, from grade level teams up to the Executive Team, make continual and strategic use of data and cycles of inquiry to guide decision making. To complement that data culture, Aspire also has a robust data warehouse and data systems team. The team was built over ten years ago through the support of multi-million dollar grants from Bill & Melinda Gates Foundation and the Michael & Susan Dell Foundation, and established a strong in-house capability to track and analyze key organizational data. Aspire's data efforts also spawned Schoolzilla

(<https://schoolzilla.com/>), which is a public benefit corporation that spun off of Aspire in 2013 and that now provides a best-in-class data warehousing, analytics, and reporting solution that is used by over 100 school districts and CMO across more than 30 states. For more detail on Schoolzilla’s services, see Appendix I, Attachment 3. This data culture and capability will ensure that we will be able to continually measure our progress against the project goals.

The six replication schools (two K-5, three 6-12, and one 9-12) and five expansion schools (one K-8, three K-5, and one 6-8) are scheduled to open/expand on the following projected timeline across the five year project time period.

	2018-2019 (Current)	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
Bay Area Region						
Total Schools	11	11	11	11	12	12
Total Students	4,450	4,450	4,675	5,125	5,405	5,635
Central Valley Region						
Total Schools	14	14	15	17	17	17
Total Students	6,100	6,100	6,625	7,225	7,625	7,625
LA Region						
Total Schools	11	11	11	12	13	13
Total Students	4,650	4,650	4,650	5,040	5,640	5,940
Aspire-Wide						

Total Schools	36	36	37	40	42	42
Total Students	15,200	15,200	15,950	17,390	18,670	19,200

Prior to each school replication or expansion, Aspire utilizes a three-phase growth process that includes Growth Strategy & Planning, Site Search & Due Diligence, and School Start-Up. Each phase includes cross-functional collaboration across the Home Office, Regional Office, and School-site levels. Below is a summary of each phase in the growth process:

1. **Growth Strategy & Planning:** As part of Aspire’s five-year strategic planning process, growth priorities are defined through a collaborative process, approved by the Executive Team and the Board of Directors, and then calibrated each year by organizational and regional leaders. Aspire is currently focusing on growth within our existing regions to support student outcomes, which are reflected in our current growth priorities:

- a. Open new schools and expand existing programs to improve feeder patterns in California
- b. Upgrade facilities for existing schools to support student outcomes
- c. Explore and analyze other strategic growth opportunities within existing regions

One critical aspect of the Growth Strategy & Planning process is defining Aspire’s Greenlighting Framework, a tool that is used to evaluate the viability of growth opportunities throughout the Site Search & Due Diligence phase. Aspire’s Director of Growth & Strategy and the Executive Team work closely with regional and school leaders to determine whether or not to greenlight a replication school or an expansion of an existing school in a new facility based on this criteria. This Greenlighting Framework includes eight criteria areas: Student Need & Enrollment, Programmatic Alignment, Facility Cost, Funding, Charter/Political Risk, Talent, Feeder Impact, and Location.

2. Site Search & Due Diligence: Once the growth priorities are defined, Aspire’s Growth & Real Estate team leads a site search in collaboration with regional leaders. The team develops site search requirements for each growth priority and works with external partners to identify and evaluate potential sites leveraging the Greenlighting Framework. Once a potential new site is identified, an estimated full project cost is developed based on initial assumptions. The Regional and Finance teams calibrate on enrollment and staffing projections against the estimated project cost to determine financial viability of the proposed project. The Growth & Real Estate and Finance teams also collaborate to align on a financing plan for the school. In addition, the Advancement team pursues potential funding opportunities for the project.

If the project is determined to be financially viable and meets the other criteria on the Greenlighting Framework, the project is discussed by the Executive Team with the Area Superintendent. If a decision is made to move forward, the project is brought to the Board of Directors for approval.

3. School Start-Up: Once the Board of Directors approves a project, the Growth & Real Estate team continues to partner with an external developer to refine and finalize designs, obtain all necessary local approvals, and begin construction. While construction is occurring, there are many actions related to the details of the new school planning process that occur to set the school up for success. The School Start-Up process can take 18-30 months, depending on the size and scope of a project. Below is a summary of the various components of the School Start-up process with an approximate duration for each workstream.

