TABLE OF CONTENTS

Standard RFP Application

Supplemental Plan

Attachments

Appendices

EXECUTIVE SUMMARY

1. Executive Summary

Aspire is proud to participate in the historically significant Public School Choice (PSC) process in Los Angeles public education reform. Aspire Public Schools was successful in round 1.0 and is now applying for **South Region ES #6 in the second round of PSC to replicate the successful model at South Region #4 in South Gate.** Aspire takes this work very seriously and hopes to enrich all students' opportunities to pursue rigorous educational opportunities and to enter and <u>finish</u> college. As Aspire believes that strategic and **well planned expansion and growth maintains the excellence of its program** for students, Aspire is excited to add schools in Los Angeles. In addition Aspire is incentivized generously by local and national endowments and grants to expand. In 2008, Aspire received $5 million from The Eli and Edythe Broad Foundation to grow in Los Angeles, and this fall it won $14 million from the United States Department of Education to grow 12 – 15 additional schools in Aspire over the next five years. Aspire is the only Charter Management Organization (CMO) in California to receive this federal grant.

Aspire is excited to move into another section of South Los Angeles which is 3 miles from the schools in Huntington Park (HP) and close enough to meet our criteria for good growth.   Aspire's criteria for "good growth" are based on the belief that **the expansion of an organization needs to be handled responsibly**. The criteria include that new schools (1) will cause no additional financial burden to existing schools; (2) will be located within 15 minutes of an Aspire secondary school to which they have the possibility of matriculating; (3) will only grow in currently existing locales or clusters: (4) will continue to allow access and ease to grants that are tied to growth and (5) and will continue to be able to receive the same support from Aspire home office.

Aspire Public Schools CMO was founded in 1998 by experienced educators and entrepreneurs with the mission to enrich students' lives and reshape local public school systems. Aspire is the first K-12 CMO started in California. Aspire has always been a fiscally solvent organization and has successfully opened and renewed 30 charter schools across California. No Aspire charter has ever been revoked and all have experienced positive audits**. Aspire's four-part mission is:**

- To increase the academic performance of California's diverse students
- To develop effective educators
- To catalyze change in public schools
- To share successful practices with other forward-thinking educators

Aspire has a twelve year history of starting and running high performing charter schools in California. Based on the 2010 Academic Performance Index, the **average Aspire school grew 14 times its state target**, and now is the **highest performing district in California** that has 10 or more schools that serve at least 50% low income students. Currently the Aspire organization operates 30 schools statewide and serves 10,000 students across California. Aspire clusters elementary and secondary schools within a close geographic area in order to provide students a kindergarten through 12th grade education. Because of this, Aspire students are exposed to the *College for Certain* mantra early and can maintain it throughout their K-12 education. Aspire sends class after class to college, accomplishing the goal of *College for Certain* for students. Aspire consistently receives high praise and was awarded **four Title I Academic Achievement Awards** and **four California Distinguished Schools** last school year. This year Aspire has a **Blue Ribbon Award** for an Aspire school in Sacramento.

Aspire opened its first school in Los Angeles in 2005 in Huntington Park and has added four additional schools to the **Huntington Park Cluster with a Middle School and High School. Aspire HP now consists of a continuous K-12 *College for Certain* program.** Having completed the HP cluster in 2009, Aspire was ready and willing to grow a new cluster close by. Aspire applied and was successful in Round 1.0 of PSC and moved into South Region ES #4 in South Gate. Aspire now operates eight schools in the Los Angeles area. Since Aspire successfully completed the Public School Choice 1.0 process, there are many elements that Aspire is now familiar with during the second round of PSC and the opening of South Region ES #6.

Aspire will **proudly open South Region ES #6 and relieve the over-crowded neighboring schools**. Aspire is committed to serving students from 61st, 66th and 68th Street schools. Aspire is proud that ALL of its schools serve students from the immediate, surrounding communities.

Since Aspire has been extremely successful with similar student bodies at four elementary schools in Huntington Park, Aspire is confident it will experience similar student outcomes in nearby South Los Angeles. Aspire demonstrates a

proven track record in Los Angeles: **APIs at Aspire's five HP schools outperformed all the neighboring schools in Huntington Park, as well as the feeder schools to South Region ES #6. Note the four year growth. Currently, the 2010 APIs for the Aspire schools in Los Angeles are shown below:**

Aspire Huntington Park Cluster	2006-07	2007-08	2008-09	2009-10	4-Yr API Growth
Antonio Maria Lugo	690	785	825	846	156
Centennial College Prep	670	761	784	794	124
Huntington Park Charter	679	778	818	833	154
Jr Collegiate Academy		768	795	844	NA
Titan				824	NA

Aspire's elementary schools scored in the top **15 out of 240** elementary schools that are 92%+ Free and Reduced Lunch in LAUSD. Aspire also has a historical track record of success with similar populations to South Region ES #6 that include 87% Latino and 13 % African American.

Aspire schools in Oakland and in the central valley also show tremendous growth over the last five years in contrast to the three feeder schools to South Region ES #6. See the chart below:

5-YEAR API GROWTH OF FEEDER SCHOOLS TO SRES #6
AND ASPIRE SCHOOLS WITH SIMILAR DEMOGRAPHICS

	2006	2007	2008	2009	2010	% Black	% Latino	API Growth
LAUSD FEEDER SCHOOLS								
61st. St.	686	730	713	718	737	20	80	51
66th St.	680	687	728	735	746	9	91	66
68th St.	671	675	704	712	730	17	83	59
ASPIRE SCHOOLS IN OAKLAND, STOCKTON & SACRAMENTO								
Monarch, Oakland	710	795	776	773	825	10	90	115
Berkley, Oakland	643	730	767	817	825	69	31	182
Rosa Parks, Stockton	647	725	737	775	873	30	70	226
Capitol Heights, Sac.	673	757	788	825	825	66	34	152

Aspire's vision is based on a philosophy of Five Core Values. These values follow and match the elements that are the foundation for the vision of South Region Elementary School #6.

Collaboration:
Working collectively to accomplish more than what is possible alone

Aspire strongly believes in the power of collaboration. Aspire educators collaborate daily on planning instruction and reviewing data. Teachers work together to make changes in the pacing of lessons when needed to move students to proficiency. Teacher teams are comprised of Lead Teachers (successful experienced Aspire teachers) teachers at the same grade level. Aspire truly believes in working together for all the students in the school.

Aspire is eager to continue collaborating with Los Angeles Unified School District (LAUSD) for special education by adhering to the Modified Consent Decree and with facility services to perform major deferred maintenance on the site itself.

Ownership:
Individual and group accountability for results, actions and decisions

Aspire utilizes data to drive all decisions and instruction. Multiple forms of data are available to schools to diagnose and plan effective instruction and intervention.   Aspire administers quarterly benchmark exams, as well as, individual tests (Cycles of Inquiry) for each state standard. Results are disseminated rapidly by state standard, content strand and/or proficiency level by the Aspire Data Team. A sample of a portion of a typical correspondence to a principal: *"Based on the winter benchmark projections, we will create a list of AYP target students who are on the cusp of proficiency for additional academic supports."* From this list, the Principal will *immediately* organize intervention groups within the classroom and afterschool and accelerate student achievement.

Aspire practices **accountability in a variety of ways**. Each school is held accountable for its results, as is each Teacher and Principal, student and the Aspire Superintendent.   Students are regularly tested **on each California State Standard**. The Aspire staff routinely analyzes data to improve instruction. Data is utilized to guide remediation and re-teaching. Aspire shares all data with students and parents. Pre and post test results, as well as Aspire Benchmark data, are posted in every classroom so students and families can track and celebrate their growth. Aspire staff and teachers work together to ensure that each student progresses academically.

Purposefulness:
Deliberate action focused on the organization's goals and priorities

Aspire is focused on student outcomes. The Home Office in Oakland generates regular, timely data reports that provide schools with useful information on a

student by student basis, as well as by each content strand. Each educator continually receives sufficient data to <u>remediate, modify and/or accelerate instruction</u>. Aspire is also focused on College readiness. Each classroom is named for a college and uses the regalia and language of the university or college to instill the ***College for Certain*** mantra to all students. Every morning all pupils gather alongside their parents and community to chant their own college cheers.

To further ensure positive student outcomes, Aspire has lengthened the school day and the school year. <u>The Aspire school calendar provides a longer instructional day (25 minutes longer than other local elementary schools) and a longer school year (186 days). In addition to the increased instructional day minutes, the "Extended Day" for intervention students is an additional two hours following dismissal.</u>

Quality:
Commitment to excellence and the discipline to continually improve
Aspire is committed to providing exemplary instruction and a college ready curriculum for each student. The quality of curriculum, professional development and classroom instruction is monitored regularly by peers, Principals and the Superintendent. Due to the small size of Aspire schools, (elementary schools are never larger than 380 students) no teacher or student is overlooked or lost. When teachers cannot meet the needs of the students, they are provided additional support by Lead Teachers, content coaches and administration. After a reasonable length of time and support, teachers who cannot improve, leave Aspire. The commitment and expectation level is very high for all teachers, staff and students.

Aspire's curriculum has a proven track record across California, as well as in a close by local community. The model is so successful that **no Aspire school has been in Program Improvement.** Aspire's commitment to excellence is modeled by the entire educational staff. Aspire's Los Angeles Superintendent worked for 38 years in LAUSD and was a principal and project manager in schools in South Los Angeles.

Aspire will recruit and select only the finest principals and teachers for South Region ES #6. The recruitment and selection process for staff is very comprehensive and rigorous because Aspire recognizes that the teachers and the Principal are the keys to success. The Home Office does the general recruitment for teachers and principals. For the Principal, the selection committee will interview final candidates who have been screened by the Home Office and the Los Angeles Superintendent. The committee will include two

local community representatives, parents, as well as Aspire staff members. Once the Principal(s) are selected they will begin to recruit and select staff.

Aspire traditionally opens schools by _seeding_ them with experienced and successful Aspire teachers. These teachers provide the foundation for the newer staff and assist in supporting and training new staff. The selection process for teachers is detailed and thorough and includes a demonstration lesson. Following the demo, the entire staff will interview the candidate again.

Customer Service:
Responsiveness to the needs of external and internal customers

Aspire searches and nurtures community and business partners. In Huntington Park, Aspire partnered with Disney Studios, Home Depot and Kaboom to build two playgrounds at two HP elementary schools.

In the community of South Region ES #6 Aspire has forged partnerships with:

- **University of Southern California (USC) Rossier School of Education**. It will provide student teachers, as well as social work interns
- **California State University at Los Angeles (CSULA**). It will provide counseling interns to each school, supervised by a College professor
- **Hubert H. Humphrey County Health Center. It** will provide assistance with health and social services

Other partners include:

1. **The Eli and Edythe Broad Foundation** assists with facilities costs for new Aspire schools in Los Angeles.
2. **Susan Dell Foundation** funds the Area Superintendent position and resources and supplies.
3. **Bill and Melinda Gates Foundation** funded a $60 million grant for **"The College Ready Promise"** to improve the college entrance rate and teacher effectiveness across 5 CMOs in Los Angeles.
4. **Teach for America** utilizes Aspire schools as a training site and provides candidates for teaching jobs at Aspire.
5. **Oprah Winfrey Angel Network** donated $1 million to Aspire for additional teacher compensation and supplies for students.

In early September, Aspire reached out to LAUSD with the Applicant Team Community Outreach Form to set up the first community meeting on Thursday, October 7, 2010 with the South Region ES #6 community. Following this initial meeting including an orientation about the public school choice process, Aspire hosted three additional meetings to explain the Aspire

Charter school model, answer questions, and, most importantly, solicit community output about desires for South Region ES #6.

Aspire worked with **"Families that Can"** (a parent outreach organization in South Los Angeles) to train select Aspire families to assist with community outreach in the newer community. Aspire wanted to orient the community to charter schools and Aspire successes. In October, a screening of *Waiting for Superman* was extended to community leaders and parents to learn more about the charter school movement.

On November 3, 2010 the second community meeting with the feeder schools and other applicant teams was held at 66th St. School.   Aspire offered parents bus transportation to tour Aspire's Huntington Park elementary schools three miles away on December 9, 16 and two dates in January, 2011.

Aspire's Attributes for **Success:**

a. **Small schools**. All elementary school populations are less than 350 students so each teacher, and student, is held accountable for high performance. No one falls through the cracks. **South Region ES #6 will be divided into three autonomous Academies with approximately 310 students.   Each** Academy will have its own principal, office staff and teachers.
b. **Looping**. Elementary students stay with the same teacher for two years. This accelerates the level of instruction and maximizes learning time.
c. **College for Certain Culture.** Aspire focuses all students on going to and graduating college from kindergarten through high school. Each classroom has a college identity.
d. **Quality of teachers and principals.** Aspire recruits and selects only the highest quality teachers and principals through a rigorous process. Each teacher and leader is held accountable for results.
e. **Stable teaching staff**. Aspire boasts an 85% retention rate at the schools in Los Angeles.
f. **Teacher training and support.** Training for all teachers is based on needs of the students they serve. Aspire does Aspire-wide, region-wide and local site professional development on a regular basis.
g. **Data driven instruction and decision making.** Aspire utilizes data to drive all decisions and instruction. Multiple forms of data are available to schools to diagnose and plan effective instruction and remediation. Aspire administers quarterly benchmark exams, as well as, individual tests (Cycles of Inquiry) for each standard. Results, shown by standard, content strand and/or proficiency level, are quickly disseminated. Teacher data teams and administrators analyze, diagnose and remediate constantly.

h. **Additional instruction time, longer school day and longer school year** All Aspire students receive instruction for additional time each day, as well as for additional days each year. *Extended Day,* for students in Intervention programs extends the school day another two hours.

Aspire has managed to continue to increase student achievement over the last 12 years as evidenced in the chart below:
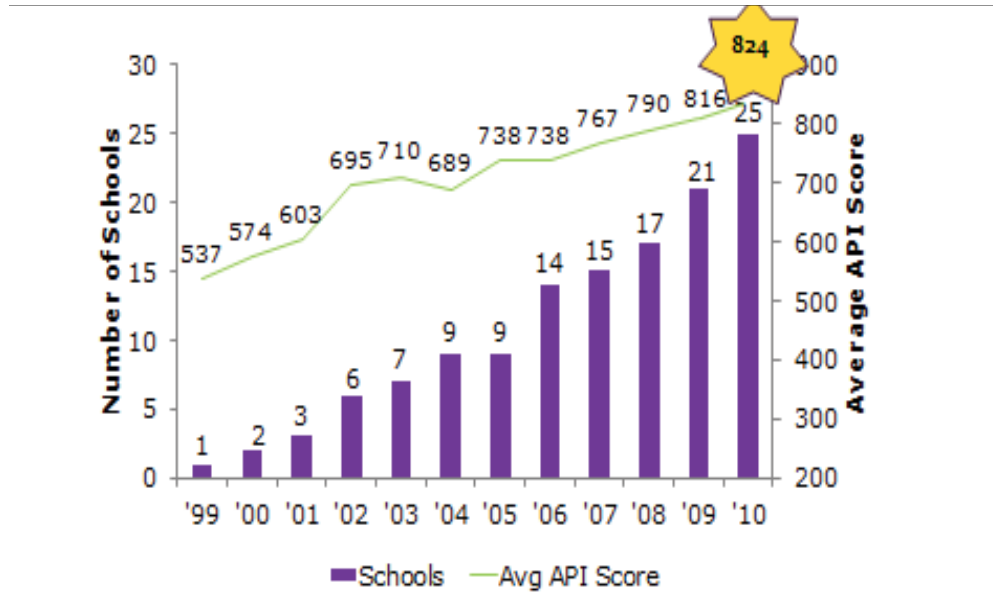
On Monday, November 29, 2010, McKinsey & Company conducted a webcast and on-line launch on "**How the world's most improved school systems keep getting better.**" *Aspire was named as one of the twenty school systems in the world.*

Mc Kinsey and Company (Attachment 22) state:

> *This research compiles what we believe is the most comprehensive analysis of global school system reform ever assembled—it identifies the reform elements that are replicable for school systems everywhere, those elements that are context-specific, and what it really takes to achieve significant, sustained and widespread gains in student outcomes from varying starting points.*

INSTRUCTIONAL PROGRAM

2. Curriculum and Instruction

a. Instructional Philosophy: Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will posses upon matriculation that will prepare them to be successful adults in the 21st Century.

Aspire's program is designed to meet the needs of students in historically underrepresented populations. Students are minority children from working class families, where at least one parent failed to complete high school, and English is not the first language. Aspire's students come from overcrowded schools in urban environments. *College for Certain* is not something that all the families have experienced – until now! **Aspire can and does get these children into college**. There are many reasons that explain Aspire's success in California. Inspirational leadership of Aspire's founders and the **deeply held philosophy** that all children can learn, and all Aspire children will learn is the major one.

Aspire's Home Office oversees all thirty Aspire campuses; assuring teachers are prepared and have what they need to provide student success. Elise Darwish is the Chief Academic Officer for Aspire. She has been an executive with Aspire Public Schools since its founding. In this role she supports principals, oversees research and development pertaining to curriculum, instruction, and assessment, and manages internal professional development programs. With over 21 years of experience in charter schools, traditional public schools and private schools, Ms. Darwish designs the Aspire education model and oversees its implementation.

Emphasis on instructional methodologies with ongoing data collection and analysis is as important as the materials. **Without intelligent, enthusiastic, and caring teachers, textbooks and instructional materials do little to address students' needs, achievement and empower them to be college graduates and twenty-first century citizens.** McKinsey & Company's (Attachment 22) comprehensive worldwide study of successful schools found:

> ...The public debate, however, often centers on structure and
> resources due to their stakeholder implications. However, we
> find that the vast majority of interventions made by improving

systems in our sample are "process" in nature; and, within this area, improving systems generally spend more of their activity on improving how instruction is delivered than on changing the content of what is delivered.

State adopted core texts, used side-by-side with guided reading methods, and pacing plans are important to assure educators are using grade level state standards for instruction.

Aspire recognizes that there is no single pedagogical strategy that is best for all students. Therefore, **SRES #6** will employ a range of pedagogies based on "best practices" in the field and the most current educational research. The following instructional methods provide the best opportunities for all students to learn at high levels:

➤ ***Project-based instruction*** – Projects create opportunities to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills that are needed for success in college and the world beyond. Projects will also link the curriculum content with students' real world experiences, making learning relevant and valuable to their lives outside of school. Research on authentic instruction indicates the importance of connections between classroom curriculum and the world beyond the classroom to enrich the depth and breadth of learning and student motivation.

➤ ***Integrated curriculum*** – To facilitate deep learning and connections across subjects (e.g., social studies and language arts) teachers collaborate to integrate themes and concepts in designing lessons.

➤ ***Culturally appropriate curriculum and instruction*** – A multicultural curriculum, and culturally sensitive pedagogy, enables students to appreciate and respect their own and other cultures and develop understanding and empathy for other perspectives.

➤ ***Flexible supports*** – Many supports are provided within the classroom, the school and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning.

⁂ ***Diagnostic assessments*** – Aspire requires teachers to administer a wide range of diagnostic assessments to evaluate both how and what students are learning. Assessments inform decisions about the curriculum and teaching strategies to provide support for individual students. One important assessment component is the Aspire Benchmark System.

⁂ ***Aspire administers standards-based assessments three times a year in reading, writing and mathematics*** – Results guide classroom instruction, individual student support and professional development.

⁂ ***Cycles of Inquiry (COI)*** – Every two or three weeks teachers assess students on a designated state standard. Aspire does this for each standard. Data showing students' mastery is shared, analyzed and discussed at grade level meetings and with parents. These meetings allow teachers to identify and share successful instructional practices. **Teachers pre-and post-test all students on each standard.** Current COIs are posted in classrooms and changed as each new standard is studied. **COIs** are a process for collecting data before, during and after a standard or concept has been taught. For example, before teaching a specific standard, or set of standards, teachers administer a pre-assessment to diagnose how well students perform on that standard. Based on the pacing plan, teachers will then teach the standard for a period of time ranging from one to four weeks. During that time, teachers consistently check assessment data (known as **exit tickets**), to gauge how well the students are performing on the standards and use the data to refine their instruction. At the end of the time period, the teachers administer a post-assessment to determine how well the standard was taught and if students mastered the standard. If the majority of students did not master the standard, the teacher is expected to re-teach the standard, either through whole-group mini-lessons, or by pulling guided groups. After re-teaching the standard, teachers again administer a post-post assessment and use the data to gauge students' understanding of the standard. If a group of students still does not master the standard, teachers must continue targeting those students and teaching the standards. **Attachment 1 shows Aspire's *continuous cycle of inquiry*.** Class mastery of standards is a class average of 85%.

⁂ ***Integrated Arts*** – Visual and Performing Arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects. Aspire teachers bring the community's cultural resources into the classroom.

➽ ***Integrated technology*** – Technology is a tool throughout students' courses to provide them access to information and multiple methods of expressing their understanding.

➽ ***Authentic experiences*** – Students apply the scientific method to hands-on experiments and interact with peers on community issues.

➽ ***Direct instruction and inquiry-based instruction*** – Teachers use both direct instruction and inquiry-based instruction. Direct instruction strategies include lectures, explanations and demonstrations through which students are expected to acquire concepts, vocabulary, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group or one-on-one format. Inquiry based instructional strategies have students identify problems, pursue information, pose and test hypotheses and draw inferences.

➽ ***Research*** – Aspire knows that learning occurs when teachers apply the appropriate instructional strategy. The Aspire organization has done extensive research in a variety of areas and is constantly updating the work with current proven trends. Widespread research shows the importance of differentiating learning based on the subject, concept and student. ***Aspire's Instructional Guidelines* are based on research about each strategy**. Differentiated reading instruction is supported by research.[1] Research done by Adam and Engelmann in 1996 supports direct instruction.[2] Project based learning, integrating all subjects including technology and cultural differences, is supported through a summary of research collected by the Autodesk Foundation.[3] Aspire also uses researchers Fountas and Pinnell on guided reading.

In the last three years, Aspire has used "keystone texts" to drive the work of the organization. These texts include: <u>Good to Great</u> by Jim Collins; <u>Seven Dysfunctions of a Team</u> by Patrick Lencioni and <u>Teach Like a Champion</u> by Doug Lemov. Ideas from these three books have

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[1]Janice A. Dole, Gerald G. Duffy, Laura R. Roehler, P. David Pearson. **Moving from the Old to the New: Research on Reading Comprehension Instruction,** *Review of Educational Research*, Vol. 61, No. 2 (Summer, 1991), pp. 239-264

[2] Adams, G.L., and Engelmann, S. (1996). Research on Direct Instruction. Seattle, WA: Educational Achievement Systems.

[3] Thomas, J. (2000). A Review of Research on Project Based Learning. San Rafael, CA: The Autodesk Foundation.

undergirded much of the work around teams, leadership, instructional strategies and student accountability at Aspire.

Teachers are trained in <u>Teach Like a Champion</u> (Doug Lemov) strategies of "100%" compliance. This means that teachers may not "over look" a child withdrawing from instruction, looking downward to avoid being called upon to answer; or a child disturbing the class. Lemov's techniques empower teachers with strategies to immediately address issues that prevent students, and others, from staying focused on *"College for Certain.* Lemov's belief is that nothing gets accomplished without 100%: 100% compliance, 100% of the time, 100% of the way should be the expectation. Teachers may not allow students to "opt out."