School Start-Up Process

Workstream	Owner(s)	Approximate Duration
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Facility Design - develop a design of the new space for the proposed academic program, which includes initial drawings for local approval and eventually construction documents.	Growth & Real Estate Team + External Partner	6-9 months
Local Approvals - obtain approval from the city or county (depending on the local jurisdiction) from the planning and building departments to occupy the land and construct the facility.	Growth & Real Estate Team + External Partner	6-12 months
Construction - build the new facility, including all necessary site work – depending on the site, this may be new construction or a renovation of an existing structure.	Growth & Real Estate Team + External Partner	12-18 months
Community Outreach - build relationships with local officials, community leaders, and families.	Regional Team + School Leader	18-24 months
Cross-functional Growth Team Communication & Check-ins - internal process to stay aligned with key stakeholders and prepare for the new school opening.	Growth & Real Estate Team + Regional Team + School Leader	6-9 months
Programmatic Planning - convert the vision of the academic program into reality, including classes offered, use of space, and scheduling.	Regional Team + School Leader	6-9 months
Student Recruitment/Enrollment - recruit students and families to apply for the new school through in-person, digital, and print marketing.	Regional Team + School Leader	6-9 months
Teammate Recruitment - recruit potential employees to apply for the new school through in-person, digital, and print marketing.	Regional Team + School Leader	6-9 months
Selecting and Procuring Furniture and Supplies - identify, select, and order all necessary furniture, supplies, and materials.	School Operations Team	3-6 months

Site Operations Configuration - create an operations plan for the new site that includes pick-up/drop off procedures, traffic management, bell schedules, emergency preparedness, etc.	School Operations Team	3-6 months
School Move-in and Set-up - move and install all furniture, supplies, and materials into the new site and set-up all classrooms and offices.	School Operations Team	1-2 months

D(iii). Key Project Personnel

The primary responsibility for Aspire’s replication and expansion plan will reside with Aspire’s Executive Team, and specifically with Dr. Jeanine Hawk, Chief Financial Officer. The Executive Team has extensive experience managing large federal grants, including two previous CSP grants totaling \$22M, a \$28M Teacher Incentive Fund (TIF) grant, a \$3M Investing in Innovation (i3) grant. Dr. Hawk has also managed federal grants (Title III, HSI (Hispanic-Serving Institutions), and TRIO) in previous organizations. Profiles for each of the Executive Team members are included below.

Jeanine Hawk – Chief Financial Officer, Project Director for Aspire CA CSP 2019 Grant:

Dr. Hawk has over 20 years of administrative experience in higher education, primarily at the community college level. Dr. Hawk has extensive experience managing federal grants, including Title III grants, HSI grants, and TRIO grants. Dr. Hawk was most recently Chief Financial Officer for Bay Area Council and Bay Area Council Foundation. She oversaw the financial, human resource, IT and administrative functions of the organizations. Previously, she served as Interim Vice-President, Administrative Services for Napa Valley College and Vice-President, Administrative Services for Alliant International University where she was CFO and also held responsibility for academic support and student services for seven California campuses. She served as the Interim Chancellor and Vice-Chancellor of Administrative Services for the San

Jose Evergreen Community College District, and for five years as the Vice-President of Educational Resources and College Operations for De Anza College, where she also held district-wide responsibility for Professional Workforce Development. Dr. Hawk also served seven years at Rogue Community College in Southern Oregon. Her experience in education was preceded by her work in the private sector. Dr. Hawk received her Bachelor's Degree in Social Science from the University of California, Irvine, her Master's in Business Administration from Southern Oregon University and her doctorate in Higher Educational Leadership from San Francisco State University.

Mala Batra – Interim Chief Executive Officer: Mala Batra joined Aspire in 2011 and has managed various functions including strategy, growth, and operations – overseeing the launch of six new schools, designing the organization's strategic planning process, and leading Aspire through the selection process of Memphis as the its first expansion city outside of California. In her work, Ms. Batra has managed past CSP grants awarded to Aspire. Most recently, she has been working to evolve the central support structure to ensure effective and efficient support for Aspire's schools and regions. Prior to joining Aspire, Mala held project management roles at Levi Strauss & Co. and Gap Inc. and worked as a consultant for Deloitte. Mala holds a B.S. from University of California, Berkeley and an M.B.A from Harvard Business School.

Anupam Mishra, Chief People Officer: Anupam serves as the Chief People Officer for Aspire. As a member of the senior leadership team, Anupam focuses on Aspire-wide strategic issues with a particular emphasis on culture, equity, recruiting, and professional development. Prior to joining Aspire in November of 2017, Anupam spent most of his career driving innovation and excellence in the private sector. As managing director of Hellman & Friedman, he invested in and coached organizations from good to great, developing high-performance, people-driven

cultures. Under his leadership, companies like Renaissance Learning and Ellucian launched pioneering software tools to support educators and students in more than 40,000 K-12 schools and 2,400 universities, respectively. Anupam also has served various non-profits, including advising the New Schools Venture Fund and acting as a Director on the board of a secondary charter school in East Palo Alto. Anupam holds a B.A. and M.B.A. from Harvard University, and is currently a Fellow in the Broad Academy, a national professional development program for urban school system leaders.