Each of the three Academies (Juanita Tate, Slauson and Inskeep) will have identical discipline plans, largely based around Lee Canter's <u>Assertive Discipline</u>. All teachers will be trained during the summer in Canter's <u>Assertive Discipline</u> and are expected to spend the first two weeks of school reviewing classroom expectations and procedures. Teachers will be expected to follow the three-step management system that includes:

a) Explicitly give directions,
b) Utilize behavior narration, and
c) Take corrective action.

Special Education Educators receive Professional Development from the Program Specialist in Diana Browning Wright's Positive Behavior Support, writing Behavior Goals and supporting behaviors in the general education environment.

b. Core Academic Curriculum
Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards.

Support Systems for All Students – **The key elements of the educational program (small schools, small class sizes, looping, longer school day, longer school year, data driven instruction, and extended day for increased intervention)** meets the needs of all Aspire's students. Aspire provides a variety of systems to ensure that every student receives the support needed to be successful.

Evidence that instructional materials are meeting the diverse learning needs of Aspire's students is seen in the data – statewide API growth at Aspire schools surpasses the districts where the schools are located. After twelve years, and thirty schools, **not one Aspire school is in Program Improvement**. Throughout the state, Aspire schools are ranking 9 and 10 while similar schools are ranking 8 and below.

Standards based lessons from core texts are taught side-by-side with guided reading. ***While instructional materials are crucial, and must reflect relevancy, diversity and equity; it is the teacher that has the greatest impact on student achievement.*** The major texts used in the elementary grades include:

- Reading – Imagine It! (SRA/McGraw Hill) 2009
- Social studies are built in thematic units for CA Imagine It!
- Reading – Scholastic Guided Reading Library, 2010
- Math – HSP California (Houghton Mifflin Harcourt School Publisher)2009
- Science – FOSS (CA Delta Education) 2007

Aspire's instructional strategies includes the following:

➥ ***Guided Reading*** – Teachers employ guided reading along with the core texts. The guided reading structure, along with independent workshop time is the cornerstone of the elementary language arts and mathematics program. Teachers do mini lessons on standards in both curriculum areas. Guided Reading and guided math provide time for instructors to individually work with small groups and reinforce all the learning. The workshop stations are designed to reinforce both the standards taught in the mini lessons and the strategies reviewed in the guided groups.

➥ ***Strategies for English Learner Instruction and Intervention*** – Most Aspire students in Los Angeles are English learners. To meet the needs of English Learners, Aspire has added a number of language acquisition teaching strategies to its core program, including: building on students' culture, language and experience; using dual-language strategies; teaching the second language through content; using graphic organizers; practicing English in cooperative problem-solving groups; and using computers and peer tutors to enhance language development. These classroom instructional interventions assist students to acquire grade level curricular content while learning English. Additionally, all teachers use the English Language Development standards to guide their second

language students. Finally, any student not reaching grade level standards qualifies for afterschool interventions (two hours of extended school day).

▸ *Personalized Learning Plans* – <u>Every student has a Personalized Learning Plan (PLP).</u> The PLP provides the teacher, parents and student with a common understanding of the student's learning style and objectives.

▸ *Student-Led Conferences*, once each semester during student led conferences, the teacher, parent and student discuss the student's learning strengths and weaknesses, update the PLP, and set goals for the next semester. **By working closely with each student and family to develop an appropriate PLP, the school is able to respond to the needs of each student, including those who are achieving above or below expected levels**. This allows all students to receive appropriate interventions (e.g. extended school-day intervention or specialized classroom instruction). The PLP allows the school to help address the general education needs of students with disabilities (Individualized Education Programs "IEPs") or 504 Plans, English language learners, students achieving substantially above or below grade level expectations, and other special student populations).

▸ *CSULA's "family therapy" interns* provide a collaborative system that draws on relationships with professional colleagues and students' families for guidance and support. Parents, school personnel, and behavioral experts provide insight and support to teachers for managing disruptive behavior in the classroom. Teachers draw on these relationships when seeking ways to address individual students' behavior problems, peer relationships, and emotional concerns. Research shows that drawing on relationships with colleagues and behavior experts is an effective way for teachers to gain insights and advice about managing classroom behavior and caring for students' emotional and social growth. Parents are also important partners in this process. Teachers and the psych interns inform parents about concerns and intervention strategies used in the school. **Parents are taught how they can reinforce and remediate behavioral strategies to improve student behavior and academic achievement.** Psych interns serve at all Aspire's Los Angeles schools.

i. Autonomy: Describe how you will use curriculum and instruction autonomy to maximize student learning.

The autonomy of charter status allows Aspire to utilize the following components to maximize learning:

The plethora of assessment opportunities at Aspire allows teachers to observe individual student progress, the Principal to determine the efficacy of individual teachers, and the Superintendent to evaluate the success of the program as a whole. Multiple assessments are used because no single assessment provides sufficient information on students' learning in the three outcomes (basic skills, thinking skills, life skills). Students are assessed through state and nationally recognized tests (e.g. California Subject Matter Tests), Aspire-designed benchmarks and interim assessments. Aspire also uses day-to-day teacher-designed assessments (e.g. quizzes, unit tests), qualitative observations of the process of learning (e.g. teachers' anecdotal notes, student reflection logs, internship mentor reports), and examination of final products including an exhibition called ***Rite of Passage Exhibitions (ROPES).*** The instructor and the teacher teams consistently reevaluate and modify lessons based on assessments to assure individual students get an accelerated learning plan.

Intervention Programs
(During and After School Response to Intervention) (RtI)
In lieu of after school play and sports programs, Aspire's elementary schools have an **"Extended Day"** (intervention program) monitored by an Intervention Coordinator. Extended Day Intervention extends the school day two hours and is not considered optional for students identified; parents are expected to have their child attend. The following describes one Aspire school's procedures and program that will be the model for SRES #6.

Model of Intervention Program for SRES #6
Aspire implements an RtI system that is a comprehensive and proactive approach to assessing, supporting, and monitoring academic and behavioral interventions for all students in the school. The RtI process catches most students before individual SSTs need to take place. The Literacy Specialist and Education Specialist are responsible for collecting universal and diagnostic assessments in order to pinpoint specific students' needs. Reading intervention students are targeted by all teachers administering the Developmental Reading Assessment. This data is collected and analyzed through the Reading Recorder, an Excel file that documents the students' oral reading fluency and comprehension along with each student's reading level. In addition, Aspire's Director of Data and Assessment provides each school with a

list of eligible intervention students and includes their assessment scores on multiple measures. Taken together, the RtI team, consisting of the Principal,

Specialists and **Data Driver** (a teacher trained in data analysis and collection) meet monthly to identify students that meet specific tier criteria). Tiers help the RtI team identify the interventions that will support the students who meet the criteria for supplemental services along with duration and intensity (smaller groups, number of small group lessons per week) of its implementation. Tier 1 services provide core program, Tier 2 services consists of supplemental small group instruction, after school program, and/or counseling for behavioral, social or emotional issues, and Tier 3 services provide Special Education services and additional time for individual students. The chart below shows the progress of third, fourth and fifth grade Aspire students from the Fall Benchmark to the final Spring CST outcomes. Each grade of intervention students progressed:

2009-10 Fall and Winter Benchmarks and Spring CST Results: 3rd, 4th & 5th Graders in Extended Day Intervention Program
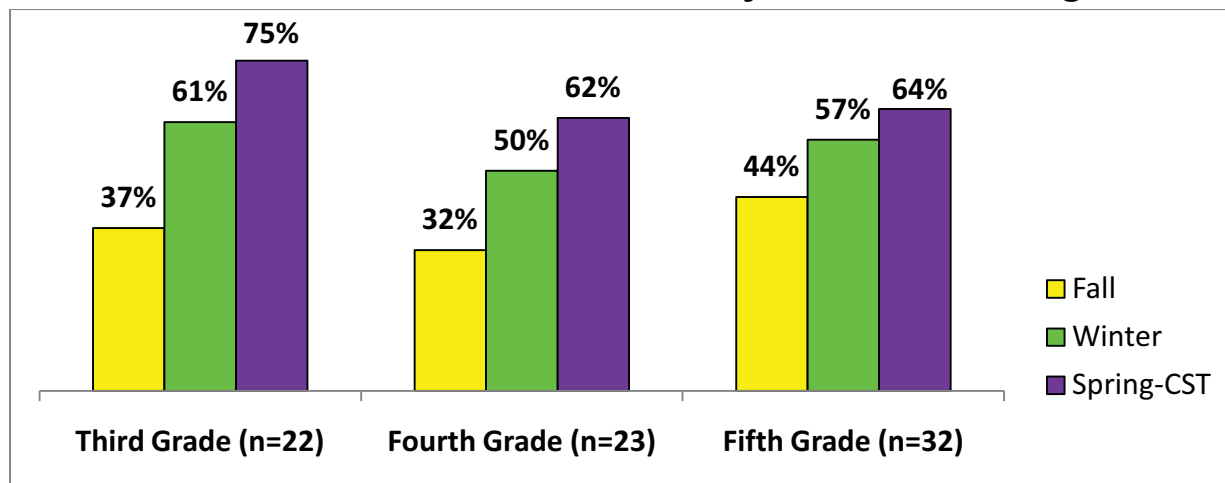
RtI Program Objectives:

1) Provide appropriate supports for all students based on diagnostic and universal assessments (CST, CELDT, and Aspire Benchmarks) in order to increase students' achievement in literacy by administering the Developmental Reading Assessments (DRA) and Fountas and Pinnell Benchmark Assessment Systems that are monitored every six to eight weeks in order for 70% of the students to read on grade level by the end of the school year.

2) <u>Engage families</u> with children in Tier 2 and Tier 3, of the RtI system, to use the <u>Parent Resource Center</u>. Meet with the Parent Coordinator, and attend

3) Three informational sessions with the Principal and Specialists as measured by parent surveys and volunteer hours.

4) Collaborate with general education teachers during weekly and monthly data talks about students' achievements in Guided Reading and classroom-based Cycles of Inquiry by <u>establishing a clear line of communication between the RtI team, Special Education staff, After School Program staff, and Counselors.</u>

The ***Learning Center*** is available for up to six students at a time for testing and small group lessons throughout the day. Resource Rooms hold school-wide teacher materials for curriculum and lesson planning. The **Parent Resource Center** is used for planning and preparing school-wide events such as Saturday School sessions focused on literacy and students' growth.

Curriculum and Instruction used for intervention are:

- READ 180 (grades 4-5)
- Read Well (grades K-3)
- Seeing Stars
- Leveled Literacy Intervention materials and Guided Reading Practices
- Recommended lessons from DRA Word Analysis assessments and Fountas and Pinnell
- Other instructional methods as needed: Words Their Way, Thinking Maps, Guided Language Acquisition Design – GLAD strategies

ii. Curriculum Development: If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

All curricula have been designed to meet the needs of each student. Opening procedures will replicate Aspire's two PSC 1.0 South Gate schools that opened in 2009-10.

c. Addressing the Needs of All Students: Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of **all** students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary schools only).

On September 29, 2010, U.S. Education Secretary Arne Duncan named Aspire as one of 12 charter management organizations, in the United States, to receive

a $50 million dollar grant. **The award is for charter schools with demonstrated success to replicate and expand (Attachment 2).**

Aspire supports special education students. <u>No student is denied admission to Aspire because s/he needs special education services</u>. Assurances affirm Aspire's commitment for Special Education safe guards and test results attest to the enrollment of special education students. **Appendix D** details Aspire services for students with special needs.

Aspire is particularly proud of its program to support students with special needs. Aspire is one of the only charter schools to have a full day self contained moderate to severe autistic class at its PSC 1.0 site. Aspire and the school District moved a class from one of the feeder schools and placed it at Aspire's Firestone Academy. This class is already demonstrating success and will be the model for future full day special education classes.

Extended Day (2 Hours after School)

The Extended Day Program is staffed by certificated teachers, college students, and the CSULA psychology interns. The staff is supervised by the *Intervention Coordinator and begins 15 minutes after dismissal and runs for 2 hours, Monday-Friday lasting until 5:00 or 5:15 p.m. T*he primary purposes for students identified for extended day are:

1. **Support English Learners:** The after school intervention program is used to accelerate EL students from Beginning to Early Intermediate or Intermediate.

2. **Intervention Support - Accelerate CST Performance:** Aimed at students not performing at grade level. Instructional planning is driven by Aspire Reading and Writing Benchmarks along with Developmental Reading Assessments. This beyond the school day intervention support provides more intervention support for students.

3. **Improve Students' Behavior:** The program will improve students' behavior through program-wide culture building activities, behavior and classroom management training, and tiered responses to behavior concerns that levy Aspire-Los Angeles and Aspire Home Office resources.

> d. Instructional Strategies: Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

When presenting Aspire a $14 million dollar grant, **U.S. Secretary of Education Arne Duncan stated,**

> *"Several high-quality charter schools across the country are making an amazing difference in our children's lives, especially when charters in inner-city communities are performing as well, if not better, than their counterparts in much wealthier suburbs...Every one of our grantees serves a student population that is at least 70% low-income and virtually all exceed the average academic performance for all students in their state."*

Aspire's success is because teachers provide a rigorous standards based program; all children are expected to be successful learners and attend college. Therefore, ALL Teachers, and Support Staff, are expected to teach accordingly. The multifaceted approach consists of:

➔ *Support Systems for All Students* – The key elements of our education program (small schools, small class sizes, "looping," longer school day and year, and data driven instruction) meet the needs of all Aspire's students. Aspire provides a variety of systems to ensure that every student receives the support s/he needs to be successful.

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

‣ ***Strategies for English Learner Instruction and Intervention*** – To meet the needs of English Learners, Aspire has added a number of language acquisition teaching strategies to its core program, including: building on students' culture, language and experience; using dual-language strategies; teaching the second language through content; using graphic organizers; practicing English in cooperative problem-solving groups; and using computers and peer tutors to enhance language development. These classroom instructional interventions assist students to acquire grade level curricular content while learning English. Additionally, all teachers use the English Language Development standards to guide their second language students. Finally, any student not reaching grade level standards qualifies for afterschool interventions.

For Elementary Schools and High Schools Offering Services to Teen Parents and their Young Children Only
Early Care and Education: Discuss how you will reach out to and address the needs of young children, ages 0-5, and their families. Please refer to the Options for Including Early Care and Education (ECE) in the Operations of an Elementary School located on the Public School Choice website to view a comprehensive list of *possible strategies used by school operators to integrate child development services in their program(s).*

Not applicable

3. School Culture and Climate

> a. Description of School Culture: Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.

The variety of methodologies and instructional techniques employed by educators all contribute to **creating a nurturing and comfortable learning environment where teachers teach and students explore and learn.**

Classroom looping – Aspire "loops" grades one and two**,** grades three and four, and five and six. This means that the teacher keeps the same students for two years. Looping accelerates learning and allows teachers, students and parents to have deep and continuous relationships. Looping provides stability for the growing number of students with less stable home environments. Looping classes develop a family-like environment, providing teachers with the opportunity to build strong, meaningful relationships with students. Students also have the additional time to develop positive relationships with classmates. More instructional time is another benefit of looping. Teachers and students "hit the ground running" at the beginning of the school year instead of starting from scratch each year.

Culture of College for Certain ¡Universidad con Seguridad! – Upon entry to an Aspire school one immediately observes college awareness. Teachers use their own college experience for the class identity. College banners, flags, maps, and other regalia are evidenced everywhere. Class identity is displayed on each classroom's door and accompanying bulletin board outside each room. *College for Certain* is affirmed each morning when students recite their college cheer. *College for Certain* is further cultivated through artifacts, rituals, language and stories. Friday is college day and staff and students wear their classroom's college attire. Town Hall programs and rituals vividly remind students that college is an expectation. **Since 2005, 95% of Aspire graduates have been accepted to at least one 4-year college or university (Attachment 3**).   Aspire graduates have received over $2.1 million in financial aid and scholarships

Data analysis is drilled down to specific student needs at each school by the Data Director. Communication is sent to each Principal at least two or three times annually. Since data analysis is pivotal to Aspire's success all teachers are taught how to interpret data and then teach specifically to the diagnosed issue.   Aspire Superintendents **coach** their principals using data

based inquiries. Any teacher struggling with outcomes will be looked at jointly by the Superintendent and the Principal.

> b. Student Support and Success: Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

Success at Aspire means that each student will be prepared and empowered to be a college graduate and successful 21st century citizen. Small personalized environments, close relationships with school staff and college oriented classrooms inspire Aspire students daily.

Student attendance is essential to the goal of raising achievement and *College for Certain.* Aspire employs a graduate of the CSULA SBFC program as a Pupils Service Attendance counselor in Los Angeles, working directly with Principals to support student attendance. The Aspire Los Angeles schools averaged over 95% ADA in the 2009-2010 school year and most averaged between 96%-97%. Each Principal coordinates attendance incentive programs to keep ADA high, while School Attendance Review Board procedures are coordinated weekly at all schools to provide appropriate counseling and case management support for students who struggle to stay in school. Psych interns from CSULA work with families struggling with getting their children to school and related issues of student behavior.

> c. Social and Emotional Needs: Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

Aspire's collaboration with CSULA provides family counselors. Counselors assist teachers with classroom management, they conduct parent classes on discipline and college readiness, and they met individually with students and families. Through RtI, staff works with Tier 2 and Tier 3 students to screen for social and emotional needs and provide counseling support. School based family counselors utilize family, Teacher and Principal evaluations to measure interventions facilitated by the team, as well as, analyze student data.

> d. College and Career Readiness: Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

Culture of College for Certain ¡Universidad con Seguridad! – In addition to the daily rituals and expectation that all children will attend college, Aspire Public Schools is a recipient of the **"*College Ready Promise"*** (a cohort of Intensive Partnership sites) a **$60,000,000 seven year grant, from the Bill and Melinda Gates Foundation** to improve the rate of college preparedness for

low-income, minority students. This grant was awarded to a coalition of five public Los Angeles charter school management organizations.

Aspire values the involvement and support of our student families, a **Parent Coordinator** is employed at each Academy. The Parent Coordinator is responsible for assuring parent concerns are brought to the Principal. The **Parent Institute for Quality Education (PIQE)** provides Aspire's parent education classes. Additionally, counselors provide family counseling and family case management services. Each site counselor provides a five-week parenting class available to all Aspire parents, covering child developmental needs, positive discipline, and bullying.

In keeping with Aspire's belief in small schools, SRES #6 will be divided into **three autonomous K-6 Academies** (Juanita Tate, Slauson and Inskeep) each with a Principal, Assistant Principal, thirteen teachers, state identification code and office staff.

Students (siblings will remain together) will be randomly assigned to one of the three academies: Juanita Tate, Slauson and Inskeep. SRES #6 students will have 186 school days and 2 Saturday school days for a total of 188 instructional days. **Attachment 4 shows the 2011-12 school calendar**. The school day is 7 hours. Friday is one hour shorter to provide teachers professional development. **Attachment 5 is a sample of what a typical school day looks like. Attachment 6 shows the bell schedule for each Academy** and the enrollment planned for each Academy. **Numbers will change if the school is able to provide any full day "Learning Centers" for special education students.**

As an independent charter, Aspire elementary students attend **186 instructional days, six more days than single LAUSD** schools provide, and ten more than the legally required days for independent charter schools. **Aspire's instructional day is twenty-five minutes longer** than the surrounding schools. Attendance at two hour Friday PD is mandatory. Students

learn more when they are given more time to learn each day. With more time, teachers cover topics with greater depth and breadth. **Aspire has two Saturday school days** where parents attend specially-designed academic programs with their children.

Fully credentialed Specialists are hired for each Academy to provide 35 minutes of instruction in science, technology, art, music, dance or physical education each day. While Specialists teach students, the teacher/s meet in grade level meetings, observe other teachers or prepare instruction.

g. Policies: *For Independent Charter Schools Only*   Describe and/or attach the proposed school's policies as they relate to promotion, graduation and student discipline.

The **Behavior Guidelines** are for all Aspire students regardless of school location or grade. **Attachment 7 is Aspire's Behavior Policy.** Teachers augment the statewide policy with local requirements regarding homework, classroom routines and rituals. **Attachment 8 is an example of a grade two teacher's introductory letter to parents regarding his expectations and rules**.

The three schools will have identical discipline plans, largely based around Lee Canter's Assertive Discipline and Doug Lemov's Teach Like a Champion. All teachers will be trained during the summer in Canter's Assertive Discipline and are expected to spend the first two weeks of school reviewing classroom expectations and procedures. Teachers will be expected to follow the three-step management system that includes a) explicitly give directions, b) utilization of behavior narration, and c) take corrective action.

The **OnCourse Discipline Management System** is a web-based system that Aspire uses to document, track, and report disciplinary incidents. Teachers access the system from their classroom computer. Multiple stakeholders (Psychologists, Principal, and Literacy Coaches) can be notified simultaneously about discipline infractions. Through a series of alerts and other automated features, the system streamlines disciplinary processes and enables teachers and administrators to:

- Record and track disciplinary incidents and actions online
- Send automated notices to parents/guardians
- Store, customize and distribute standard letters home
- Generate reports on disciplinary activities for Counselors and Principals to analyze and determine what assistance and remediation is required
- Build a comprehensive history of students' disciplinary actions

4. Assessments and School-wide Data

> **a. Assessment Philosophy**: Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the school's proposed Instructional Program.

Throughout the state, Aspire schools have increased API scores since opening. Three LAUSD schools, with four years of API data, began with almost identical API scores as the three feeder schools for SRES #6. The progress in the schools' four year growth cannot be overlooked. As shown in the table below, Aspire's API scores more **than doubled the feeder schools <u>in the same time period:</u>**

	Antonio Maria Lugo	Centennial	Huntington Park		61st. St.	66th St.	68th St.
2007	690	670	679		730	687	675
2008	785	761	778		713	728	704
2009	825	784	818		718	735	712
2010	846	794	833		737	746	730
Growth	156	124	154		51	66	59
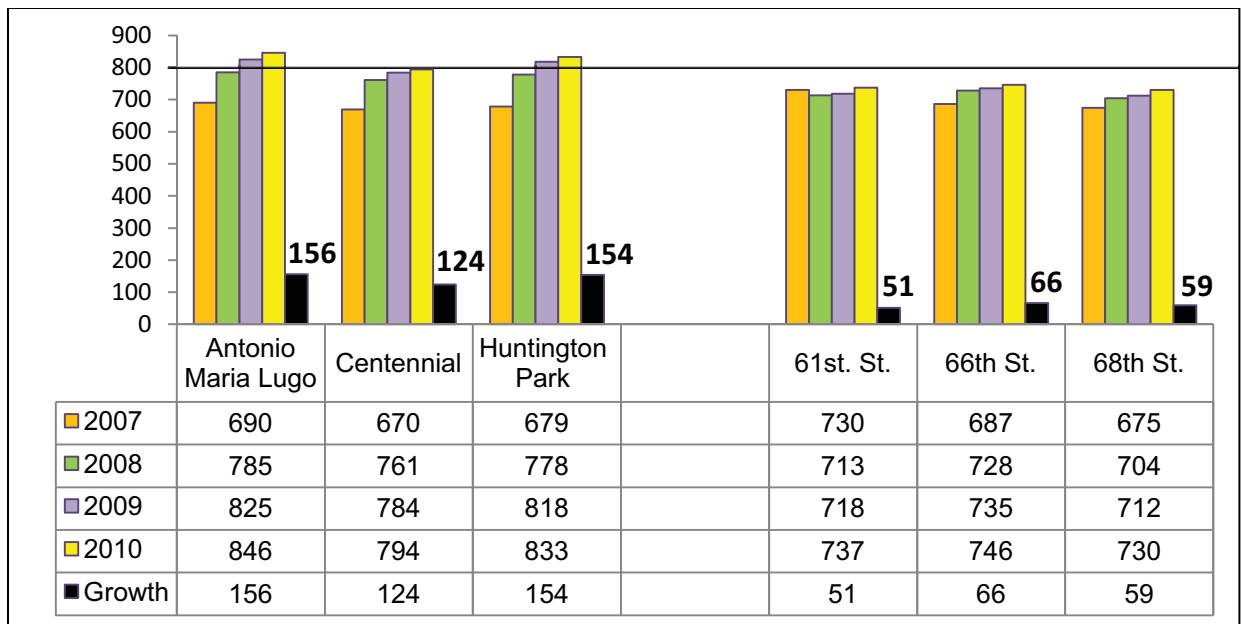
> **b. Autonomy:** Describe how the school will use assessment autonomy to maximize student learning.

The autonomy of charter status allows Aspire to utilize assessment to maximize student learning. Aspire's many assessment opportunities allow Teachers to observe individual student progress, the Principal to determine the efficacy of individual teachers, and the Superintendent to evaluate the success of the program as a whole. <u>Multiple assessments</u> are used because no single assessment provides sufficient information on students' learning in the three outcomes (basic skills, thinking skills, life skills). Students are assessed through state and nationally recognized tests (e.g. California Subject Matter Tests), Data informs instruction. *Aspire's charter autonomy enables the organization to mandate when and what assessments Teachers will administer. Teachers must accept this as a given part of Aspire's culture when they join the Aspire family.*

> **c. Student Assessment Plan:** Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

Assessment allows teachers to observe individual student progress, the Principal to determine the efficacy of individual teachers, and the Area Superintendent to evaluate the success of the program as a whole. Aspire also uses day-to-day teacher-designed assessments (e.g. quizzes, unit tests), qualitative observations of the process of learning (e.g. teachers' anecdotal notes, student reflection logs, internship mentor reports), and examination of final products including an exhibition called ***Rite of Passage Exhibitions (ROPES).*** Principals assure assessments are administered during each testing window. **Attachment 9 is the 2010-11 "Tools for Measuring Student Outcomes"** which will be revised for SRES #6 to include grade 6 assessments.

> **d. Assessment Development:** If applicable, submit a timeline that outlines plans to develop   **curricula for the proposed school prior to school opening.**

Not applicable because curriculum and assessment are already developed.

> **e.   Data Collection and Monitoring**: Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?

Aspire uses **Edusoft** to collect and monitor data. At the classroom level, teachers scan assessments such as COIs into Edusoft for monitoring and analyzing student progress. At the organizational level, all universal assessments such as benchmarks are scanned into Edusoft. Benchmark data is transferred into the data portal and available to all teachers, support staff and Principals. Teachers receive benchmark results within a two week window.

Aspire participates in research and evaluation projects that collect and disseminate best practices. **The Bill and Melinda Gates $60 million grant is a research oriented grant on effective teaching methods**. Arrangements are underway with Loyola Marymount's doctoral degree in Charter Education for doctoral students to conduct research on Aspire schools. Other data will be analyzed and studied by interns from the USC Rossier School of Education. Also, CSULA supervising professors will assist psychology interns to analyze successful practices with student absenteeism, behavior referrals and family therapy sessions.

School-wide Outcomes and Methods of Measurement – In addition, measures of individual student progress towards outcomes, each School has school-wide goals for its Academic Performance Index (API), set by the Home Office and designed to move each school to at least an 8 Similar Schools Ranking. **All Aspire Huntington Park schools are currently ranked 10**. Aspire-defined API goals are typically higher than the state's goal for the school. Additionally, <u>every Aspire school is expected to meet or exceed federal Adequate Yearly Progress</u> goals. In the long-run, every Aspire school aims to have every student score Proficient or Advanced Proficient on the California State Test in every subject. Local **Aspire schools met ALL 2010 criteria** for Adequate Yearly Progress as the table below shows:

School	English - LA	Math	API Score	Met API for All Subgroups	Program Improvement
FEEDER SCHOOLS					
61st St.	No	Yes	737	No	
66th St.	No	No	746	No	Year 2
68th St.	No	No	730	No	Year 5
ASPIRE SCHOOLS					
Antonio Maria Lugo	Yes	Yes	846	Yes	
Centennial	Yes	Yes	794	Yes	
Huntington Park	Yes	Yes	833	Yes	
Jr. Collegiate	Yes	Yes	844	Yes	

Use and Reporting of Data – Data is collected, analyzed, reported and used regularly, at every level and in every subject area. Students are informed about their assessment results by the teacher, progress reports and report cards. Individually, and by class, students are engaged in the process of looking at their own performance data, setting goals, examining outcomes, and developing action plans in response to the data.

Teachers, students and parents discuss individual student achievement, progress towards graduation, and performance on state assessments during **Student Led Conferences** twice each year. Parents also receive tri-annual standards-based report cards. Teachers, parents, and students, can conference more frequently if needed, or requested, by the Teacher, parents, or student. Parents of English Learners also receive mandated communications on reclassification per Title III through annual CELDT testing results. Parents of students with IEPs receive reports according to the plan specified in each IEP. The School will comply with state and federal law regarding reporting requirements, including parents' rights to be updated on their child's IEP at least

as frequently as the parents of nondisabled students receive updates on their children's academic progress. A few students take the California Modified Assessment (CMA).

Educators examine student performance data formally through a process called the **Cycle of Inquiry (COI) where each standard is pre and post tested.** Student outcome data also informs professional development plans for individual teachers, who may receive personalized coaching or outside training as appropriate. Staff members also receive and analyze school-wide data on student achievement during staff meetings, and use this data to help monitor and improve the school's education program.

The Principal, collaborating with Teacher, Instructional Coaches and the Superintendent uses STAR assessment results to create annual and targeted plans for increased achievement. The entire school has responsibility, and is accountable, for implementing the plan, measuring progress and ultimately improving student learning. Action plans in response to data often include school-wide professional development. In addition, results from benchmark tests for ELA and Math are analyzed by the staff and used to adjust pacing guides, direct re-teaching, and provide intervention services for students.

Assessment Modifications and Accommodations – Aspire assures that students with disabilities under the Individuals with Disabilities Act (IDEA) or Section 504 are included in State standardized assessment programs with appropriate accommodations and modifications. These assessments include, but are not limited to the California Standards in accordance with their IEP or Section 504 plan (Appendix 4 and Assurances).

> **f. Graduation Requirements**: For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.

Does not apply to elementary SRES#6.

5. Professional Development

> a. **Professional Culture:** Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.

Aspire not only envisions and designs professional development, but has proven its professional development as replicable at more than thirty sites in California. **Aspire believes in collaboration as an integral component of the professional learning community culture. The formal and informal structures of professional development at Aspire contribute to the collaborative culture**. Aspire's professional development targets state standards and rigidly focuses on increasing instructional rigor in all academic areas. School site professional development is based on the needs of the students at each school. <u>Whenever a student exhibits weakness in a language arts strand or mathematical concept, the Coaches and Lead Teachers immediately provide additional support</u>. Also, Principals continuously review data and plan weekly training to close the gaps in student outcomes. Principals meet frequently with teachers to review and discuss student data. Stakeholders regularly evaluate PD by completing hardcopy and on-line surveys.

Collaboration is one of Aspire's five core values and is defined as working collectively to accomplish more than what is possible alone. Teachers at an Aspire school do most of their work together. Lead Teachers direct a grade level (more than one class per grade level) or a teacher cluster (if there is one class per grade level) in cooperative planning and data analysis at least weekly. Lead Teachers meet weekly with the Principal to plan and discuss grade level needs. Decisions are made at Lead Teacher meetings and approved or modified by the entire staff. Aspire's small size schools, or Academies (within larger complexes) with approximately 300 students, enable staff to work together as a cohesive community.

> b. **Professional Development:** Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?

Aspire provides three levels of professional development: School, Region and Home Office. Each school has 2-3 hours of school level professional development each week. Each school "banks" time for early Friday dismissal for professional development. At the site level, banked time provides Principals

the opportunity for professional development each week. Individual student work is the primary area for data analysis and progress toward meeting state standards.

Aspire's Home Office provides extensive data analysis around the California Standards Tests and CELDT. Ongoing data analysis informs the instruction with suggested students to target, strand weaknesses and strengths, classroom growth, progress on the goals of *No Child Left Behind* and school-wide challenges. **Student data informs professional development**.

The **Home Office Data Team**, run by **Aspire's Director of Evaluation and Assessment,** meets each month with each Principal, School Data Team, and Teacher. The Team provides in depth analysis of the weakest strands on the California Standards Test, each grade level, the school and the whole organization. Pacing plans are updated and instruction aligned with the findings. The Director of Evaluation and Assessment sends Principals class data drilled down to the individual student level throughout the year. Data analysis is again presented at a minimum of two Pupil-Free Regional Professional Development sessions and is augmented by the Literacy and Math Coaches continuing data analysis with teachers on a weekly basis. **Aspire attributes its statewide API progress directly to ongoing data analysis throughout the year**. **Teachers become proficient in data analysis and developing appropriate instruction based on the findings.**

Regional professional development includes additional collaboration across schools for data analysis training, observation of model teachers across sites, sharing of best practices and some new teacher and staff orientation. Each region has two to three days Pupil Free Days annually where teachers share practices, participate in training and/or observe best practices in classrooms in other Aspire schools. In addition to the Pupil Free Days, **all teachers are expected to observe other teachers, at least twice during a school year.** Substitute teachers are provided so that teachers can observe, debrief and plan accordingly.

Home Office plans the professional development for groups like new teachers. Twice a year, there is Aspire-wide training for Lead Teachers and Principals. These trainings are strategically planned to introduce new concepts to the leadership teams to be disseminated across the Aspire organization. The work is primarily based on improving rigor in all classrooms. The Director of Data

Analysis and Assessment Team meet individually with every Teacher and Principal to review student data throughout the year.

Other site team members are provided periodic formal and topical training sessions as well as real-time day-to-day coaching by functional experts in a variety of standards. In addition, all team members are encouraged to pursue external professional development opportunities in the form of workshops or additional certification. Aspire may cover the cost of this professional development, or may provide financial assistance as part of the benefits package.

Aspire Teacher Induction:
In accordance with Education Code Section 44259.1, which requires that teachers in the state of California earn their Professional Clear Credential through on the job mentoring and training, ***Aspire established its own California Commission on Teacher Credentialing ("CCTC") approved Induction Program to help beginning teachers with a Preliminary Credential to earn their Clear Credential.*** The School's teachers will be eligible to participate in this two-year program, which provides weekly or bi-monthly one-on-one instructional coaching. By completion of the program, educators will have completed a portfolio showing evidence of their professional learning in each of the six Induction Standards in the California Standards for the Teaching Profession ("CSTP") framework.

c. Teacher Orientation: Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.

Heather Kirkpatrick is the Vice President of Education at Aspire Public Schools. In this role she supports educators from recruitment as Residents or as first year teachers into Aspire's Induction program through promotion into roles such as Lead Teacher, Model Teacher, Mentor Teacher, Principal and Instructional Coach at Aspire.

Because Aspire's education program focuses on creating powerful, personalized learning experiences for each child, Aspire's teachers need to be highly skilled, creative, and dedicated. Aspire's human resource systems are designed to attract, select, develop, inspire, and reward these educators. Once teachers are hired, Aspire invests in individuals that support their continued professional development. Aspire's multi-pronged support system includes:

- 2 weeks of summer training for all teachers new to Aspire
- 1:1 sessions with instructional coaches
- New Teacher Support Group
- Opportunity to observe demonstration lessons by grade-level Lead Teachers and Model Teachers
- Regular classroom observations and formal performance feedback from the principal
- Guidance in applying for Certification from the *National Board for Professional Teaching Standards*
- 2 days during October break for follow-up training

ASPIRE TEACHER ORIENTATION	HOURS DAYS	TRAINER/S
Aspire's Instructional Program	3	Chief Academic Officer and Aspire's Area Superintendent
Classroom Management	8	Lee Canter and Instructional Coaches
Standards-Based Instruction ELA	20	Instructional Coaches and Lead Teachers
Standards-Based Instruction Math	16	Instructional Coaches and Lead Teachers
Teaching for English Language Learners	8	Instructional Coaches
Differentiated Instruction (Includes special needs)	8	Instructional Coaches
Cycle of Inquiry (COI) – Data Driven Instruction	8	Director of Data Analysis and Assessment and Instructional Coaches
Classroom observations at other LAUSD Aspire schools.	3 days	Site Principals, SRES #6 Principals, Lead Teachers, Literacy Coaches, Specialists
October Break Follow-Up	2 days	Home Office, Principals. Coaches

d. (If applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

Due to the longer school year and longer school day, teachers have two hours of Professional Development every Friday with early dismissal. In addition to Fridays, teachers have 35 minutes of individual planning, or conversations with itinerant support staff and administrators every day when an Instructional Specialist teaches their class. Four Pupil Free Days are scheduled during the year: two for each Academy's PD and two for Region PD. (Regional PD could consist of the three Academies or combining with the HP and/or South Gate clusters.)

e. **Program Evaluation:** Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.

All staff development is evaluated by the participants. Based on evaluations, modifications are always made to the next sessions. **However, the most important evaluation is the year-end analysis of API growth and individual student progress.**

One way to evaluate the effectiveness of Aspire's professional development is shown in the table below. Aspire does very well on outcomes in English Language arts and mathematics because teachers are consistently engaged in professional development and data conversations. Aspire scores much higher than the feeder schools to South Region ES #6.

**Percent of All Elementary Feeder and Aspire Students
Scoring At or Above Proficient in English-Language Arts and Mathematics**

School	English-LA	Math
FEEDER SCHOOLS		
61st St.	36.2	54.0
66th St.	40.5	49.9
68th St.	37.0	53.2
ASPIRE SCHOOLS		
Antonio Maria Lugo	59.7	77.9
Huntington Park	59.0	70.5
Jr. Collegiate	58.0	75.6

Principals, as instructional leaders, are on-site coaches. Academy Teachers are organized in collaborative teams, led by an experienced *Lead Teacher* **who has skills to mentor others.** Teachers collaborate and support each other to reach individual students' learning goals. Aspire's *Instructional Coaches* provide additional support, provide one-on-one consultation, conduct experience-based group sessions (e.g. New Teacher Support Program), and guide educators in their application for certification from the National Board for Professional Teaching Standards.

Coaching is an integral part of professional development at Aspire. Teachers are also coached in the following topics by a Lead Teacher, Instructional Coach or Principal throughout the year: (1) Classroom management, (2) Standards-based instruction – ELA and Math, Guided Language Acquisition Design (GLAD) – strategies for teaching content to English

Language Learners, (3) Rigorous instruction, Differentiated instruction, and (4) Cycles of Inquiry – Data Driven Instruction.

Feedback from observations is also a part of professional development at Aspire. Performance expectations and reviews are discussed periodically during the year. Performance reviews are formal, informal, verbal and written. Examples of ongoing reviews can include classroom walkthroughs, peer review, lesson observations and 360 degree feedback. The educator evaluation is based on planned and unexpected classroom observations, student growth data, and self-evaluation, and peer evaluation, parent and student feedback via a survey.

Principals evaluate Teachers at least twice a year according to criteria based on *National Board Certification*. The Principal's evaluation is completed by the Superintendent three times each year and is based on the school's academic growth, self-evaluation, and survey results from parents, students and staff.

> **f. Autonomy:** Describe how the school will use professional development autonomy to create a professional learning communities in which faculty have time to collaborate to improve instructional practice and student learning.

Aspire as a charter school arranges its schedule to enhance teacher collaboration and planning. School on Mondays thru Thursdays is seven hours in length. On Fridays, school is six hours. Teachers have professional development every Friday for approximately two hours. Friday's mandatory professional development is in addition to **35 minutes teachers have every day for planning** when a certificated Specialist teaches their students. Teachers also have four days of professional development during the school year. Four Pupil Free Professional Development days are tentatively scheduled for 2011-2012 are:

- October 14 – Academy Professional Development
- January 9 – Regional Professional Development
- March 5 – Academy Day Professional Development
- March 30 – Regional Professional Development

6. Serving Specialized Populations

No student is denied admission to Aspire because s/he needs special education services. As evidenced at the thirty Aspire schools in California, all provisions of federal law for students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act of 2004, are fully implemented.

Aspire is particularly proud of its program to support students with special needs. Collaborating with LAUSD, Aspire volunteered to hold a moderate to severe autistic class at its PSC 1.0 site. Aspire and the District moved a class from one of the feeder schools and placed it at Aspire's Firestone Academy. This class is already demonstrating success and will be a model for replication at South Region ES #6.

Children with disabilities have for too long been left from the "table of rigor" in education. The challenge lies in retooling both general and special education. Access to the standards, the core curricula, and powerful and proven ways used across this nation for providing that access are our goals at Aspire. Through understanding accommodations, modifications, and differentiation, and by working together as a collaborative team, teachers see that goal achieved. Collaborative teams mean that we co-teach, we support each other's work, we share ideas across disciplines, we make sure all of us understand how each other works and how we can be enriched by the strategies and concepts of multiple disciplines.

API scores show that Aspire's LAUSD elementary schools met all API SUBGROUPS. The following table shows Aspire's success working with students with learning disabilities:

**Percent of All Elementary Feeder and Aspire Special Education Students
Scoring At or Above Proficient in English-Language Arts and Mathematics**

School	English-LA	Math
FEEDER SCHOOLS		
61st St.	17.4	20.3
66th St.	10.5	19.3
68th St.	12.0	28.0
ASPIRE SCHOOLS		
Antonio Maria Lugo	No score	58.3
Huntington Park	21.4	57.1
Jr. Collegiate	30.8	69.2

Aspire has ***high expectations for all students*** and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students performing below the school-determined acceptable levels are expected to attend before, during, or after-school Aspire programs. In addition, the key elements of the education program (small schools, small classes, longer school day and longer school year) are designed to meet the needs of under-performing students. **Aspire supports special education students** in compliance with state and federal laws. **Appendix D** details Aspire's Special Education procedures and the signed **Special Education Assurances** verifies our commitment to serve all students.

Aspire believes in an education that seamlessly weaves the services and strategies of general education and special education to create an "every education" for all students that is achievable, and of the highest value.

Aspire implements **"push-in/pull-out"** special education services. Push in means that the Learning Specialist is inside the regular classroom with the student. Pull out means the student is pulled into a separate classroom for individual or small group work. All students, with IEPs, are included within the Aspire family. Aspire provides speech therapy, physical and occupational therapy, Title/LAP and special education academic programs to children five years and older as identified. Developmental screening and/or comprehensive assessments for children who are suspected of having a disability, which could adversely affect their educational development, are also available.

Information provided by the LAUSD Division of Special Education indicates that the three feeder schools to South Region ES #6 currently have the following classes and/or teachers:

- 3.5 Resource Specialist Teachers
- 2   Early Education Classes
- 5   Severe Learning Disability Classes
- 1   Autism Class
- 1   Preschool Intensive Class

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

Special Education

Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of pupils with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A pupil shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the

needed persons, including the student and parent, are present at the same time.

The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

The goals of the SST are to:

- Work with the student and parent to identify causes of poor academic performance, disruptive behavior, and potential developmental problems
- Work with the student and parent to identify viable interventions that could occur before a student's poor academic performance results in severe underperformance or behavior results in a referral
- Discuss a variety of academic interventions and/or positive behavioral reinforcements and develop strategies that have a high likelihood of positive academic and behavior performance
- Inform parent and student of the referral process, where the student is in the process and the consequences of further poor academic performance and/or disruptive behavior
- Student study teams are also established to fulfill requirements of current federal and state legislation. These laws require that:

  ‣ Regular classroom intervention attempts must be documented before a student can be referred for special education services.
  ‣ Section 504 accommodation plans must be available for those children not eligible for special education services, but who quality under Section 504. The SST is a multi-disciplinary team with this capacity.

7. Performance Management

> **a. Performance Goals and Metrics:** Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.

Aspire will set the performance management matrix goals to surpass the current APIs at the feeder schools. Aspire believes it will meet the higher goals because of its proven track record and the constant and unrelenting focus on data driven assessment.

Assessment enables teachers to observe individual student progress, the principal to determine the efficacy of individual teachers, and evaluate the success of the program as a whole. Multiple assessments (Attachment 9, are used because no single assessment provides sufficient information on students' learning in the three outcomes (basic skills, thinking skills, life skills). Students are assessed through state and nationally recognized tests (e.g. California Subject Matter Tests), Aspire-designed benchmark and/or interim assessments. Aspire also uses day-to-day teacher-designed assessments (e.g. quizzes, unit tests), qualitative observations of the process of learning (e.g. teachers' anecdotal notes, student reflection logs, internship mentor reports), and examination of final products including an exhibition called ***Rite of Passage Exhibitions (ROPES).*** Aspire also uses Student Led Conferences.

> **b. Rationale:** Discuss why the proposed school will track the mission-specific indicators selected.

As continuously evidenced by API data, Aspire is committed to increasing student's academic performance while developing effective educators. The Data Director regularly confers with Principals and Superintendents regarding teacher utilization of data. **The Data Director and team examine trends and provide *Data Analysis Products and Services* (Attachment 10) to continually improve instruction.** Aspire practices related to performance management are a combination and balance of accountability and support.

Aspire's Home Office provides extensive data analysis around the California Standards Tests and CELDT. Ongoing data analysis informs the instruction by determining which students to target, strand weaknesses and strengths, classroom growth, progress on the goals of ***No Child Left Behind*** and school-wide challenges. **Student data also informs professional development**. The Home Office Data Team is run by **Aspire's Director of Evaluation and Assessment** who meets with each Principal, School Data

Team, and Teacher. In depth analysis of the weakest strands on the California Standards Test, each grade level, the school and the whole organization are analyzed, pacing plans are updated and instruction aligned with the findings. Attachment 1 shows the continuing cycle of data analysis, Attachment 9 Tools for Measuring Student Outcomes and Attachment 10 Data Analysis Products and Services that combined all guide first teaching, and assist re-teaching, and intervention, until mastery is achieved.

***Cycles of Inquiry* (COIs)** are a systematic way for teachers and other educators to analyze data and work together to ensure that instruction meets the needs for all students. Data is collected and discussed through **Data Talks**, where teachers and other educators analyze the data together and make instructional decisions.

Consistent and Persistent Assessment is a critical tool for observing individual student progress, understanding the development of individual teachers, and evaluating the success of the program as a whole. Multiple assessments are used to provide more comprehensive information on students' learning:

- All standardized tests required for traditional public schools that are mandated in the California Education Code (including SAT-9; PSAT, SAT, High School Exit Exam)
- Any local district assessments required of other public schools in the chartering district
- Specialized assessments developed by Aspire Public Schools for all areas of the academic core (e.g. project rubrics)
- Day-to-day assessments related to specific content or skills (running *record for language arts; math computation quizzes, unit tests)* Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports)
- Examination of final products (a final version of a paper, an interdisciplinary final project, Rites of Passage (ROPES) project) based on criteria and standards clearly communicated at the beginning of the project

8. Community Analysis and Context

> **a. Description:** Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.
> **b. Background/Support:** Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, Institutions or individuals that have pledged support for the proposed school.