Ian Roberts, Chief Schools Officer: Ian Roberts leads the Aspire Superintendents Team and is responsible for the coaching and development of the Superintendents, Associate Superintendents, and Principals; and the organizational-wide implementation of the K-12 instructional program, ensuring equity, cohesion, and rigor across content. Prior to this role, Ian served as the High School's Network Superintendent with Saint Louis Public Schools, where he coached, supported, and evaluated high school and alternative schools principals. Ian previously served as a school turnaround principal and principal-manager in what were once failing and persistently dangerous schools in Baltimore City, Washington, D.C., and the South Bronx, New York; where he and his team of teachers, staff, the community, and school leaders successfully turned around those schools as measured by student academic and behavioral achievement, college acceptances, teacher retention, and reduction in issues of equity and disproportionality. Ian earned his B.S. in Criminal Justice from Coppin State University, M.S. in Secondary Education from St. John's University, MS. In Executive Leadership from Georgetown University, and Ed.D in Urban Educational Leadership from Morgan State University.

Jennifer Garcia, Chief Academic Officer: Jennifer serves as Aspire's Chief Academic Officer responsible for leading Aspire's instructional vision and program design. She has over 20 years

of experience as an educator, including 8 years as a founding principal at Aspire Ollin in Los Angeles, and five years as a lead principal helping drive Aspire's college partnerships and initiatives work.

Mary Cha-Caswell, Chief Operating Officer: Mary joined Aspire with over 20 years of experience in business management, operations and information technology. Having spent the majority of her career with Gap, Inc., Mary has extensive experience leading teams, transformative projects and navigating organization-wide change while running domestic and international businesses. Mary oversees Aspire's Operations, People, Data & Assessment and Technology teams. Mary also serves on the Board of Directors for the San Francisco AIDS Foundation.

Bess Kennedy, Vice President of Advancement: Bess started as a 4th grade teacher at Aspire East Palo Alto Charter School in 1999. She taught there until 2003, when she left to attend law school. Bess then spent ten years as a litigator, primarily with Bingham McCutchen in San Francisco, before returning to Aspire as the Vice President of Advancement in 2016. In this role, Bess oversees all fundraising, development, marketing, and communication for the organization. Bess holds a BA in Philosophy from Stanford University and a JD from New York University School of Law.

Casey Hoffman, Director of Growth & Strategy (Interim Chief of Staff): Casey is in his 6th year at Aspire and oversees growth strategy, real estate development, new site searches and school openings. He developed Aspire's 5-year growth strategy and has led the development and opening of ten new Aspire schools and facilities. His work has also included managing past CSP grants for Aspire. Prior to Aspire, he spent 5 years at the UCSD Autism Research Program as an Early Childhood Interventionist and is co-founder of See Beneath, a non-profit that develops

early development tools for children with autism and their families. Casey holds a BA in Psychology from UC San Diego and MS in Global Leadership from University of San Diego.

Application Requirements

- (a) High Quality Charter School:
 - (i) B(ii), **"5 - Educational Program"**
 - (ii) B(ii), **"4- Transportation Plan"**
- (b) For each charter school:
 - (i) A(i), **"1 – Assessments", and Appendix G Student Academic Achievement**
 - (ii) A(i), **"2 - Attendance Data, Retention Data, and Graduation Rates"**
 - (iii) A(ii) and A(iii)
- (c) Educational Program:
 - (i) B(ii), **"5 - Educational Program"**
 - (ii) **Introduction and Project Overview**
 - (iii) B(ii), **"5 - Educational Program", Instructional Practices**
- (d) See appendix F
- (e) A(ii) and A(iii)
- (f) **B - Opportunities for Disadvantaged Students**
- (g) N/A
- (h) **C - Evaluation Plan**
- (i) B(ii), **"2 - Community and Parent Engagement"**
- (j) B(ii), **"3 - Lottery and Enrollment Procedures"**
- (k) B(ii), **"5 - Educational Program", Aspire and Special Education**
- (l) B(ii), **"5 - Educational Program"**
- (m) See Budget Narrative Attachment
- (n) See Appendix H
- (o) B(ii), **"1 - Student Recruitment and Enrollment", School Closure Procedures**
- (p) N/A