Aspire has always been interested in developing another K-12 cluster in South Los Angeles. SRES #6 is less than three miles from the Huntington Park cluster that is now complete with 4 elementary schools, one middle school and one high school. The values of the community center on continued acceleration in student improvement and college readiness.

Aspire is certain that the replication of its successful models in Huntington Park and PSC 1.0 in South Gate will bring a rigorous education to the students attending South Region ES #6. The model provides a focused college readiness education, as well as, an exemplary intervention program and class for students with special needs to match community needs.

With Aspire's proven success in Huntington Park (which includes a California Distinguished School), the Board of Directors expressed desire to begin another cluster in Los Angeles. Aspire's 30 schools are strategically placed in areas with high drop-out rates and where college has not been a part of students' future. Aspire has changed this situation at every Aspire school.

Aspire's educational program is designed for students who have historically faced barriers accessing a college education. Typical Aspire students are from low-income families, English is not the home language, and they live in communities with low-performing schools and high dropout rates. Aspire's work in Los Angeles has been with very similar communities.

In addition, Aspire will work closely with the Hubert H. Humphrey Comprehensive Health Center across the street to provide additional services to students and families. Aspire is very interested in partnering with agencies to extend health and human services beyond the educational walls.

One Academy will be named Juanita Tate. The LAUSD Board of Education named the site for Juanita Tate when it took the land from Concerned

Citizens of South Central. Ms. Tate was a community activist who advocated green space and athletic areas for the people of South Los Angeles. Another Academy will be named Aspire Slauson for the street bordering on the north. Directly across the street on the east side is the Hubert H. Humphrey Comprehensive Health Center. One block east of the Health Center is the Brotherhood Crusade; another community agency Aspire will collaborate with.

- In October **Families That Can** a community-based network of parents and community groups introduced Aspire's Leadership Team to community leaders: Assemblyman of the 52nd District, Isadore Hall, III, Blair Taylor from the Los Angeles Urban League and Gene Fisher from the Watts Learning Center. This collaboration (Attachment 11) will continue as they are determined to secure high-quality public education choices in inner city neighborhoods. They have written,

  "Currently, we are working to engage parents in the second round of Public School Choice so that local families have a say about the schools in their neighborhoods."

Aspire's current partnerships include:

- **California State University at Los Angeles (CSULA)** will provide counseling interns to each Academy

- **The Bill and Melinda Gates Foundation –** $60 million **College Ready Promise** grant to improve college entrance rates and teacher effectiveness.

- **Teach for America (TFA)** supports the recruitment of a highly effective teaching force that demonstrates a diversity of skill sets, strong content knowledge, background and experiences, trained in culturally relevant and responsive pedagogy, and the use of data in a collaborative manner to target student support **(Attachment 12).**

- **The Michael and Susan Dell Foundation –** provided a four year $2.5 million grant to prepare urban children for college. Dell also funds the Aspire Area Superintendent position and resources and supplies.

- **The Eli and Edythe Broad Foundation –** assists with facility costs for new Aspire schools in Los Angeles

- **Oprah Winfrey's Angel Network donated $1 million** to Aspire that was used for additional teacher compensation and instructional supplies **(Attachment 13).**

- **United States Department of Education awarded $14 million to Aspire to develop 15 more independent charter schools (Attachment 2).**

In the latter part of November parents passed out fliers during an Annual Turkey Dinner Give-Away along with Mayor Villaraigosa to the communities of South Region #6.

9. Community Engagement Strategy

a. **Engagement Plan:** Explain the team's vision for engaging the community and the underlying theory that supports it.

b. **Key Community Partnerships:** Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.

Aspire recognizes how complex community engagement can be and has learned that "real community involvement" occurs both before and after the school opens. Parents wait to see how friendly the *new neighbors* are and more importantly **how rigorous the educational program is**. Aspire knows from experience opening 30 schools in California that when the school doors open students and parents are there!

Community engagement began with an October *Families that Can* parent training).

October 27 – Following a showing of *"Waiting for Superman"* Aspire met with elected and community leaders to invite their participation. Invited guests included elected officials such as: Jan Perry, Bernard Parks, Isadore Hall, III, and Mark Ridley Thomas. Community Leaders included: Danny Bakewell, Charise Bremmond, Robin Canon, Blair Taylor, and Leon Jenkins.

November 4 – A parent meeting was held at 66th St. School. Parents were invited to visit the Aspire schools at any time. **Desires for the new school were shared. Aspire addresses parent desires as follows:**

PARENT DESIRES FOR THE NEW SCHOOL	WHAT ASPIRE DOES…
Good leadership	• Strenuous procedures to select principals are detailed in this application
Improved respect towards parents	• A pre-opening celebration with the neighbors will be held to familiarize students, parents, and neighbors, with the school • Respect for people is expected by everyone at Aspire • Respect to/for/with parents is so important that it is an evaluation criterion for both teachers and principals
Interventions for students	• Intervention is held during school • Intervention is the purpose of Extended Day (2 hours after school) • API Scores attest to success supporting students' needs
Smaller class sizes	• K-3 is 22:1 and 4-6 is 30:1 • Classes are smaller than the LAUSD

Improved communication school to home	• Teachers are required to send home information • Every student and parent has their teachers' phone number and has been asked to contact them whenever there are questions)
Improved adult supervision on the site	• ***Playworks*** conducts structured play during recess and lunch • Only one Academy is on the yard at one time; reducing the number of students interacting and providing more space and play areas
Parent education classes	• Parent Institute for Quality Education (PIQE) – as at other Aspire schools, will provide parent education • CSULA provides parent education and family groups • Parent education is conducted by the Intervention Specialist • Coordinator/s, Teachers provide class sessions • 2 Saturdays are Parent Student Education Days • Any topics brought to the Parent Liaison, or Advisory Council, will be provided

Aspire hosted Open Houses Thursday, December 9th and Thursday, December 16th for community leaders and parents from the feeder schools to **tour the Aspire** schools in Huntington Park. Aspire parents will distribute flyers for these events in the surrounding neighborhoods of South Region ES #6. Two more Open Houses will occur in mid January to introduce the Aspire model to parents and community.

Aspire's existing partnerships are identified on pages 45-46. New partnerships include:

- **USC Rossier School of Education** – This partnership will provide student teachers (future Aspire teachers) and opportunities to further research of charter school (Attachment 14).
- **United States Department of Education awarded $14 million to Aspire in October 2010 for school expansion.** Any school Aspire opens will receive additional funding for normal start up costs, as well as the organization utilizing the funding for designing scalable systems for an expanding CMO. These would include, but not limited to, completing the shift towards a matrix organization that includes regional offices and central support functions, streamlining centralized support functions to ensure maximum efficiency and refining internal talent management and talent development programs (Attachment 2).
- **Brotherhood Crusade** will help with College Readiness and serve on ASC
- **Hubert H. Humphrey Comprehensive Health Center** will provide needed health and human services to SRES #6 families and serve on ASC.

GOVERNANCE, OVERSIGHT and LEADERSHIP

10. School Governance and Oversight

a. School Type: Briefly explain the rationale for applying to operate your school as an Independent Charter school?

Aspire has successful elementary school models with **proven track records in communities just like the one that feeds South Region ES #6**. (See 5- Year API Growth chart on page 5). **Aspire has proven success in Huntington Park** and now at **PSC 1.0 in South Gate, and is capable of replicating the Aspire model at South Region ES #6. Aspire knows that by operating as an independent charter, flexibility and innovation in curriculum, hiring and assessment has produced astounding success.**

Aspire is a 501(c)(3) Charter Management Organization (CMO) that has been established to open and operate independent charters in California. Aspire's Board of Directors is responsible for establishing broad policies that affect all Aspire charter public schools, advocating Aspirer's mission, and providing strategic guidance to the organization. The Aspire Board of Directors consists of 8 active members; **Attachment 15 identifies members of the Governing Board.** The governing structure of Aspire is:
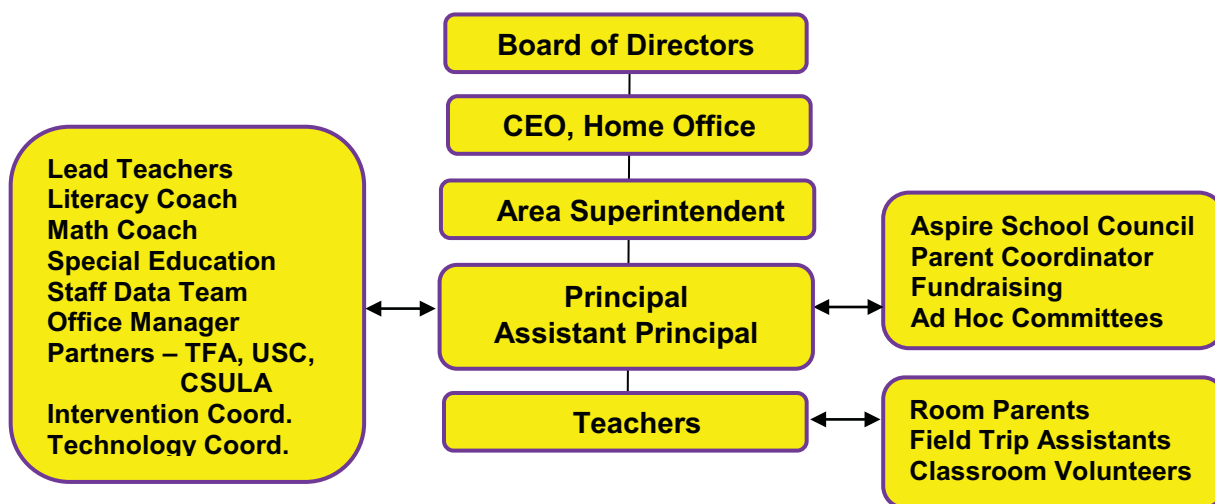
b. **Applicant Team Capacity:** List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed   school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

Aspire's team is comprised of personnel representing one of the most successful Charter CMOs in California. Over Aspire's twelve year history, Aspire has grown to 30 schools serving **10,000 students; making Aspire larger than 92% of the school districts in California. API scores keep increasing and college entrance is a reality for Aspire's graduate**s. Aspire now operates schools in six metropolitan areas: Oakland, East Palo Alto, Los Angeles, Stockton, Modesto and Sacramento.

Aspire will only open schools in areas with low income students and where it can properly "seed" the schools. Aspire is conscious of overreaching the capacity to provide the quality expected from the teachers. Aspire is a K-12 system of public schools that is free and open to all.

As a public charter school organization with a clearly defined focus, Aspire attracts educators interested in working in more accountable, innovative, collaborative environments. Varied, accelerated career tracks create further opportunities for professional growth. As a rapidly growing organization, Aspire can provide a fast career path for individuals with aspirations for professional advancement. Expanded leadership responsibilities for educators can be either in or outside the classroom, including lead teacher, model teacher, coach/ trainer, curriculum specialist, and dean of students. Aspire also has a principal residency program starting in 2011. Instructional coaches guide experienced educators in their application for certification from the *National Board for Professional Teaching Standards.*

Dr. Roberta Benjamin, Area Superintendent
Aspire's Area Superintendent is a 38 year veteran of LAUSD. She was a "charter principal" of the Ten Schools Program when assigned to 112th St. School. Dr. Benjamin also was a Director of Schools in two Area/Region Offices and prior to retirement from LAUSD was the Director of the Charter Schools Office.

James Willcox, Chief Executive Officer
In 2009, James Willcox was named Aspire's second Chief Executive Officer. Prior to his appointment as CEO, Mr. Willcox was Aspire's Chief Operating Officer. Before joining Aspire, Mr. Willcox was the founding Chief Operating Officer for Education for Change, a nonprofit charter management organization founded to restart underperforming district schools within the Oakland Unified School District. Mr. Willcox has also served as a Principal at New Schools Venture Fund, a philanthropic organization focused on starting organizations and supporting entrepreneurs focused on improving public schools nation-wide. Prior to New Schools Mr. Willcox was a nonprofit consultant with the

Bridgespan Group, and served as a U.S. Army officer for over seven years. He holds a B.S. from the United States Military Academy at West Point, and a M. Ed. and M.B.A from Stanford University.

Jonathan Faustine, Chief Operating Officer
Jonathan Faustine is responsible for all growth, operations, technology, facilities, marketing, strategic information systems and human resources functions as well as the overall functioning of the Home Office. In his career Mr. Faustine has managed and led strategy, business improvement and technology projects in many industries including High Tech, Retail and Government. He is an expert in project management and delivery.

The Team also includes Aspire Teachers and Principals who have experienced success in classrooms and schools in the LAUSD and across California.

c. School Governance and Oversight

Aspire Public Schools encourage all stakeholders to participate in and take responsibility for the educational process and educational results. **Each school has an Advisory School Council (ASC) which holds the school accountable for the performance of its students.** The Council also conducts a lottery if enrollment exceeds capacity, addresses school safety issues, reviews parental concerns and sets policies that are unique to the school.

ASCs meet regularly and comply with the Brown Act (Open Meeting Requirement). Each school has a Parent Coordinator, a respected community leader from each school's local community. The Parent Coordinator helps identify and ameliorate parent concerns. The Parent Coordinator is a liaison between the parents and Principal.

i. Autonomy: How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?

Although Aspire is organized as a single 501(c)(3) with a single Board of Directors, each individual Aspire school has an Advisory School Council (ASC) with decision-making authority over site-based decisions. The ASC:

- Acts as an initial discipline review board;
- Addresses school safety issues;
- Reviews parental concerns;
- Determines budget priorities; and
- Sets policies that are unique to the school.

Aspire knows that children learn best when parents are engaged in their education. Aspire helps parents and guardians become coaches for their children, and to invites parent participation in all aspects of Aspire's school life.

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ii. School Level Committees: Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholders groups into decisions.

Parent Involvement

Aspire Public Schools recognizes that children learn best when parents are actively engaged in their education. To help parents and guardians become great support for their children, and to invite parent participation in all aspects of school life, Aspire features:

- **Participation in School Decision Making**: In addition to roles in the school's parent organization, Aspire includes two parent representatives on the Site Advisory Council and parent participation on the school's Principal Interview Committee and the Teacher Hiring Committee.
- **Committees:** Each Academy has a Fundraising Committee. Sometimes Committees arise from a classroom's social studies or science projects; this could be anything from a neighborhood clean-up; recycling drive; food drives.
- **School-Family Student Compact**: To underscore that a mutual commitment is needed to promote academic success, the teacher, parent(s), and student all sign a compact during a three-way conference at the beginning of the school year. This compact outlines the rights and responsibilities of each stakeholder, and affirms the three parties' mutual accountability for the success of all students, staff development, and parent satisfaction. Parents, students and teachers meet at least twice during the year to plan and assess the student's learning progress and determine goals
- **Guidance about At-home Support:** Aspire offers coaching to parents on reading at home (20+mins per day K-6); providing the right level of help with homework, participating in projects, and playing games that reinforce learning. Literacy workshops for parents are scheduled monthly.
- **Regular Parent Workshops throughout the school year:** workshops cover a variety of topics, such as nutrition, diabetes, self-esteem, bullying, better parenting, underage drinking, and domestic violence.

Aspire's commitment to parents is demonstrated in the formal ***Guarantee to Parents***. At every Aspire campus parents can expect:

- An open invitation to attend their child's classes
- An invitation to sit on Exhibition panels: parents may sit on panels to judge student work
- Easy, open communication with their child's Teacher and Principal
- A demonstrated improvement in their child's academic performance
- The opportunity to annually rate performance of teachers and the school
- Eligibility to serve on the school's governing body, the Advisory School Council
- Ample volunteer opportunities. Thirty volunteer hours per year are strongly encouraged, in which parents may help out in classrooms, lead extra-curricular activities, assist in event planning, accompany students on field trips and serve on parent committees
- Invitations to aid in fundraising. Parents and community members may work with the school to raise additional resources to support students and the school programs
- Opportunities for advocacy: parents and community members communicate the school program and outcomes to the public, educators and policy makers, and advocate for necessary policies and resources

The Community is considered so vital to students' success that it is part of the Principal's evaluation. Principals are expected to:

- Use a variety of media to communicate with parents about events and opportunities for involvement; create a school that provides engagement of all parents; use the ASC to solve issues within the school community
- Proactively reach out to local community groups and leaders; take a leadership role in the neighboring community

iii. **Governing Council:** Describe the composition of the Governing Council and the process for membership selection.

Each Aspire Academy has an ASC consisting of the principal, two teachers, two parents, two representatives from community partners. Parents elect the parent representatives to the ASC at an Academy meeting.

11. School Leadership

> **a. Principal Selection:** Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please **attach a job description for the Principal**. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.

Selecting principals is a very important activity for the Aspire organization. Aspire knows how significant the leader role is to the success of the school. Aspire recruits leaders from other school districts, organizations, as well as from talented educators within Aspire. The process of selection is comprehensive and rigorous. The Home Office screens all written applications. The Area Superintendents then rescreen and select potential applicants to interview. After these preliminary interviews, the Area Superintendent selects a final group to proceed to the next step. Finalists are interviewed by a panel of stakeholders at the school site who send their recommendation to the Chief Executive Officer for final selection.

Since each Academy Principal is vital to the success of the program, **(Principals Job Description is Attachment 16**) the Superintendent has already begun recruiting experienced educators from within Aspire and the District. The plan is to have at least two of the administrators have Aspire experience to accelerate success. Principals, as instructional leaders are so important that the organization is developing a Principal's Residency that will begin in the 2011-2012 school year.

> **b. Leadership Team:** Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

Aspire's Los Angeles Superintendent, Dr. Roberta Benjamin, is each Principal's coach and support system. Along with teacher and parent evaluations, Dr. Benjamin is the principal's evaluator. Dr. Roberta Benjamin is a public school educator who served 38 years in the Los Angeles Unified School District as a Teacher, Principal, and District Administrator and as Director of the District's Charter Schools Division. Dr. Benjamin has worked extensively with school reform throughout Los Angeles, including programs at 112th St. School (Ten Schools Program), Elizabeth Street and Foshay Learning Centers. She also served as liaison between the Annenberg Foundation and the Los Angeles Unified School District. Dr. Benjamin is also an Associate Professor at Loyola Marymount University.

c. Principal Evaluation: Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

<u>Principal evaluation is extensive</u>. The Superintendent conducts unannounced walkthroughs at least weekly at each school. The Principal, and Assistant Principal, receive extensive support and guidance. Openness and transparency to problems is critical to their success. Aspire's Home Office and Superintendent expect that problems are addressed immediately. Problems not addressed hinder effectiveness in supporting teachers and being a highly effective instructional leader.

The Superintendent uses Teacher and parent evaluations, conversations and observations by the Home Office as a component of evaluation. **A detailed evaluation rubric is also used (Attachment 17**). **"Distinguished" Principals** display skills, qualities, and adeptness in six dimensions:

1. Instructional Leadership
2. People Management
3. Resource Management
4. Problem Solving
5. Aspire Values
6. Community Leadership

At the year-end conference, the Superintendent provides each Principal a written evaluation based on the six dimensions.

12. Staffing

a. Staffing Model: Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.

Aspire's K-6 Academies create learning communities where each student and family is known personally. South Region ES #6 will be divided into three schools. Research shows that <u>small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning.</u>[4] The chart below shows how each Academy will be organized with **22:1** student-to-teacher ratio in grades kindergarten through third, and up to **30:1** ratio in grades four, five and six.

Class organization for the Juanita Tate, Slauson and Inskeep Academies is planned as follows:

Grade	Juanita Tate	Slauson	Inskeep	Totals	Classrooms	Class Size
K	66	66	66	198	9	22
1	66	66	66	198	9	22
2	44	44	44	132	6	22
3	44	44	44	132	6	22
4	30	30	30	90	3	30
5	30	30	30	90	3	30
6	30	30	30	90	3	30
Students	310	310	310	930	39	
Teachers	13	13	13	39		

Each Academy has its own Principal and Assistant Principal, Office staff, Intervention Coordinator and Extended Day staff. The Home Office provides Specialists, Coaches and Instructional Technology equipment, training and support.

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[4] A number of large-scale studies have demonstrated that small schools are more productive and effective than large ones. Findings from these studies show that students in small schools learn more and better, make greater progress toward graduation, persist in larger numbers, and behave better. This is all particularly true for disadvantaged students (Raywid, Mary Anne. 1999. "Current Literature on Small Schools," West Virginia: ERIC/CRESS.) . In addition, compared with students in large schools, students in small schools experience a greater sense of belonging, and their academic and personal self-concepts are more positive (Cotton, Kathleen. 1996. "Affective and Social Benefits of Small-Scale Schooling," West Virginia: ERIC.).

The Principal selects Lead Teachers who must have been successful Aspire teachers. Success is measured by how effective they have been using data to raise achievement. This is also a way for teachers interested in promoting within Aspire to gain leadership experience and visibility within the Aspire organization.

> **b. Recruitment and Selection of Teachers:** Describe the criteria the proposed school will use to select Teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the schools planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.

Aspire is the **oldest public state charter management organization** (CMO) with a clearly defined focus. Aspire attracts educators interested in working in **accountable**, **innovative, collaborative environments** — teachers and principals who are themselves educational entrepreneurs.

The first area of recruitment is from within the Aspire family. The goal is to *"seed"* at <u>least two experienced Aspire teachers in each Academy</u>. These teachers provide leadership, and transmit the Aspire culture to the new staff. This past year a teacher from northern California wanted the opportunity to live in Southern California and transferred to a Los Angeles Aspire school. This movement will be encouraged more and more as these are wonderful opportunities for young staff. They are meeting and mixing across the state and find themselves members of a growing organization that is continuing to be recognized in the state and across the nation.

Aspire hires teachers from its *Teacher Residency program* and will hire student teachers from the USC Rossier School of Education (2012-13). These teachers will already know the "Aspire" way and family structure. In addition to the pool that has been trained at Aspire the organization actively seeks educators interested in working in accountable, innovative and collaborative environments.

Aspire's strong criteria for hiring are included in the four parts of the hiring process: resume screening, demonstrations, interviews and references Traditional recruitment will include: classified advertisements, Internet postings, and job announcements through local credentialing programs, word-of-mouth among teachers. These are all viable methods of finding appropriate educators.   Teachers from 61st, 66th and 68th St. schools will be invited to apply and be considered with all other applications. LAUSD teachers and

itinerant staff from feeder schools and other District offices work at every
LAUSD Aspire school.

Aspire teachers must be **fully credentialed** and meet all requirements set forth
in applicable provisions of law, including Education Code Section 47605*(l)* and
the applicable highly qualified requirements of NCLB.

Aspire has a multiple-stage hiring approach that includes:

1. A resume screen
2. Interview with a site hiring committee (comprised of Aspire Principal,
   Teachers, and Parents)
3. Writing sample
4. Demonstration lesson with students
5. Reference checks

Although this is a lengthier process than that used by most education
organizations, Aspire believes that finding the right match for both organization
and individual will decrease turnover that is disruptive for student learning
and school culture.

Aspire Teacher Residency Program

The Aspire Teacher Residency Program (ATR) is a teacher training program in
partnership with the University of the Pacific. The *Aspire Teacher Residency
Program* offers:

- A comprehensive four year program that integrates exceptional academic
  preparation and practical teaching experience
- A tuition-reimbursed Master's in Education from the University of the
  Pacific
- A tuition-reimbursed California Preliminary Credential, in either Multiple
  Subject (K-8) or Single Subject (6-12)
- A job at an Aspire school the following school year, at a beginning
  teacher's salary with medical benefits for residents who successfully
  complete the first year program

Residents have the opportunity to work in three learning environments including:

- The opportunity to work alongside an Aspire Mentor Teacher, four days
  per week, preparing to gradually take over the classroom teaching
- An all day seminar, one day per week, with their Regional Cohort,
  discussing the coursework theories and classroom practices at Aspire

- Online courses in education theory during the summer and school year for residents

Year 1: Residency Year

- Residents work with an Aspire mentor teacher and take coursework for their California Preliminary Credential and Master's in Education through the University of the Pacific

Year 2-3: Induction Years

- Residents work in their own classroom at Aspire
- At the successful completion of Year 3, Residents receive their California Professional Clear Credential

Year 4: Final Year of Residency Program

- Residents continue teaching in their own classroom
- Complete their final required year of service
- May pursue other career avenues within Aspire Public Schools i.e. Lead Teacher, Model Teacher, Administrator

c. Autonomy: How will you use staffing autonomy to create optimal learning-centered cultures for students?

Aspire Principals do daily walkthroughs of classrooms. During some observations they provide informal feedback to the teachers. Principals conduct periodic performance evaluations providing regular feedback to teachers to help inform their professional growth; to ensure they are appropriately rewarded according to performance; and to build a culture of accountability. ***Autonomy allows Aspire to terminate Teachers who are unwilling to accept accountability despite conferences, guidance and assistance. Autonomy enables Aspire to focus on the business of students.*** Without the highest quality and committed teachers, Aspire cannot meet its target of "no student is left behind" and preparing every student for college.

d. Evaluation: Describe the evaluation process for teachers
   <u>For internal applicant teams only</u>, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District's Teacher Effectiveness Task Force.

Principals meet with each educator several times during the school year to discuss individual performance. Beginning of year (or end of previous year): during this non-evaluative discussion, the Teacher and Principal discuss development goals for the year. In addition to Aspire's core values, Aspire uses

the 5 criteria developed by the *National Board for Professional Teaching Standards* along with its own rubric to evaluate its teachers:

1. **Commitment to Students and Learning**
    - Demonstrates knowledge of cognitive development and different learning styles
    - Considers the whole student including interests and cultural heritage
    - Creates a culture of respect and equity
    - Creates a culture of high expectations for learning

2. **Knowledge of Subject Matter**
    - Know how the subject is organized and lined
    - Designs coherent instruction (including activities, materials, resources)
    - Uses subject-specific instruction techniques

3. **Skill in Management of Learning**
    - Organizes and manages classroom procedures, including physical environment, groups, transitions, materials
    - Manages student behavior
    - Uses a breadth of instructional techniques effectively
    - Assesses student growth consistently and in accordance with instructional goals and standards
    - Engages students in learning
    - Provides constructive, timely, substantive feedback
    - Is flexible and responsive
    - Maintains accurate student records

4. **Reflection**
    - Reflects on practices accurate
    - Uses reflections to modify future teaching
    - Is open to coaching and critique

5. **Community-Oriented**
    - Collaborates with other teachers
    - Communicates with parents about individual students
    - Collaborates with parents in instructional program
    - Uses community resources when appropriate

FINANCES

The Finances section should provide an overview of the projected budget for the proposed school, including additional resources that may be needed. Note that all internal applicant teams will receive funding via the District's Transparent Budgeting process, which is based on student ADA, while independent charter schools will receive funding via the charter funding formulas. Please reference Appendix F for a brief overview of Transparent Budgeting.

13. Finances

a. Financial Sustainability: Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.

Aspire does not *"rely only on regular District funding."* As a public charter school, providing a free education to all students, funding from donors, grants, and foundations is aggressively pursued.

b. Additional Funding: To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.

Additional funding comes from many partners and grants. The following partners, and grants, provide funding:

1. **The Eli and Edythe Broad Foundation** assists with facilities costs for new Aspire schools in Los Angeles.
2. **Susan Dell Foundation** funds the Area Superintendent Position and resources and supplies.
3. **The Bill and Melinda Gates Foundation** has funded a **$60 million grant "College Ready Promise"** to improve the college entrance rate and teacher effectiveness across 5 CMOs in Los Angeles.
4. **Oprah Winfrey's Angel Network donated $1 million** to Aspire for additional teacher compensation and supplies for students (September 2010).
5. **United States Department of Education awarded $14 million to Aspire**. On September 29, 2010, Education Secretary Arne Duncan announced 12 charter school grants totaling $50 million for *charter management organizations to replicate and expand high-quality charter schools that have demonstrated success*. The Charter School Grant Program competition is the first time the Department sought out the nation's highest-performing charter management organizations capable of replication and expansion (Press Office, (202) 401-1576, press@ed.gov).

For Traditional, ESBMM, Pilot and Network Partner Schools Only
c. Autonomy: Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.

Does not apply to Aspire – an independent charter.

d. Budget Development: Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.

Mike Barr, Chief Financial Officer

Mike Barr manages all of Aspire's finance, accounting, and treasury functions. Mr. Barr has over 20 years experience of progressively senior positions in finance.

The process and annual calendar of events related to projecting and monitoring of financial results for Aspire Public Schools and each of our individual schools is as follows:

Budgeting:

1. **January:** Financial Analyst at the home office prepares the budget template in Excel. Obtain projected funding rates from the January version of the Governor's budget proposal.

2. **February:** Gather enrollment and staffing projections by grade for each school site. Input projected enrollment, staffing and funding rates into Excel template and distribute to sites. The budget template includes a number of key expense assumptions, including: the annual merit raise available for staff, STRS/PERS funding rates, health & welfare costs, and insurance rates.

3. **March & April:** Hold 2 to 4 in-person meeting with Principals and Area Superintendents to review their proposed budget and multi-year projections. If a site is having difficulty balancing its budget, more meetings will be required to identify cuts; those site meeting may also be attended by the Director of Finance and the Chief Financial Officer. The analysis that takes place during this review period includes a comparison to the previous school year (for which at this point we have 8-9 months' of actual data), as well as a comparison to spending on a per-pupil basis against other Aspire schools.

4. **May:** Obtain projected funding rates from the May version of the Governor's budget proposal. If there is a material variance to the January rates, we will

incorporate those changes into the site templates and hold one more round of reviews with each site.

5. **June:** Aspire's Board of Directors approves the annual budget. The approval is for Aspire as an organization in total and each of the school sites individually. At this point, each site now has a monthly budget for P&L, Balance Sheet and Cash Flow in total and at the resource level; that approved monthly budget becomes the basis for the site's Forecast.

14. Implementation

e. Implementation Plan:
What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. **Attach Appendix G**

Full implementation begins August 22, 2011, the first day of instruction. Aspire, in keeping with the feeder elementary schools (61st, 66th and 68th St.) will be a K-6 school drawing its students from the boundaries identified by the LAUSD. **All elements of the proposal will be achieved during the first year (and some pre-opening, as outlined in Appendix G). Aspire's successful experience opening new schools enables management to open new schools with instruction beginning the first day.** Appendix G shows how the scope of the work will be implemented during the first year of operation.

The grant award from the Department of Education will enable Aspire to search for a nearby location for a middle school to be followed by a high school several years later. Aspire's practice across the state is to begin by seeding elementary sites that become part of a K-12 cluster. This practice is proving highly successful in not only student achievement but assuring *College for Certain* practices for students' entire K-12 experience.

a.   Waivers: For Internal Applicant Teams Only

Does not apply - Aspire is an independent charter.

SUPPLEMENTAL APPLICATION

(For Charter Management organizations looking to add schools to their existing portfolio and all organizations seeking Network Partner status)

All Charter Management organizations looking to add more schools or campuses to their existing portfolio and all new and existing Network Partner organizations submitting an application via the Public School Choice 2.0 Request for Proposal must complete the Supplemental Application. The intent of the Supplemental Application is to allow the evaluation team to better understand the organization's capacity to operate one or more schools or campuses.

NETWORK PORTFOLIO AND PERFORMANCE

1. Portfolio of Schools (2 pages)

> Please provide an overview of the schools/campuses within your portfolio. Please include the following:
>   a. Number of school(s)/campus(as) and total number of students served;
>   b. Cities, or communities, served,
>   c. Grade levels served;
>   d. Unique school themes or models in your organization
>   e. Type of schools in your portfolio (e.g., Charter, Network Partner, etc.)

Aspire Public Schools ("Aspire") is a **501(c)(3) charter management organization** that operates high performing public charter schools across California. The organization runs **30 schools** serving **10,000 students from kindergarten to 12th grade.** Aspire's typical grade configuration for a primary school is kindergarten to 5th grade and 6th to 12th for a secondary school. Schools are in the following cities: East Palo Alto, Huntington Park, Modesto, Oakland, Sacramento, South Gate and Stockton.

Aspire typically obtains its schools' charters through the local district in which the school is located. However, six of the thirty schools have been granted authority to operate by the State Board of Education under Aspire's statewide benefit charter. Aspire currently operates six schools within LAUSD boundaries that are chartered by the school district and two that are chartered by the State Board of Education with California Department of Education oversight. Aspire enjoys partnerships with various districts throughout the state and appreciates the opportunity to build relationships with district partners to ensure that all students are receiving a high-quality education.

2. Portfolio Growth

Aspire seeks to increase the access to a high quality public education for underserved students in California through the operation of high quality schools and the translation of that success into district schools. In order to achieve this mission, the organization has implemented a growth plan within the state of California that it believes is both ambitious and attainable: the organization plans to grow three to five schools each year until it hits its initial target of thirty eight schools. By achieving this goal, Aspire hopes to have enough of a presence throughout California to be able to translate its learning and successes to other districts and schools in order to achieve high academic performance in all public schools. Aspire believes that Public School Choice is an opportunity to accelerate all public school achievement.

Aspire's portfolio currently **contains 30 schools** that lie within three distinct regions in California. The regions in which the organization maintains schools are: Los Angeles (Huntington Park and South Gate), the Bay Area (Oakland and East Palo Alto), and the Central Valley (Sacramento, Stockton and Modesto). Within the regions, there are "clusters", or groups of schools within a city or community, that offer an Aspire education to students from kindergarten to twelfth grade and help to foster an Aspire community. Aspire plans to stay within socioeconomically disadvantaged neighborhoods within the Bay Area, Central Valley and Los Angeles regions. Aspire hopes to provide a high-quality education to more in-need students in Los Angeles specifically, through the Public School Choice Process.

Aspire schools are small with small classes and elementary teachers "looping" for two years with the same students to create community where each student is known personally. The organization will continue to implement this program design due to the success that Aspire has had in student achievement throughout its history.

Aspire Public Schools is now in its **12th year of operation**. Over twelve years, Aspire has grown from two schools in its inaugural year to thirty in 2010. The organization has grown more than two schools per school year on

average, including the opening of a record five schools for the 2010-2011 school year. The organization has never been denied a charter and **has never lost a charter** after opening a school's doors. Aspire opened two schools, Aspire Firestone Academy and Aspire Gateway Academy, on a South Gate campus under the Public School Choice program (SRES #4) with Los Angeles Unified School District charters during the 2010-11 school year.

Despite its rapid growth year over year, Aspire has proven the organization's capacity to produce results with its API scores and college acceptance rates. **Over eleven years, for which there are results, Aspire has had an average API growth of over 280 points per year**. In the 2009-2010 school year, seventeen of Aspire's <u>twenty five schools surpassed the target score of 800</u>, <u>with an overall score of 824</u>. Aspire's newly-opened schools also opened to strong results. This year, Aspire's four first-year schools averaged 786 on the API. Within the Los Angeles region, **95% of Aspire's students were socio-economically disadvantaged in the 2009-2010 school year, and the five schools scored an average API of 828.**

Aspire's academic success in its K-12 program resulted in 100 percent of the students from its three graduating classes last year being accepted to four-year colleges or universities. Aspire Public Schools hopes to be able to continue to provide all students in the Los Angeles area, as well as in the rest of California, with a rigorous education to get them to college.

3. Performance Data

> a. Provide evidence of the organization's successful management of academic and non- academic Operations of schools/campuses in your portfolio (e.g., professional development, back-office support, facilities maintenance). Please include evidence from performance data assessments that measure student growth and achievement in math and English Language Arts. Include comparative local district data where available. For organizations that have not operated or managed a school before, but have Run programs at schools; please speak to the impact of your programs on student achievement.

I. Academic Performance

Aspire Public Schools has a proven track record of increasing student performance. In 2010, 17 of 25 schools with API scores (68%) scored above the state's high performing schools mark of 800. In the 09-10 school year more than 75% of Aspire's schools that were open for at least a year showed growth. Aspire's schools on average grew 22 points, far exceeding the average state growth of 13 points.

Almost all of Aspire schools perform at the top in the state when compared to schools with similar demographics. Overall, Aspire's average Similar School ranks have been 9.5 out of 10 for the last two years in which data is available. Aspire schools **also have a proven track record hitting and surpassing AYP targets**. In the 2009-10 school year more than 75% of Aspire's schools open for at least one year made Adequate Yearly Progress in both ELA and Math. Furthermore, **none of Aspire's schools are in Title I Program Improvement.**

Aspire's four Huntington Park schools ranked 6th, 8th, 12th, and 15th out of the LAUSD's 242 elementary schools serving at least 92% eligible free or reduced price lunches. Aspire's four elementary schools and one middle school scored at **least 85 points higher than LAUSD's average API of 709**. The chart below shows the 2010 school wide average API for Aspire's five HP schools compared with the API average for LAUSD:
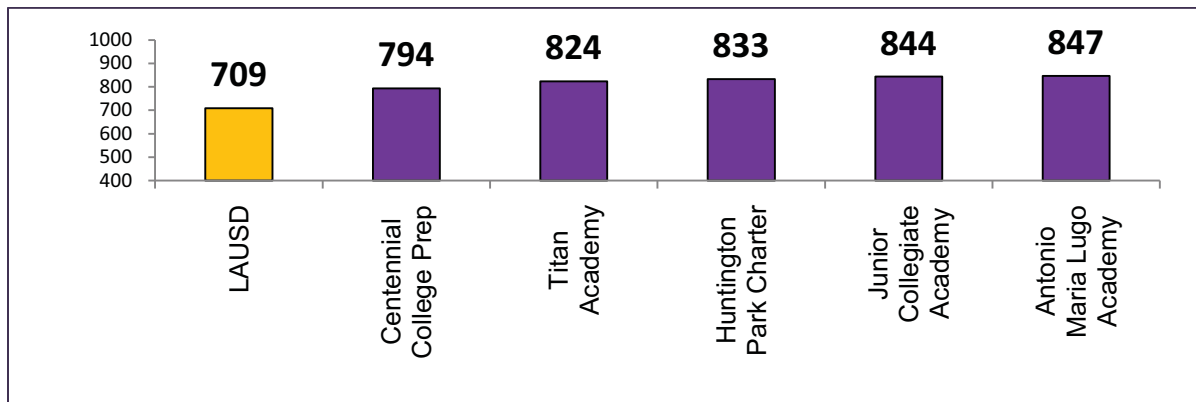
Aspire has also had great success in preparing students for college readiness and resilience. Since its founding Aspire has graduated approximately 95% of its students. Approximately 98% of its graduates have applied to a 4 year college and 97% of its graduates have been accepted to a 4 year college. The remaining graduates are attending community colleges or have entered the military.

II. Non-Academic Track Record of Performance (e.g. facilities, PD, finance, etc.)

Aspire has a strong record of performance in non academics. It was the **only Charter Management Organization that was successful in PSC 1.0.** It has garnered huge support in grants to expand facilities: (1) $5 million from Broad in 2008 and (2) $14 million from the United States Department of Education in 2010. Aspire received a $93 million bond issuance in April 2010 to build and expand facilities across the state.

Aspire has never had financial problems and has successfully grown from 2 to 30 schools in 10 years. Aspire practices conservative fiscal management and carefully trains staff in fiscal responsibility. Aspire also contracts with Pacific Charter Development Corporation to build facilities.

> b. Identify the key areas for improvement within your portfolio of schools and discuss how these are being addressed network-wide. If your organization does not operate multiple schools or campuses, please indicate the areas of improvement for the school you operate.

Key Areas for Improvement (Academic)

Although Aspire has been successful in raising student achievement, it is constantly analyzing the instructional program to refine the work. Aspire has analyzed its 2009-10 achievement data and is particularly focused on two areas for the future:

(1) Improving **the college readiness of our high school students,** and

(2) Improving writing skills that are a key predictor of college success. Therefore, Aspire has adopted a **multi-year focus increasing the rigor in Aspire's writing program in grades 2 – 12.**

ORGANIZATIONAL CAPACITY

1. Organizational Responsibilities and Goals

a. Describe the core functions of the organization in relation to the schools/campuses it operates or will operate both now and in five years

The **core functions** of Aspire Public Schools support the four-part mission of Aspire currently, and in five years:

1) To increase the academic performance of California's diverse students
2) To develop effective educators
3) To catalyze change in public schools
4) To share successful practices with other forward-thinking educators

Aspire accomplishes these core functions by operating 30 small personalized school sites in three major areas of California: Los Angeles, the Central Valley and the Bay Area. The Home Office located in Oakland houses four members of the Management Team and their core staff: the Chief Executive Officer, the Chief Operating Officer, the Chief Financial Officer and the Chief Academic Officer. Each of the three geographic regions is administered by an Area Superintendent.

The **Educational team of Aspire** supports student achievement by: (1) continuing to research, develop and upgrade curriculum (2) designing and leading professional development modules for teachers, lead teams and administrators and (3) analyzing data and designing tools for the organization to accelerate student learning.

The Home Office also supports schools with **all human resource needs** including recruiting hiring and evaluating staff. Aspire implements a tight system that hires teachers who share beliefs around Aspire's mission. Aspire will support struggling teachers, but will remove them, if after much support and coaching, they are unable to perform successfully. An Instructional Technology team installs and continually develops technology to assist schools in more efficient work in the classroom and school as a whole.

The **Financial Team** supports schools with all budget planning, forecasting and management. Each Region has a fiscal analyst who works with principals regularly to provide sound fiscal management for all sites. The Home Office also assists schools with internal communications throughout the Aspire

network of schools with **MY Aspire** (an internal network) that provides a plethora of instructional resources

Aspire has shown an exemplary historical achievement growth as evidenced by the chart below which shows a comparison of schools in the state of California performance in elementary school language arts. **All traditional public schools are indicated in blue, all charter schools in orange and Aspire in green.** As the following chart shows, Aspire's **core clients - African American, English learners and students with disabilities do especially well.**
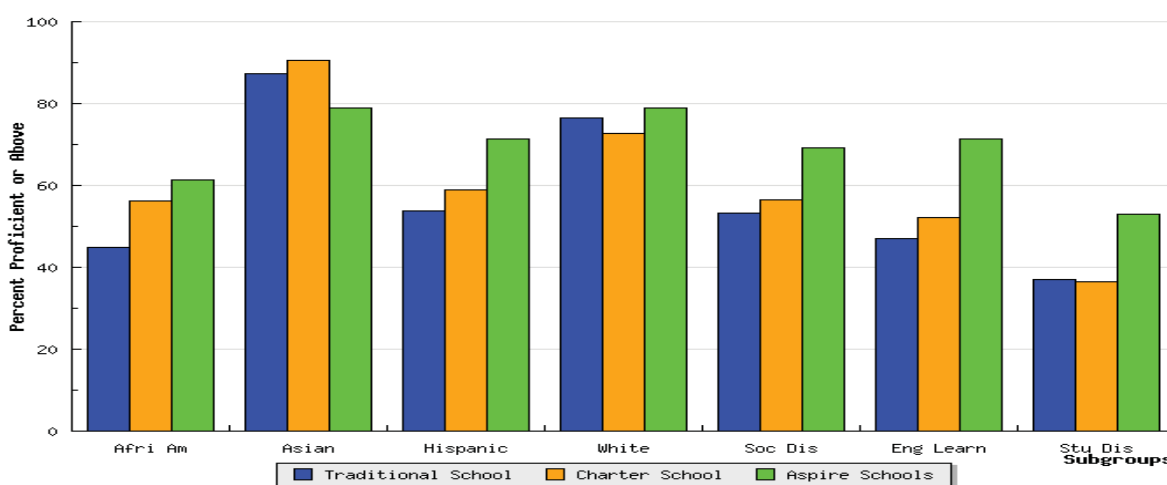
b. Describe the organization's short and long term academic, financial and operational goals

Aspire's goals or "Must Achieves" for 2010-2011 include:

- 100% of schools hit their API target
- 75% EAP passage rate in Math and 35% passage rate in English at grade eleven to improve college readiness.
- Good growth criteria for any new school (see appendix…..
- 85% of all teammates must be satisfied with affiliation questions in survey results
- Strong fiscal management and accountability

Despite financial crisis and other challenges, Aspire manages to continue to improve its quality as evidenced by the chart below:
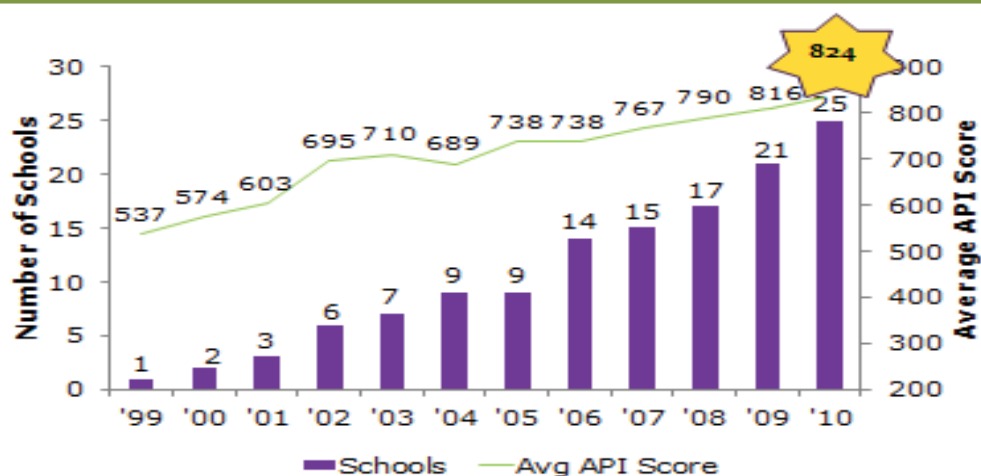
In 1999 with one school, the API was 537.   Today, with 30 schools, Aspire's average API is 824. Aspire continues improving as it continues growing!

c. Discuss the organization's role in assessing overall performance at individual schools, campuses, as well as the interventions the organization will use to promote continued improvement at each school.

All schools employ rigorous and ongoing assessment. As measured by documenting both student assessment processes and results, Aspire will observe individual student progress, determine the efficacy of individual teachers, and evaluate the success of the program as a whole. Multiple assessments are used.

Schools at Aspire are measured by their API, and individual students on their growth in basic curriculum areas. Aspire employs a variety of "safety net" strategies to provide extra support for students who are below grade level, following the RtI model and supported by the state of the art data systems being developed with support from the Bill and Melinda Gates Foundation. This can include before/after school tutoring, work with a literacy specialist, pull-out and or push-in programs, bilingual teaching strategies, and using computers and peer tutors to enhance language skills.

2. Organizational Leadership

Aspire Juanita Tate, Aspire Inskeep and Aspire Slauson academies will be operated by Aspire Public Schools, a California public benefit corporation recognized by the IRS as a tax-exempt 501c3 organization. **Aspire Public Schools is the umbrella organization** for all the Aspire school sites and campuses statewide. Aspire Juanita Tate, Aspire Inskeep and Aspire Slauson Academies will be three of the schools under that umbrella organization.

Aspire Public schools has a Board of Directors consisting of a maximum of 9 regular directors. The Board of Directors is responsible for ensuring the financial viability of Aspire Public Schools, advancing the organization's mission, hiring, firing and evaluation of the CEO, serving as an advisory body to the executive team. The Board also has responsibility to review, attest and approve various documents and assurances. The Chief Academic Officer of Aspire Public Schools plays the central leadership role for all decisions concerning curriculum and instruction. Curriculum and instruction are constantly updated with current research and modified by teachers and staff of the Home Office under the direction of the Chief Academic Officer. **Final decisions concerning curriculum and instruction with major revisions need to be ratified by the Governing Board.**

Although Aspire is organized as a single 501c3 with a single Board of Directors, Aspire Juanita Tate, Aspire Inskeep and Aspire Slauson will each have an Advisory School Council (ASC) with decision-making authority over site-based decisions. The Council acts as an initial discipline review board; addresses school safety issues; reviews parental concerns; determines budget priorities; and sets policies that are unique to the school. Final major decisions would still go to the Governing Board.

The primary role of Aspire's Board of Directors is to serve as a group of *"engaged thought partners"* for Aspire's management and staff as they design and implement the organization's strategy. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools,

advocating Aspire's mission, and providing strategic guidance to the organization. The three primary areas of involvement are: (1) **School-site Expansion** – deciding whether to pursue a new school site; (2) **Finance** – budget oversight and fundraising; and (3) **Strategy** – variations on the original business plan.

c. Board Structure
Describe the structure of the Governing Board at the proposed school, and identify any proposed Board committees and their roles.
i. Attach the By-Laws of your school's Board or an outline of the same, and a copy of the Articles of Incorporation for the not-for-profit entity that will hold the charter for the school in the appendix. **(Attachment 20, page 129)**
ii. Attach proof of filing for 501(c)(3) status by the applying entity. **(Attachment 15, page 112)**

Aspire Board Members (Attachment 16) bring a wide range of backgrounds, including education, law, finance, management consulting, private equity, venture capital, politics and philanthropy. Officers include a Chair, Vice Chair and Secretary.   The Board evaluates the CEO annually and to help them come to agreement on a CEO compensation recommendation for the full Board.

Many Board functions are delegated to the Executive Committee, which serves as the primary decision making body. The Executive Committee meets monthly and is responsible for making policy and budgetary decisions, as well as discussing strategic issues that require more immediate dialogue than the quarterly full Board meetings permit. In addition to the Executive Committee, the board includes three other standing committees, each of which has three members: (1) **Finance Committee** – reviews budget proposals and year to date expenses and revenues; (2) **Audit Committee** – elects an auditor, reviews the annual audit, and reports to the full Board; and (3) **Governance Committee** – responsible for Board recruitment and development.

d. Board Development
Identify the composition of the Governing Board, including key skills and constituencies that will be represented

Board members are appointed for two-year terms and can opt to stay on the Board for an unlimited number of terms. Most members have remained on the Board indefinitely, and Aspire considers this stability to be a major strength.

Attachments include:

Proof of 501(c)(3) Status (Attachment 15, page 112)
Members of the Governing Board (Attachment 16, page 113)
Articles of Incorporation and By-Laws (Attachment 20, page 129)
Auditor's Report for 2008 and 2009 (Attachment 21, page 147)

INSTRUCTIONAL PROGRAM

1. Curriculum

Aspire's Home Office oversees all thirty Aspire campuses; assuring teachers are prepared and have what they need to ensure student success. Elise Darwish is the Chief Academic Officer for Aspire. She has been an executive with Aspire Public Schools since its founding. In this role she supports principals, oversees research and development pertaining to curriculum, instruction, and assessment, and manages internal professional development programs. With over 21 years of experience in charter schools, traditional public schools and private schools, Ms. Darwish designs the Aspire education model and oversees its implementation.

The Educational Team at Home Office (CAO, Vice President of Education, a cadre of coaches) implement numerous activities to ensure a strong curricular base for Aspire. The Team attends workshops and does research on current exemplary practices on an ongoing basis. **The Team trains the site principals quarterly on curriculum supervision and implementation.**

The curriculum is consistent across Aspire using to Grade level Instructional Guidelines based on standards. These Instructional Guidelines are the framework for all curriculum, although implementation may vary in pacing and resources based on need at a site or in a particular classroom.

At Aspire, the emphasis on instructional methodologies with ongoing data collection and analysis is as important as the materials. **Aspire's Instructional Guidelines are designed to differentiate and individualize instruction for students at different levels.** Students achieving above and at grade level are effectively served at the School, just as students who need additional support.

The organization provides a plethora of support for curriculum delivery across the organization. **Principals are the primary support for their teachers.** This is one of the reasons that Aspire believes in small learning communities (no more than 350 students) so personalized curriculum

support is possible for each classroom. In this way, the Principal is an instructional expert, as well as evaluator, for each teacher at the site.

Each Region employs **Instructional Coaches**. Currently Los Angeles has four that support the eight sites in Los Angeles. Plans for more as Aspire expands to additional schools in Los Angeles are already in process. Coaches model lessons, plan with teachers, provide feedback and help with resources. **They also do "real time" coaching for teachers in classroom management.**

Each grade level at a site employs a **Lead Teacher** who is a classroom teacher with expertise in Aspire curriculum. This teacher meets with his/her team regularly at least once or twice weekly to develop and monitor planning, ensure Instructional Guidelines are being employed and assist with a powerful data driven instructional program in each classroom. The ratio is usually 1 lead: 3 teachers.

Principals, Leads and Coaches meet regularly to calibrate curriculum pacing and instructional delivery to ensure consistency.

2. School Culture and Climate

Describe how the organization will transition the culture of the existing school(s)/campus (es) to the proposed new school(s)/campus (es). How will the organization leverage current expertise within existing school(s)/campus(es) to accomplish this transition?

SRES #6 is a new school. Aspire has found that opening a school from the ground up enables the culture to evolve as one.

Aspire has successfully opened 30 schools and has developed effective "roll-out" procedures. **The most recent opening of the South Gate schools, in the PSC 1.0 round, enabled Aspire to become familiar with what LAUSD requires for opening a new site as an Independent Charter. Aspire has already experienced success in a PSC 1.0 elementary school from the ground up this current school year (2010-11).**

Upon award of SRES #6, Aspire will immediately begin implementing numerous activities simultaneously:

1. Recruiting **"seed" teachers**. These are current Aspire teachers who will be recruited to transfer to the new school as **Lead Teachers**. Aspire will seed at least one experienced Aspire teacher in each of the three Academies. Seeded Lead Teachers are highly effective. They bring Aspire's culture, routines and rituals. They are capable of helping new teachers navigate the Aspire system, MyAspire (website), Cycles of Inquiry, and resources. Lead Teachers are also a first step for teachers interested in promoting within Aspire by demonstrating collaborative leadership skills.

2. Principal identification and selection will begin early. Aspire will **have at least one experienced Aspire administrator on the new site.** This/these administrators can coach the other administrators if they are new to Aspire. Advertising and recruiting principals needs to be sent out as soon as Aspire receives the award. The process is intensive and takes approximately four weeks from the time paper screening is conducted.

3. **Office staff from current Aspire schools will also be recruited to "seed" each Academy.** This too, is an opportunity for office staff to become "Office Managers." Office staff will be hired so that the enrollment process begins. Letters will be sent to all households within the neighborhood boundaries identified by the LAUSD.

4. Following identification of Principals and Office Managers for each Academy (Juanita Tate, Slauson and Inskeep), teachers and other staff will be selected.

5. A "Grand Opening" for **parents and community introducing staff and the site will be held as soon as the school is available for occupancy.** Aspire wants the community to know, as soon as possible, who and what Aspire is. Aspire has found "talking" about the school is different from the feeling parents and children have when they actually "set foot" on the school grounds.

Aspire is experienced opening high achieving, community oriented, College for Certain schools and eagerly awaits this new opportunity to serve the SRES #6 community.

3. Data-Driven Instruction

Aspire's use of data to drive instruction is key factor in its historical success. ***Implicit in the mission is the need to accelerate students so they are at or above grade level and ready for college.*** As a result, analysis is focused on mastery of the standards and student growth at the class, school, and organizational levels. Aspire has developed and continues to refine data analysis products and tools for universal assessments which provide teachers, principals, and the organization with the analysis to make strategic data driven instructional decisions (See Attachment 10 Data Analysis Products and Services).

Teachers use both their classroom assessment tools and Aspire created data analysis products to drive their instruction. At the classroom level teachers use the results from classroom based exit tickets, quizzes, running records, curriculum based exams, performance assessments, and Cycles of Inquiry (COI) to monitor their students' progress on each state standard and inform their instructional decisions. Aspire schools implement COIs at least every two weeks and more skilled teachers often have more than one COI occurring simultaneously.

Aspire has developed a suite of data analysis products and tools that provide teachers easy web-based access to their current students achievement and demographic data. Aspire has automated the creation of our data analysis products and tools using **Tableau**, a visual analytics software, able to provide all teachers with individualized student analysis. The **Teacher Data Portal,** for example, provides teachers with a regularly updated class snapshot that shows their students' progress (current and historical), attendance, behavior, and demographic information. As a result teachers easily monitor their students' progress and identify students in need of additional academic supports.

At the school level Principals have access to their teachers' analysis as well as series for products focused on school level performance. With a few clicks in the **Administrator's Data Portal**, Principals easily identify which standards, grade level, teacher, or student are mastering expectations and which are having difficulty. With a few clicks the administrator can also identify how

79

other teachers in their school or across Aspire are performing on these same standards and identify resources to assisting struggling teachers. Principal's can also easily compare the performance of their teachers with other teachers at their school and across the organization on Aspire's key growth metrics. Through analyzing and monitoring their teachers' performance on specific standards, Aspire principals play key instructional leadership roles.

Aspire also provides Principals summary analysis on their school's strengths and challenges on Aspire's universal assessments as well as projections of their progress towards meeting Aspire's API and AYP goals.

In order to ensure students are at grade level, or above, and ready for college **Aspire must have more aggressive API targets than the state's yearly 5 percent growth towards 800.** As a result, API targets for Aspire's schools align with the goal of achieving a Similar School rank of 8 or above in four years and an API of 800 within 6 years.

Aspire's analysis forms the basis for Aspire's improvement, focus and plans. <u>At the organizational level data is used to evaluate implementation and effectiveness of key intervention strategies</u>. An example of an Aspire on-going analysis is how effective Read 180 and IPASS are at accelerating students who are significantly below grade level in reading and math skills.

Aspire's data analysis products and tools are created by its Data and Assessment Team in conjunction with support from its Technology Integration Group called Godzilla. **Aspire has invested in creating a data warehouse and advanced analytical tools like Tableau in order to ensure our teachers have timely access to the data they need to make strategic instructional decisions.**

4. Professional Development

The Aspire Educational Team provides professional development in a number of ways cross the organization. Aspire focuses on creating powerful, personalized learning experiences for each child, Aspire's teachers need to be bright, highly skilled, creative, dedicated and resilient. Aspire's human resource systems are designed to attract, select, develop, inspire, and reward these educators. Once teachers are hired, Aspire invests in these individuals to **support their continued professional development. Aspire's multi-pronged support system includes:**

For new teachers:

- 2 weeks of summer training for all teachers new to Aspire
- 1:1 sessions with instructional coaches
- New Teacher Support Group
- Opportunity to observe demonstration lessons by grade-level Lead Teachers and Model Teachers
- Regular classroom observations and formal performance feedback from the principal
- Guidance in applying for Certification from the National Board for Professional Teaching Standards
- 2 days during October break for follow-up

For existing staff:

Aspire also trains existing staff statewide in a number of ways. Twice a year at 3 day retreats, Principals and Lead Teachers receive intensive training on new strategies to improve rigor. The strategies are always research based and include such educational giants as Doug Lemov, Jim Collins and Sergio Lincioni. These three leaders wrote on instructional strategies, leadership and team building and Aspire uses them as cornerstone researchers. This training is then replicated by each leadership team at their school sites across the organization.

Sites will be at various levels of implementation and work at the pace that best moves the student achievement agenda for their population. Coaches

and Principals also receive professional development monthly that they then disseminate at sites.

Aspire has a number of ways that it disseminates and shares best practices across the organization:

- **Aspire Intranet includes numerous portals with lesson plans, successful strategies and additional teacher resources**. The Home Office's Technological Team is always developing new tools to help teachers access student data and information to improve instruction. Currently in development is a way to video successful teacher practices in Aspire and stream them to other teachers across the organization.

- **Aspire teacher leaders provide professional development to teachers across the organization.**

- **Teachers across Aspire sites visit each other regularly** to observe best practices. One full day of professional development is dedicated to this practice.

- Teachers **at pupil-free regional professional development** share successful strategies at least twice a year.

FINANCES

1. Financial Impact of Additional Schools/Campuses
   If you are adding schools to your existing portfolio of schools, describe how the organization's revenue and cost structure will be impacted.

As Aspire adds more schools to its portfolio, the organization's revenue and expenditures increase. The organization receives more state, federal and local dollars for opening new schools and increasing enrollment/ADA. Concurrently, new schools need administrative staff, teachers, supplies, equipment, facility expenditures, consultants, special education staff, and other operating expenditures.

A major goal is to keep the Home Office's ongoing support expenditures flat as more schools are added. Aspire believes this can be done by leveraging the staff and processes in place at the existing sites. As a result, per pupil support costs will continue to decrease over time as more schools are added to the portfolio.

In addition, Aspire has received a federal grant of $14 million over the next five years to support Aspire's expansion plan. As Aspire opens more schools, these funds will be used to support the *Teacher and Principal Residency Program* to ensure that Principals and Teachers receive the training needed to be effective first year teachers and principals. These funds will also help fund the organizational costs associated with growth and expansion which will further ensure a reduction in our pupil support costs because Aspire will no longer need to rely on school contributions to the Home Office to support the opening of new schools. New schools will not use general funds to pay for start-up expenditures such as equipment, personnel costs, and books. Principals of new schools will have more general funds available to pay for ongoing program costs.

2. Fundraising
   Discuss how the organization is equipped to reach any associated fundraising goals related to operating a school(s)/campus (es).

Aspire Public Schools' approach to fundraising is cross-department and very much a team effort. Although Aspire is currently in the process of hiring a Director of Development who will coordinate and lead fundraising efforts, the Chief Executive Officer has been extremely successful at reaching the organization's fundraising goals in the past. Aspire has developed long standing relationships with **The Michael and Susan Dell Foundation, The Bill and Melinda Gates Foundation, New Schools Venture Fund, The Eli and Edythe Broad Foundation, and have recently developed new partnerships**

with organizations such as Tipping Point Community, The Charles & Helen Schwab Foundation, and the Joseph Drown Foundation. Aspire's Fundraising Team meets regularly to discuss the needs of the organization and the best approach for securing funds from various organizations to meet those needs. Once a grant is awarded, it is assigned an owner who works closely with the donor/granting agency to report on the grant's benchmarks discusses future funding opportunities and communicates milestones to the funder on a timely basis. By doing so, Aspire ensures that the funder has a point of contact within the organization that is intimately knowledgeable with the goals of the grant and the schools' needs. And more importantly, the funder knows that Aspire holds itself accountable to the funder to provide results and keep them informed.

3. Audited Financial Statements:
   If applicable, provide the last two years of audited financial statements for the organization.

Aspire's audited financial records are prepared by independent auditors Gilbert Associates, Inc. The Auditor's reports for 2008 and 2009 are shown in Attachment 21. All of Aspire's audit reports are public and can be found on the Aspire website: www.aspirepublicschools.org.

4. Profit and Losses/Revenue Sources:
   Specify overall profits and losses for the organization over the last three years and identify how Revenue sources support the general organization. Demonstrate the percentage of revenue used to support the central organization in comparison to the percentage used to support individual schools/campuses in the organization's portfolio.

	2007/8	2008/9	2009/10
Revenue	58,095,094	63,399,618	84,931,224
Expenses	57,849,169	64,567,649	79,822,756
Increase in Net Assets	1,458,902	4,935,475	5,108,468
Fund Balance	$13,792,136	$17,559,580	$22,668,059

Revenues that support the Home Office include:

(1) School site transfers: Schools allocate 7% of their unrestricted revenue to pay for the services they receive from the Home Office. Services include Instructional Technology (IT), Human Resources, Finance, Recruiting, Professional Development, Teacher and Principal Coaching, Student Services, and Extended-Day (After-School) Support.

(2) Private Grants: These are multi-year grants from organizations such as The Michael and Susan Dell Foundation, The Bill & Melinda Gates Foundation and the Broad Foundation to support specific initiatives that are being implemented at the Home Office. These grants do not fund ongoing

expenses, but rather they are used specifically to fund specific positions and expenditures associated with the implementation of new programs and systems.

The majority of the organization's revenue supports schools in Aspire's portfolio and very little is used to support the central organization. Approximately 83% of the organization's revenue funds program expenses at the school site, and 17% of the organization's revenue fund supporting services most of which are considered central office expenditures. Of these "central office" expenditures, half are direct site support, 25% is used for development and expansion of new sites and new programs, and 25% is used to fund administrative and general expenditures. In other words, across Aspire, *only 5% of all revenues fund administrative and general overhead costs.*

> **5. Internal Financial Controls:**
> Describe plans to ensure fiscal soundness and legal compliance for the proposed school. Specifically, address the financial monitoring process that will be used. Specify what financial reports will be generated and with what frequency, and identify the party responsible for generating these reports and his/her qualifications.

The process and annual calendar of events related to projecting and monitoring of financial results for Aspire Public Schools and individual schools follows:

Budgeting:

‣ **January:** Financial Analyst at the home office prepares the budget template in Excel. Obtain projected funding rates from the January version of the Governor's budget proposal.

‣ **February:** Gather enrollment and staffing projections by grade for each school site. Input projected enrollment, staffing and funding rates into Excel template and distribute to sites. The budget template includes a number of key expense assumptions, including: the annual merit raise available for staff, STRS/PERS funding rates, health & welfare costs, and insurance rates.

‣ **March & April:** Hold 2 to 4 in-person meeting with Principals and Area Superintendents to review their proposed budget and multi-year projections. If a site is having difficulty balancing its budget, more meetings will be required to identify cuts; those site meeting may also be attended by the Director of Finance and the Chief Financial Officer. The analysis that takes place during this review period includes a comparison to the previous school year (for which at this point we have 8-9 months' of actual data), as well as a comparison to spending on a per-pupil basis against other Aspire schools.

‣ **May:** Obtain projected funding rates from the May version of the Governor's budget proposal. If there is a material variance to the January rates, we will

incorporate those changes into the site templates and hold one more round of reviews with each site

‣ **June:** Aspire's Board of Directors approves the annual budget. The approval is for Aspire as an organization in total and each of the school sites individually. At this point, each site now has a monthly budget for P&L, Balance Sheet and Cash Flow in total and at the resource level; that approved monthly budget becomes the basis for the site's Forecast.

Forecast:

Aspire defines its budget as the Board-approved numbers against which a site will be measured. Aspire defines its forecast as the updated 12-month projection for the fiscal year that includes actuals for a portion of the year and projections for the remainder of the year. For example, the forecast as of January of a given year will include 6 months of actuals (for the period July to December) and 6 months of projections (for January to June).

Aspire closes its books on a monthly basis. That close process includes booking of actual results for that month and a review of those results against budget and forecast projections. Once the books are closed, actuals are dropped into the site's forecast template. A meeting is then scheduled with each site to review their results for the month and to adjust the remaining months' projections if necessary to get a true picture of the expected year-end results for each site.

The budget and forecast reports described above are produced by the Financial Analyst who supports the particular site for which the budget is being prepared. The Financial Analysts have between 5 and 15 years of experience.

Cash Flow:

Aspire's cash flow is monitored by the Director of Finance and the Chief Financial Officer. During relatively stable times in terms of funding rates and cash flows from the state, Aspire monitors cash closely on a monthly basis. However, due to the current climate of changing rates and state cash deferrals Aspire is currently monitoring cash on a weekly basis. Reviews include a detailed analysis of amounts owed to Aspire by each of the local educational agencies, counties, state and federal agencies from which it receives funding.

Purchasing:

While almost all purchasing takes place at the school site, negotiations of terms and pricing is centralized for some types of purchases and decentralized for others. Examples of centralized vendor contracts include copiers, textbooks, computer equipment and furniture.

Payroll:

Payroll is processed in-house by Aspire using the Payroll module of MIP Fund Accounting. The payroll staff works closely with the HR staff to verify the accuracy of all transactions prior to processing a semi-monthly payroll. Currently, the payroll staff has a Payroll Manager and a 0.5 FTE Payroll Associate.

2009-2010 DEMOGRAPHICS
OF SRES #6 FEEDER SCHOOLS

SUBJECT	61st St.	66th St.	68th St.
African American	14%	9%	19%
Latino	85%	91%	81%
Special Education	8%	6%	10%
Economically Disadvantaged	91%	94%	97%
English Learners	60%	59%	47%
Reclassified as FEP	9%	12%	9%
Program Improvement	Not in PI	Year 2	Year 5

SCHOOL CONFIGURATIONS

Independent Charter Schools

Charter schools are public schools that provide any K-12 instruction while operating with freedom from many of the regulations that apply to traditional public schools; in addition, Charter schools receive exemptions from most state codes, district rules regarding curriculum instruction, budget and personnel.

Under Public School Choice the Charter School must guarantee that the school will enroll the requisite number of students from the impacted campuses that the new school is intended to relieve, and students coming from the attendance areas of the designated, overcrowded schools will be served first.

SRES #6
Kindergarten-Grade 6 Academies: Juanita Tate, Slauson & Inskeep

Grade	Juanita Tate	Slauson	Inskeep	Total	Class Size	Classes Per Academy	Total Classrooms
K	66	66	66	198	22	3	9
1	66	66	66	198	22	3	9
2	44	44	44	132	22	2	6
3	44	44	44	132	22	2	6
4	30	30	30	90	30	1	3
5	30	30	30	90	30	1	3
6	30	30	30	90	30	1	3
Students	310	310	310	930			
Teachers and Classes	13	13	13	39			

LOS ANGELES UNIFIED SCHOOL DISTRICT
SERVICE PLAN FOR STUDENTS WITH DISABILTIES

All LAUSD schools are responsible for providing services to students with disabilities in their service area. Providing appropriate legally mandated services is a school's obligation under the Individuals with Disabilities Education Act, 2004 and Section 504 of the Rehabilitation Act of 1973. Further, as you operate an LAUSD school you are obligated to abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree*.* The plan you will develop must be designed to ensure you meet both your legally mandated obligations and the Modified Consent Decree requirements.

The plan is divided into three parts:

1. Part One - Instructions for completing the plan
2. Part Two - Assurances Page with signature(s)
3. Part Three - Services Plan

To assist you, the "Public School Choice Descriptors Rubric" is included as an attachment. These descriptors will be used in evaluating the plan in terms of completeness. It is suggested that the rubric be reviewed to ensure all major points are covered. Writing to the rubric ensures the minimal legally mandated obligations and Modified Consent Decree requirements are met. Schools are encouraged to expand upon the content to incorporate operational, staffing and instructional concepts of importance within the broad concepts framing the vision and mission of the school.

APPENDIX D

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	Enrollment: students with disabilities are identified upon enrollment through two main ways: (a) box on Aspire enrollment forms, and (b) coordination with the local Support Unit to acquire rosters of all students in catchment area with IEPs well-before first day of school.

Front office staff, admin staff and teachers will be made aware of procedures via frequent communication between Special Education Admin Assistant and Office Managers to coordinate file acquisition, additions in Welligent and coordination with service providers. IEP and CUM files will be accessed through Welligent and by requesting files from the sending schools.

Response to Intervention (RtI) will be implemented at each of the three Academies: Juanita Tate, Slauson and Inskeep. This involves an initial screening of all students to identify students below grade level and bi-monthly monitoring of their progress to ensure child-find responsibilities are met and student progress is supported by the intervention team.

Students that are not responding to the interventions put in place through the RtI program at Tier 3 for two cycles of data collection (roughly after 16 weeks) will be put through an SST (Student Study Team) process. When appropriate the student will be referred or a psycho educational, speech or related evaluation to determine the need for Special Education services for that student.

If a parent requests a Special Education assessment, the School Psychologist and Program Specialist will determine the appropriateness of a Psych-Ed assessment and follow up with the parent, in writing, within the legal timeframe.

All publications and forms will be posted and distributed per the LAUSD Procedural Handbook by the Special Education Office Assistant and Office Managers.

Parent information will be provided via paper handouts and publications and through workshops specifically designed for parents of students with disabilities (i.e. how to increase literacy at home, social skills, and dietary concerns for students with ADHD/ASD) offered by the RtI Team and Special Education in Saturday school, which occur 2x/year. |

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Intervention Programs	Each Academy will implement a comprehensive Response to Intervention (RtI) program. Each program will be staffed with a full-time Literacy Intervention Specialist and be supported by thorough and adequate support from the Principal. The Resource Specialist will also work with the Lit Specialist as part of the RtI team. The process for determining student intervention participation will be as a result of a universal screening tool to be implemented within the first few weeks of school. CST scores from the May 2010 administration will be used as well as results from a screening assessment such as DIBELs, DRA (Development Reading Inventory), CORE Phonics or Fountas and Pinell. Students will be placed in one of 3 groupings (Tiers) to determine the type of instruction they will receive to meet their needs. Most students (roughly 85 % of students) will fall into Tier 1 Intervention, where the General Ed teachers, with consultation, observation and feedback from the Literacy Specialist and Principal will use guided reading, guided writing and progress monitoring to improve reading levels in a large group setting. Tier 2 will include the lowest 15% of student scores; students will be scheduled to attend the Learning Center 2-3x / week in small groups using Fountas and Pinell. Tier 3 students will include the lowest 5% of students and those students will be pulled into the Learning Center for intervention services 4-5 x / week using a combination of Fountas and Pinell and LiPS. Student progress will be assessed every 6-8 weeks and students will be moved into between Tiers as needed, with the ultimate goal of moving students out of Tier 2 and 3 after one or two cycles of assessment. In addition, students will be give a test of California standards for their grade level in August (Aspire's Fall Benchmark) and their progress on State Standards will be assessed and monitored three times after a baseline has been determined. A Winter Benchmark in December and Pre-CST test in March will measure each student's progress on grade-level standards.

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	**Prevention:** The three schools will have identical discipline plans, largely based around Lee Canter's Assertive Discipline and Diana Browning Wright's Positive Behavior Support. All teachers will be trained during the summer in Canter's Assertive Discipline and are expected to spend the first two weeks of school reviewing classroom expectations and procedures. Teachers will be expected to follow the three-step management system that includes a) explicitly give directions, b) utilization of behavior narration and c) take corrective action. Special Educators will be given PDs from the Program Specialist in Diana Browning Wright's Positive Behavior support, writing Behavior goals and BSPs and supporting behaviors in the general education environment. **Intervention Tiers:** The schools will use an RtI-b framework to address the various socio-emotional and behavior concerns that arise within the school. Tier I structures for all students will include Lee Cantor's assertive discipline hourly in the classroom, use of the clip-chart as class-wide management system and frequent and systemic communication with parents. Tier II Interventions will include a measurement tool for identifying frequent and pervasive behaviors, developed in conjunction with the School Counselor, Program Specialist, School Psychologist and Assistant Principal. Strategies to address Tier II behaviors may include pull-out from the school counselor, incentive rewards for individual children, as needed, the creation of a communication pathway between parents and teachers, and parenting classes. Tier III will include 1:1 counseling, data collection by the Counselor or School Psychologist, behavior support plans (for gen ed and special education), student staffing and frequent parent communication in the form of meetings, daily progress reports and dialogue journals. Each school will plan to have 2 BICM case managers on site and at least 3 staff members trained in Non-Violent Crisis Prevention. A Crisis Intervention Team will plan protocols for Crisis and members will include the Assistant Principal, School Psychologist and School Counselor. **Suspension and Expulsion:** All Principals, though weekly communication with Program Specialist and professional development, will consult the Special Educator and student's BSP before suspending any student

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		with a disability. Suspensions should be made with caution, and be followed by an examination of the efficacy of the student's BSP. If no BSP is in place, one will be written by the IEP team.
		MCD Outcome 17: Students under the eligibility of AUT or ED will either have a social skills goal or BSP with accompanying Behavior Goal to support the social and adaptive needs of these students, at a rate not to fall below 75 % of the population of students with these eligibilities.
Necessary for Planning, will be provided	Description of Student Population	Aspire will work closely with the Division of Special Education (Dr. Sharon Jarrett), Local District 7, and Support Unit Central West (Dr. Bette Medina) to identify the students in the residence area who will be attending Aspire (SRES #6). Currently in the three feeder schools (61st St, 66th St. 68th St.), there is 1 Autism class, 5 SLD classes, 3.5 Resource Programs. Aspire will work in collaboration to ensure that the needs of the community in LD 7 are met.

Aspire will work in close collaboration with the Division of Special Education to identify a self-contained class or program that will be transferred to the Aspire site. Aside from any program, students IEPs will receive all services to support their IEP goals in the Least Restrictive Environment, and thus, will be enrolled in general education classrooms. Students that enroll in Aspire with more restrictive placements on their IEP have a 30-day placement IEP and the team will determine the most appropriate program for each child. If necessary, the IEP team will change the IEP placement to gen ed with collaboration between the RSP and the classroom teacher, with pullout for more specialized academic instruction or related services as needed. The team will conduct more assessment if present levels are not current, and invite the Program Specialist from Support Unit Central if the team needs to find a more appropriate placement. In all cases, Aspire will work with the parent and service providers to keep the student in the Least Restrictive Environment and keep the student at Aspire. |

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Special Education Program Description	Students with eligibilities of SLD, AUT and OHI will receive accommodations and modifications to the curriculum, per their IEP in the general education and Learning Center setting. Both General Educators and Special Educators will share best practices at weekly Friday PDs and the monthly Special Education meetings.
		Aspire has applied to the CDE to conduct BTSA / Induction to grant the Level II Mild/Moderate credential, and has aligned the Induction standards to the PD schedule for Special Education. Professional Developments will cover standards such as Differentiation, Advanced Behavioral and Socio-emotional supports, Progress Monitoring, Assessment and Collaboration.
		Supplemental curriculum for Special Education currently in place at Aspire schools includes Seeing Stars, Visualizing and Verbalizing, Guided Reading, Open Court Reading, Fountas and Pinell, Handwriting Without Tears, and REWARDS.
		Aspire also uses Speech-to-text software, word processing, digital recorders, and Alphasmarts, Communication wallets and software such as Boardmaker, Inspiration and Kurzweill to address students' learning needs.
		Students with disabilities are integrated into every aspect of the Aspire program, from recess and lunch, to supplemental activities such as Playworks and Art and Music lessons. Students with disabilities attend school-site festivals, participate in seasonal festivals and attend field trips with additional adult supervision.
		Aspire is committed to serving students in the Least Restrictive Environment as much as possible but understands that more restrictive environments can be the appropriate placement for students. The continuum of placements will be based on individual student programs after the 30-day placement IEP. For example, a student with more significant learning needs may receive 2 hours of pullout instruction in the Learning Center per day,
		Speech 2x/ week and modified workstations to help support progress on their goals. There will be a more restrictive program for K-3, which will include explicit teaching of social skills, adaptive

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		communication and progress on behavioral, social and adaptive goals. Students will gain access to grade level standard through a differentiated curriculum. Aspire's instructional program includes workstations, guided reading, guided math; students who cannot meet grade level standards at the same pace are often put in small homogeneous groups so that teachers can pull the small groups and work with students at the level that they are at. Students who need modifications to the curriculum will work with the Literacy Specialist, Resource

Specialist and General ed teacher to make progress on IEP goals through specialized, modified workstations, modified homework and added pullout sessions out of the gen ed classroom in the Learning Center. An alternative curriculum will not be implemented carte blanche, but be developed to help the student meet his/her individual IEP goals. The LAUSD Alternative Curriculum will also be used as a resource to develop individual instructional programs.

Students will be brought into The Learning Center for reading or math intervention based on the Tier of RtI that they fall into. Students in Tier II will likely be brought into the Learning Center by the RSP or Lit Specialist 3x/week for 30 minutes per week, and be given supplemental homework. Students in Tier III of RtI will be given 30 minutes of reading intervention 4-5x / week for 45 minutes with daily homework. |
| Outcomes 8, 10, 13, 14, 15 | IEP Process: Implementation and Monitoring | At Aspire, there are systems for accountability that also ensure compulsory compliance. Evonda Bullard, the Special Education Administrative Assistant is on Welligent daily to monitor upcoming IEPs, to make sure that they are opened, scheduled, participants are added and that a notification page has been sent home and returned. The Program Specialist asks all Special Ed teachers to schedule their IEPs for the entire quarter, so dates are scheduled well in advance. When the Admin Assistant notices that an IEP is approaching and it hasn't been scheduled, she contacts the RSP to inquire as to why. Evonda also follows up with all RSPs to ensure the IEPs are locked and printed in a timely manner. A conference room has been allotted in the building plans for IEP meetings. Parents who speak Spanish are given translation services by a member of the Aspire team, many of whom have gone through the LAUSD Translation training. All Aspire IEP meetings include printed agendas in English and Spanish (when necessary), and include a section for Parent concerns and |

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		questions, in which parents are asked probing questions such as, "Anything you have noticed recently?" or "Any questions you may have for the team?" In our experience, preparing the parents with probing questions and some background before the helps to facilitate discourse between parent and the IEP team. In addition, a parent guide to new IEP goals is sent home, along with tips for supporting the student at home.
		Services are monitored using the Welligent tracker and by looking at progress on annual goals.
		Curriculum adaptations, Behavior Support plans and the implementation of teaching strategies is tracked by the Principal and Program Specialist in weekly check-in meetings with the RSPs. Each Aspire employee has a Professional Learning Plan, in which the special educator (from SLPs to Instructional Assistants) sets discreet professional goals, many of which include writing IEPs for Educational Benefit.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	The three schools will RtI to systematize the Intervention that each student needs at their level of need. After two cycles of intervention pullout in the Learning Center (approximately 12 weeks) at Tier III, students will be recommended for SSTs. The SST process will consist of the following key elements to rule out exclusionary factors: gathering of General Ed teacher, RSP, Principal and parent, an analysis of CELDT scores, CUM record review and a fidelity worksheet to ensure that members have shown fidelity in following through with suggested strategies.
		All SST documents will be kept in a file for that student, which will remain with the Principal or Special Education teacher. Consultation between the School Psychologist, the Speech and Language Pathologist, Occupational Therapist and Program Specialist will occur before each initial IEP Assessment Plan is developed, and a thorough review of SST docs will be part of the consultation process to ensure that all areas of suspected disability are being assessed and that exclusionary factors such as language development or home environment are addressed before signing an assessment plan.

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Instructional Plan for students using grade level standards	Aspire schools use an overarching plan called the Instructional Guidelines to drive both daily lessons and scope and sequence. These IGs have been developed under the direction of Aspire's Chief Academic Officer and the Education team and incorporate a variety of researched-based instructional strategies, including aspects of Imagine It, Lucy Calkins' Writers Workshop, Guided Reading, and Harcourt Brace Math program.
		Grade level standards are integrated into the bi-weekly cycles of instructional planning for all students. Aspire teachers use data to inform their instruction through Cycles of Inquiry (COIs).
		After teaching a standard, students are assessed on the standards taught (roughly every 2-3 weeks). Data around students' mastery is shared, analyzed and discussed at grade level meetings in which teachers share successful instructional practices and the results are posted in each classroom. The standards that are not mastered are retaught, either in a whole-class or small group setting. These meetings allow teachers to identify and share successful instructional practices and the results are posted in each classroom. Teachers are expected to teach all grade level standards by March, and use between March and early May to re-teach standards that students have not yet mastered. Additionally, power standards are identified and spiraled through the bi-weekly lessons so that students are able to continue practicing more difficult standards.
		Another characteristic of the Aspire program is rigorous data collection and analysis. Data on the seasonal Benchmark testing, DRA (reading) levels, CELDT and CST scores are kept within a program called Edusoft. After testing students using the COI, DRA or Benchmark tests, teachers are required to scan in the students' results. Edusoft provides a forum for Instructional Coaches, Special Education teachers, Administrators and the Education team can analyze and interpret the data across all Aspire Schools. This data helps to guide the weekly professional development and coaching from the Instructional Lead Teachers, Instructional Coaches and the RSP, who can then target specific groups of students and implement different strategies to ensure that they do not fall behind in the curriculum.

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Students who require accommodations to classroom activities and assignments receive these accommodations in two ways: from the general education teacher, who uses the student's standards-based goals to inform instructional delivery and student output and the from Special Education teacher, who creates differentiated assignments with the general education teacher. Students who receive accommodations in the classroom as part of their daily program will take CST with accommodations and variations.

PD on differentiation, accommodations and modifications occurs at least once each school year. Common accommodations on grade-level assignments include extra time, shortened assignments, use of highlighters, larger text, graphic organizers, color overlays, previews of vocabulary, word banks, directions broken down in bullet points, and opportunities to demonstrate learning of content standards using alternative means. Sometimes modifications are appropriate for students. These modifications can include text at students' reading level (esp. for math assignments) or answers dictated to a transcriber.

Aforementioned modifications and accommodations will be developed and implemented both in the Learning Center and in the general education classroom through consultation, collaboration and in some cases, co-teaching. |
| Outcome 7A, 7B | Instructional Plan for students using Alternate Standards | The instructional plan for students with disabilities will depend on the impact of the disability on performance, cognition and behavior. Students with Mild-Moderate disabilities will be expected to meet grade level standards, but with accommodations and minimal modifications (see above).

Students who have disabilities that impact their ability to make progress on grade level standards will work towards progress on their IEP goals, provided that the IEP goals are thoughtful, well-written and based on a thorough Present Level. If goals are not appropriate the IEP team will reconvene to update the goals. As much as possible, a parallel curriculum will be developed that mirrors one or two standards that the general education curriculum hitting. |

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Standards will be systematically task analyzed and then components of the general education content area will be introduced and assessed as necessary, using Diana Browning Wright materials from PENT, and modified versions of the Aspire Benchmark tests. The LAUSD alternative curriculum also will be used as a resource to determine scope and sequence. The modified curriculum will include components such as frequent checks for understanding and associated incentive rewards, realia and manipulatives, technology to create visual models, and instructional support strategies that play on different modalities. However, the essence of the modified curriculum will be based on a rigorous task analysis of what aspects of modified curriculum will be based on a rigorous task analysis of what aspects of each state standard must be acquired so that the student can make significant progress on their IEP goals. Students receiving modifications on a daily basis as part of their curriculum, per their IEP, will be considered for the California Modified Assessment (CMA), if this exam is available for their grade level.
Outcome 13	Plan to provide Supports and Services	Many students with IEPs receive services that are not part of their primary classroom activities such as DIS Counseling, DHH Itinerant, Speech, AVT, PT, or OT. Services that cannot be provided by the Aspire-hired SLP, OT, and School Psych or Special Ed teacher will be provided through Fee-for-Service contractors through LAUSD Division of Special Education. These service providers will use the Welligent Tracking log to log services and describe progress on goals. In addition, the Service Providers will be expected to participate fully in IEP meetings for the student, as well as consult with the general education staff to develop strategies for working on goal attainment throughout the week, not solely during the allotted service time. Service providers will also be expected to communicate frequently with parents.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	**n/a**

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Access to Extra-Curricular/Non academic activities	Aspire integrates various daily rituals and special programs calendared throughout the year. Each morning the entire school assembles together to sing the cheer for their teacher's alma mater. All students with IEPs will participate in this morning assembly. In addition, Playworks, a daily PE program (run through AmeriCorps), music class, and art class will be implemented both for mainstreamed RSP students and it will be part of the schedule for the K-3 AUT class. The music and art teachers work with the RSP and AUT teacher to create modifications to the curriculum, as needed, and if students need scripts to sing the morning cheer, those will be provided and practiced to maximize participation. Other extracurricular programs such as holiday pageants and field trips will be part of the program for all students, regardless of disability. When necessary, the Special Ed teachers will use social stories, parent volunteer hours and consultation with the Principal, School Psychologist and service providers.
Federal requirement	Providing Extended School Year	IEP teams will use the Federal and State criteria as a guide to determine whether ESY is appropriate for the student to make reasonable progress on goals. IEP teams will determine whether regression and recuperation will occur and during the summer break, using Welligent progress notes and date from previous, shorter breaks. For the first summer (2011), ESY will be provided using LAUSD ESY (fee for service) in conjunction with the Division of Special Education if summer school is not being provided for students at Aspire to meet the legal minimum of 20 days (mod/severe academic programs), or DIS sessions.
Federal Court requirement	MCD Outcomes (to be woven among others)	Please see narrative in other boxes regarding MCD Outcomes 1, 2, 5, 6, 7, 10, 11-18

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
All	Professional Development	The Special Ed teachers, School Psychs, and SLPS will be part of collaborative planning in the summer with the general ed team, including the following activities: ▪ 4 days of New Teacher Training for all Aspire K-5 teachers, in which the Instructional Guidelines are introduced, contextualized, practiced and planned ▪ Site-based retreats for staff to develop rapport, build communication pathways and learn about collaboration strengths and weaknesses ▪ Each Special Education teacher is expected to put on a PD for their staff on their role, accommodations and modifications, positive behavior support and expectations of gen ed as part of the IEP team. In addition, at least 2 members of each site will be BICM trained and CPI trained. The Lit Specialist, Assistant Principal, RSP and Principal will present to roll-out RtI, and schedule regular meetings with teachers to discuss classroom based Tier I and Tier II strategies and differentiation for RtI students. All teachers and assistants will participate in weekly PD workshops and presentations led by the school site team, and all Special education staff will attend monthly Special Education Collaborative meetings led by the Program Specialist.

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	Fiscal management will be supervised by the Finance Team at Aspire and the Special Education Director and will include both an internal safety net for contingency and an internal encroachment.
		The Personnel Data report will be completed by the Program Specialist and Special Ed Admin Assistant in compliance with State deadlines.
		By June 2012, end of year unaudited actuals of revenues and expenditures' will be reviewed by the Special Education Director, Sue Shalvey and the Financial Manager at the Aspire Home Office.

Los Angeles Unified School District

**PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION**

Applicant Team Name: ASPIRE CHARTER SCHOOLS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	One of the Core Values of Aspire Public Schools is Customer Service and the Special Education programs embody this with frequent communication with parents and by creating ways for parents to meaningfully participate on IEP teams. Parents who prefer or need communication in Spanish or another mode will be provided with a translator for the following activities: scheduling IEPs, scheduling interviews for initial evaluations, during all IEP meetings. Parents will be offered Spanish-language documents from Welligent when available and will be given translation through the LAUSD Translation services upon request. All LAUSD Procedural Safeguards in Spanish will be maintained and ordered by the Special Education teachers and Special Education Admin Assistant.
		The Special Education team plans to involve parents of students with IEPs using many of the same pathways as gen ed parents. Pathways include participation in 20-30 hours of volunteer parent hours, Saturday school workshops for parents, and parenting classes offered by the Counselors. In addition, parents will be encouraged to participate in Community Advisory Commission (CAC) meetings, held on site. Parents will also be made aware of LAUSD parent meetings through postings in the weekly bulletins sent home to parents and posters in the Main Office.
		The Special Education teachers and School Psychologists from the three Academies work together to develop a Disability Awareness day in the month of April, in conjunction with families of students with disabilities.
		When parents of students with IEPs have concerns, they will be encouraged to raise their concerns to the Principal, Program Specialist or teacher before their concerns escalate, through the calling of an IEP or informal meeting. Parents who have concerns that rise to the level of needing advocacy or legal support will be encouraged to contact the LAUSD Complaint Response Unit. If these situations arise, the Program Specialist will make Jody Molodow in the Charter Schools Division aware of the situation.

Los Angeles Unified School District

APPENDIX D

PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE CHARTER SCHOOLS

APPENDIX E

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: **ASPIRE PUBLIC CHARTER**

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Requirement, District publications and forms are available for use	**Search and Serve**	Processes are developed to ensure: • Students with disabilities are identified upon enrollment. • Staff is aware of the Special Education procedures used by the school site. • An assessment process is available for students suspected of having a disability. • Appropriate publications and forms are maintained at the site. • Parent Support Information is available.	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning is evident. 2-need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
Outcome 2	**Intervention Programs**	• Identifies process for determining student participation in intervention Programs. • Includes benchmark and progress monitoring tools. • Describes a multi-tiered approach to interventions, from core program to more intensive instruction. • Identifies programs to be used and purposes for the program. • Discusses progress monitoring and how it will inform instruction.	4 – Plan provides explicit, highly structured description with research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 3-Plan provides research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 2- Plan lacks research based elements and does fully describe an intervention 1- Plan does not describe an intervention process and lacks research-based elements.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE PUBLIC CHARTER

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 5, 17, 18	Discipline Foundations Plan and Behavior Support	**Prevention** 3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce and correct these expectations. **Intervention** Tier I structures are in place to promote positive behavior, effective academic support, violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.	4-All structures are well described and clear planning is evident. 3-All structures are described and some planning is evident. 2-Need for structures are acknowledged, planning is incomplete. 1-No structures or planning is evident
Required for Planning	Description of Student Population	As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities: • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students.	4-All three elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: **ASPIRE PUBLIC CHARTER**

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 2, 3, 4	**Special Education Program Description**	• Describes least restrictive environment continuum of placement options for this school based on student eligibilities • Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum • Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, • Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress • Provides how a "Learning Center" will be used to support student learning • Reflects the use of supplemental aids and supports to support student learning • Explains how and when students with disabilities will be integrated with their non-disabled peers	4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation 3 - Plan provides a strong description of the Special Education Programs which includes a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation 2 - Plan lacks some elements in the description of the Special Education Programs which should include a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation 1 - Plan does not describe the Special Education Programs

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: **ASPIRE PUBLIC CHARTER**

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring**	A process is planned ensuring: • There are procedures to monitor IEP meeting dates and notification requirements. • There is an internal communication system planned for team members pre/post IEP Meeting. • There are follow up mechanisms to ensure implementation of the IEP. • Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing. • Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process.	4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.
Outcomes 10, 18	**Procedures for Identification and Assessment of Students**	• A systematic intervention plan has been developed. • A systematic and uniformly applied referral procedure is planned. • Language acquisition and exclusionary factors are addressed prior to the referral for assessment. • Procedures are planned to ensure "all areas of suspected disability are addressed". • Monitoring of referrals by ethnicity is planned.	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning has begun. 2-Need for processes are acknowledged, planning is incomplete. 1-No planning is evident.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: **ASPIRE PUBLIC CHARTER**

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 2, 3, 4	**Instructional Plan for students using grade level standards**	• Discusses the use of grade level materials • Provides a description of backward planning, using assessments and standards • Illustrates how accommodations will be used and what modifications can be used for students in core curriculum • Explains planning for multi-grade levels • Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment.	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards. 3 - Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards. 2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards. 1- Plan does not describe instructional planning for students with disabilities accessing grade level standards.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: **ASPIRE PUBLIC CHARTER**

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 7A, 7B	**Instructional Plan for students using Alternate Standards**	• Discusses the use of Alternate Standards in the design of an instructional program, which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes. • Provides a description of backward planning, using curriculum based, informal assessments and alternate standards. • Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum • Explains how students in multi-age groups will be taught. • Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment.	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities using alternate standards. 3 - Plan provides a strong description of instructional planning for students with disabilities accessing alternate standards. 2 - Plan lacks some elements in the description of instructional planning for students with disabilities accessing alternate standards. 1 - Plan does not describe instructional planning for students with disabilities accessing alternate standards.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: **ASPIRE PUBLIC CHARTER**

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 13	**Plan to provide Supports and Services**	• Plan describing how students with support services will have those services provided. • Plan for monitoring the provision of services using the Welligent Tracking Log.	4 - Plan provides an explicit and thorough description of planning for students with support services. 3 - Plan provides a strong description of planning for students with support services. 2- Plan lacks either the service provision or monitoring element. 1- Plan does not describe either service provision or monitoring.
Outcome 9 (for programs with students 14 and older)	**Transition Planning Strategies**	• Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills. • All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday. • Students graduating with a diploma, certificate of completion, or aging out of the system will have a "Senior Inventory" and "Summary of Performance" on file in their records and will be provided with a copy for future reference. • Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older. 3 - Plan provides a strong description of instructional planning for students with disabilities 14 and older. 2- Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older. 1- Plan does not describe instructional planning for students with disabilities 14 and older.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: **ASPIRE PUBLIC CHARTER**

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Requirement	**Access to Extra-Curricular/Non-academic activities:**	**Access to Extra-Curricular/Non-academic activities:** • How will students participate in Nonacademic/Extracurricular activities? • How will accommodations be provided for students to participate in these activities? • How will Student participation in General education elective classes be accomplished? • What extra curricular e.g. clubs, teams will students' with disabilities have access to? • What additional activities will students have access to?	4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 2- The need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
Federal Requirement	**Providing Extended School Year**	• There is a plan to guide IEP Teams in determining when Extended School Year is appropriate. • There is a plan to ensure ESY programs and services in excess of the regular school year are provided. • Instructional programs are developed for the ESY period to address individual student needs. • Annual budget planning includes an allocation fro personnel and resources to provide ESY services.	4-Clear planning is evident to ensure students have access to Extended School Year services. 3-Some planning is evident to ensure students have access to Extended School Year services. 2- The need for a Extended School Year plan is acknowledged, planning is incomplete. 1-No planning is eviden

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: **ASPIRE PUBLIC CHARTER**

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Court requirement	**MCD Outcomes (to be woven among others)**	• 1: Participation in Statewide Assessments, English Language Arts • 2: Participation in Statewide Assessments, Mathematics • 3: Graduation Rate • 4: Completion Rate • 5: Reduction of Suspension • 6: Least Restrictive Environment • 7A: Least Restrictive Environment, SLD, SLI, OHI • 7B: Least Restrictive Environment, MD, OI • 8: Home School • 9: Individual Transition Plan • 10: Timely Completion of Evaluations • 11: Complaint Response Time • 12: Informal Dispute Resolution • 13: Delivery of Special Education Services • 14: Parent Participation at IEP Meetings • 15: Timely Completion of IEP translations • 16: Qualified Special Education Teachers • 17: Behavioral Support Plans for students with Autism or Emotional Disturbance • 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance	Woven Throughout

APPENDIX E

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: **ASPIRE PUBLIC CHARTER**

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
All Outcomes	**Professional Development**	**Professional Development** • Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. • Training ensures differentiated application of knowledge and skills to meet the needs of all students. • Explicitly address Tiered Instruction.	4-Planning addresses clear opportunities for collaborative learning regarding the needs of all students. 3-Planning addresses some opportunities for collaborative learning regarding the needs of all students 2- The need for professional development is acknowledged, planning is incomplete. 1-No planning is evident.
Outcome 6, 8, 16	**Staffing/Operations**	• Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs. • Credential verification and monitoring processes are planned. • Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. • Clerical Support for compliance is planned. • A plan is developed for maintaining specialized equipment as needed. • A plan is available for providing for health protocols.	4-Procedures are described and clear planning is evident to ensure staffing and operational needs are met 3-A process is described and some planning is evident to ensure staffing and operational needs are met. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.

APPENDIX E

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: **ASPIRE PUBLIC CHARTER**

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
	Fiscal	**Charters** • Report of projected revenues and personnel to be hired. • Proposed budget to ensure services are provided. • Completion of the Personnel Data Report. • End of year "unaudited actuals of revenues and expenditures" (required end of year report) .	4-All four items are planned for. 3-Three items are planned for. 2-Two or fewer are planned for. 1-No planning is evident.
Outcome 14	**Parent Participation**	**Parent Participation** • There are plans outlining how parents will be informed in their preferred communication mode of their child's identification, evaluation, placement, instruction and re-evaluation for special education services. • Plans have been developed to ensure parents are welcome partners in their child's education process. • Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level. • A procedure is planned for responding to parents' concerns and complaints and providing a timely response.	4- Processes are well described and clear planning is evident to ensure parent's legal rights are acknowledged. 3- Processes are described and some planning is evident to ensure parent's legal rights are acknowledged. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.

APPENDIX E

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: ASPIRE PUBLIC CHARTER

TRANSPARENT BUDGETING

In an effort to address inequities in funding allocations for schools and to provide increased budget flexibility for schools, LAUSD launched the Per Pupil Funding (PPF) Model in 2009-10 with 33 schools actively participating in the process. The schools received most of their unrestricted funding through a per pupil allocation based on their Average Daily Attendance (ADA). Instead of receiving certain positions via norm-based staffing formulas, schools received actual dollars with flexibility to build a budget that meets the school's instructional program needs, within the constraints of State and Federal laws, court orders, consent decrees and collective bargaining agreements. As the name suggests, unrestricted funds are school operating revenues that do not have specific restrictions so they can be used by schools for general operating purposes.

For 2010-2011, the effort has expanded to become the Transparent Budgeting Initiative, building on PPF to make the District budget more transparent, to align resources for greater impact, and to give schools the ability to target resources to meet their schools specific needs.   Through the Public School Choice RFP, all Focus Schools and New Schools will participate in the 2011-2012 Transparent Budgeting Initiative. It is important for non-charter (internal) Applicant Teams considering staffing changes in their proposal to have an understanding of how California Ed Code provisions, consent decrees, court orders and collective bargaining agreements may impact how they allocate these dollars.

Does not apply to Independent Charters.

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT — What element of your proposal program will be implemented?	TIMELINE — In what year will you implement this element of your proposal?	RESPONSIBILITY — Who will lead the implementation of this element?	RESOURCES — What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS — How will you know you are making progress post-implementation?	EVALUATION PROCESS — What mechanisms will you use to measure progress?
Instructional Program	Starts First Day of Instruction: August 22, 2011	• Superintendent • Principals	• Coaches • Lead Teachers • Instructional materials	Assessments: • COIs on each standard • 4 quarterly benchmarks • DRA levels moving monthly • CST at the end of the year	Same as evidence of success: • Hit all student achievement targets • Set API goals at least 765 first year
School Culture and Climate	**Pre-Opening** Spring 2011	• Superintendent • Principals • Teachers • Parents	• College materials • Positive incentives for students	• Daily student assemblies • All students in uniform	• Parent surveys • Student surveys • Team mate surveys
Assessments and School Wide Data	August 2011	• Director of Data • Data Directors • Superintendent • Principals • Teachers	• Coaches • Home Office Data Staff • Edusoft • On line assessments	• Growth on each assessment	• Meeting API goals
Professional Development	**Pre-Opening** Early Spring 2011	• Chief Academic Officer • Superintendent • Coaches • Vice President	• Principals • Keystone Texts • Superintendent • Home Office Education Team	• Meeting API goals of at least 765 at each site.	• Meeting API goals • Principal Evaluations • Teacher Evaluations

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
		of Education • Teachers			• Team mate surveys
Serving Specialized Populations	August 2011	• Principals • Program Specialist • Special Education Team • Teachers	• Educational Specialists at each site • Teachers • Materials	• All students making progress on IEP goals	• IEPs • Sp Ed students will take all assessments given to all general education students and make progress
Performance Management	August 2011	• Chief Executive Office • Director of Data	• Portfolio of assessments	• Results on all the assessments	• API
Community Analysis and Context	***Pre-Opening*** Fall 2010	• Superintendent • Principals • Community Leaders • Parent Coordinators • Teachers • All Staff	• *"Families that Can"* • *Charter School Association* staff • Community Leaders • Parents	• Full enrollment at the site • High parent involvement • Numbers of relationships with community partners	• Parent surveys • Student achievement and growth
Community Engagement Strategy	***Pre-Opening*** September 2010 and ongoing	• Superintendent • Parents • Chief of Staff • Community Leaders • Parent Coordinators	• *"Families that Can"* • Materials and consultants on community engagement	• Successful in PSC 2.0 bid for South Region ES #6	• Number of involved parents and community • Numbers of successful community relationships

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
School Governance and Oversight	**Pre-Opening** Late spring 2011	• Superintendent • Aspire Board of Directors • Chief Executive Officer	• Aspire Board • Home Office	• School well structured and organized • Community involvement	• Stakeholder surveys
School Leadership	**Pre-Opening** Fall 2010	• Superintendent	• Committees for hiring with community and Aspire staff	• Effective School organization and implementation • Student achievement goals met	• Principal evaluations
Staffing	**Pre-Opening** Early Spring 2011	• Superintendent • Home Office Human Resources • Principal • Hiring Committees	• Seeding staff with experienced Aspire teachers • Home Office Human Resources for recruiting assistance and credentialing	• Fully staffed for August 2011	• Meet API goals • Surveys for team mates, students and parents
Finances		• Chief Financial Office • Superintendent • Principals • Finance Team	• Financial Analyst assigned to each site	• Meet all implementation needs • Stay fiscally solvent	• Meet API goals • No fiscal irregularities

212

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

☐ Traditional ☐ Pilot ☐ Network Partner ☐ ESBMM

☒ **Independent Charter** ☐ Affiliated Charter

Name of School	<u>South Region Elementary School #6 (SRES #6)</u>
Name of Applicant Group/Applicant Team	<u>Aspire Public Schools</u>
Lead Applicant	<u>Dr. Roberta Benjamin</u>
Title of Lead Applicant	<u>Aspire Region Superintendent</u>
Mailing Address	<u>6724 Alameda St., Huntington Park, California 90255</u>
Phone Number	<u>323-583-5421</u>
Email Address	<u>Roberta.benjamin@aspirepublicschools.org</u>
Website (if available)	<u>www.aspirepublicschools.org</u>

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. **Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity**

   Please check one of the following statements.

   ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.

   ☒ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

   ☐ The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).

   ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. **Assurance that an Applicant Organization is Solvent**

   (For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. **Assurance of Enrollment Composition Compliance**

   The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing

review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. **Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".**

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. **Assurance those Independent Charter School Operators will sign and execute the Facilities Use Agreement**

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. **Resident Enrollment and Attendance Boundary Compliance**

(For Independent Charter School Operators Only) In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. **Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education**

   (For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant   **Dr. Roberta Benjamin**

Title of Lead Applicant **Area Superintendent, Aspire Regional Office, Los Angeles**

Signature of Lead Applicant ___*Dr. Roberta Benja___ Date __11/12/10__

Name of Board President* **Dr. Donald Shalvey**

Signature of Board President* _____ Date __11/5/18__

The additional name and signature of the Board President is only applicable to organizations with a Board.

Aspire's Benchmark/Interim Analysis Framework

Administer and Scan the Benchmark / Interim

Initial Data Analysis
(Tool: CST/Bench/Interim Summary Dashboard or CSTEI) Questions; what standards have my class mastered, partially mastered, and not mastered?

Prioritize Standards to Teach/ Reteach Prior to the Pre-CST (Tool: CST/Bench/Interim Summary Dashboard or CSTEI Template)

Identify Standards to Reteach Whole Class (Less than 50%) and Small Group (Above 50%) (Tool: Color Codes CST/Bench/Interim Summary Dashboard or CSTEI Template One can also use the Interactive CST/Bench/Interim Dashboard to quickly identify how many students need to be in the reteach groups)

Create Lesson Plans
(Tool: Aspire Lesson Plan Template) **Questions:** How can I best address my students' misconceptions and what is the optimal teaching format (e.g. DOL Guided reading, direct instruction, center, etc.)
Resources: Peer/Coaches/MyAspire To generate student lists for small group instruction you can use Edusoft's Item Analysis Report and the Create n Intervention Group Feature

Deep Data Analysis
Questions: Which students found specific standards particularly challenging and *why?*
Resources: Educsoft Item Analysis and Response to determine which specific test question(s) students missed and what heir misconceptions were. CST Released Questions to Task Analyze Challenging Stds. Coaches Analysis Protocols

Revise Pacing Guide (Tool: Calendar including all non-instructional days until the Pre-CST benchmark)

Education Secretary Arne Duncan Announces Twelve Grants for $50 Million to Charter School Management Organizations
September 29, 2010

U.S. Secretary of Education Arne Duncan today announced 12 charter school grants totaling $50 million for charter management organizations to replicate and expand high-quality charter schools that have demonstrated success. The Charter School Grant Program competition represents the first time the Department has specifically sought out to replicate and expand the nation's highest-performing charter management organizations. Today's grants will serve 76,000 students in 127 new and 31 expanded charter schools over the next five years.

"Several high-quality charter schools across the country are making an amazing difference in our children's' lives, especially when charters in inner-city communities are performing as well, if not better, than their counterparts in much wealthier suburbs," Duncan said. "Every one of our grantees serves a student population that is at least 70% low-income and virtually all exceed the average academic performance for all students in their state."

The Administration will invest more than $256 million this year to assist in the planning and implementation of public charter schools and dissemination of their successful practices through the Charter School Grants Program. In addition, the President's fiscal year 2011 budget requests a $54 million increase in the Charter School Grants Program, seeking $310 million and representing another step toward meeting the Administration's commitment to double financial support for the program.

The purpose of the Charter School Grants Program, managed by the Department's Office of Innovation and Improvement, is to increase financial support for these public schools, build a better national understanding of the public charter school model and increase the number of high-quality public charter schools across the nation.

More information about the Charter Schools Program is available from the Education Department's Office of Innovation and Improvement at:
http://www.ed.gov/programs/charter/index.html.

College for Certain

It's hard to walk through an Aspire hallway or classroom and not see the words "College for Certain." At Aspire we believe that every student deserves an opportunity to attend college, and be prepared to succeed when they get there.

For us, high school graduation is only the beginning - college graduation is the true goal and passion of our team. Why? Because we know that a college degree matters. It gives our students a chance to earn what they need, and an opportunity to pursue something they love. It opens the doors to opportunity, and prepares and equips students to make an even bigger difference in their community. We are very proud of our high graduation rates, and the rates at which our students get accepted into 4 year colleges and universities.

Since its founding, Aspire has graduated approximately 95% of its students!

At least 97% of Aspire's graduates have applied and been accepted to a 4 year college!

Aspire Graduates: Where Are They Now?

Aspire's Graduation, College Application and College Acceptance Rates Since Founding

95%	98%	97%
Graduation Rate (NCES Definition)	4 Year College Application Rate	4 Year College Acceptance Rate

■ Since Founding
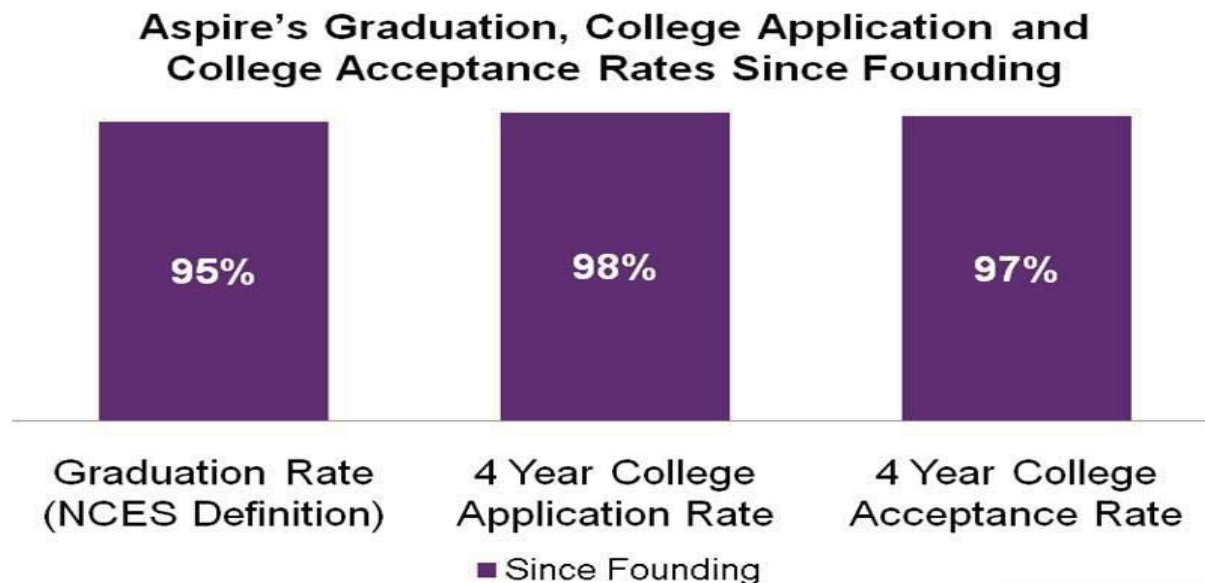
ASPIRE ACADEMIES: Juanita Tate, Slauson & Inskeep
2011-2012 INSTRUCTIONAL CALENDAR

JULY

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JULY 2011

Independence Day

AUGUST

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2011

Instructional Days: 8

SEPTEMBER

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

SEPTEMBER 2011

Labor Day

Saturday School

Instructional Days: 21

OCTOBER

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

OCTOBER 2011

FALL BREAK

Instructional Days: 15

NOVEMBER

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

NOVEMBER 2011

Veterans' Day

Thanksgiving

Instructional Days: 19

DECEMBER

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DECEMBER 2011

Instructional Days: 15

WINTER BREAK

WINTER BREAK

JANUARY

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2012

WINTER BREAK

WINTER BREAK

Dr. M.L. King, Jr. Day

Instructional Days: 15

FEBRUARY

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

FEBRUARY 2012

Presidents Day

Instructional Days: 20

MARCH

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MARCH 2012

Saturday School

Instructional Days: 20

APRIL

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

APRIL 2012

SPRING BREAK

Instructional Days 16

MAY

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MAY 2012

Instructional Day 22

Memorial Day

JUNE

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JUNE 2012

Instructional Days: 16

Legend:
- School Closed (Includes 4 Pupil Free Days)
- Legal Holidays – School Closed
- Saturday School: Sept. 24 & Mar. 17

TEACHERS' PROFESSIONAL DEVELOPMENT
SCHOOL PD: 2 Hours. Every Friday (School Days)
REGIONWIDE PD: Oct. 14, Jan. 9, Mar. 5, Mar. 30

INSKEEP: TYPICAL SCHOOL DAY

8:00 School Begins – Students assemble around the college flag which represents their classroom. The class does their college cheer and walks into the classroom with purpose.

8:30 Language Arts – Mini-lesson in writing – The teacher begins with a message on the white board about the classroom or the day. Several errors in grammar are within the message. The teacher provides some direct instruction on a grammar mistake and uses the written message as practice. The language convention being practiced is part of the California writing standards. The homework for the day will reinforce this lesson.

8:45 Language Arts – Individual writing – The students work on their research reports on a college of their choice. The teacher meets one-on-one with students who are struggling to identify key aspects of the paper.

9:15 Language Arts – Small group reading instruction – The students work in small groups with the teacher on their appropriate reading level texts. The teacher has identified a specific learning objective for each small group based on the California standards.

10:00 Recess

10:15 Math – Students take an assessment to determine if they have mastered the math standard. The data will be graphed and posted for the class to see and analyze. Based on this data, small groups will be formed to receive additional instruction after school or the next day.

10:30 Math – The teacher provides a whole group standards-based lesson with manipulatives. The teacher circles the classroom as students defend and explain their thinking. The lesson is followed up with a sample of the concept in writing. Small groups practice the equations in writing. Homework will reinforce this lesson.

11:30 Science or Social Studies – Students work in small groups on scientific models of a human cell. These models will be presented to a small committee of students and teachers outside the classroom. A written component will reinforce this project. *Specialist will teach Science.*

12:15 Lunch

1:00 Town Hall – The Academy watches a local performance group. At the end of the assembly, students are acknowledged for being "College Scholars," having birthdays or perfect attendance. The students exit after doing their college cheers.

1:30 Language arts – Silent Reading – Students will read a book of their choice while the teacher does one-on-one assessments of reading fluency and comprehension.

1:40 Physical education – Using the state frameworks as a guide, the students participate in engaging and appropriate games. Students are assessed for their physical fitness and each student identifies a health goal.

2:15 Language Arts – Whole Group Instruction – The teacher reads aloud two different folk tales. The students use a graphic organizer to identify similarities and differences between the two stories in pairs. More advanced students are given a Venn diagram with a third story previously read included to challenge them.

3:00 Dismissal – Students leave the classroom with a handshake from the teacher. The teacher provides specific feedback about an accomplishment each student made during the day.

3:15 Extended Day Intervention

BELL SCHEDULE BY ACADEMY

Academy	Start Time	Recess	Lunch	Dismissal	Extended Day
Juanita Tate	7:30	9:30-9:45	11:45-12:15	2:30	2:45-4:45
Slauson	7:45	9:45-10:00	12:00-12:30	2:45	3:00-5:00
Inskeep	8:00	10:00-10:15	12:15-12:45	3:00	3:15-5:15

ACADEMY ORGANIZATION

Grade	Juanita Tate	Slauson	Inskeep	Total Students	Classrooms	Class Size
K	66	66	66	198	9	22
1	66	66	66	198	9	22
2	44	44	44	132	6	22
3	44	44	44	132	6	22
4	30	30	30	90	3	30
5	30	30	30	90	3	30
6	30	30	30	90	3	30
Totals	310	310	310	930	39	22-30

ASPIRE CHARTER BEHAVIOR GUIDELINES

The following guidelines are for you and your child to review prior to the beginning of school. When you complete your review, please sign and date in the space provided.

First and foremost, students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriated behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual.

Our school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

The following is a list of general behavior guidelines for all students:

1. At all times, students are expected to **Be Responsible**, to **Be Respectful**, and to **be Safe**
   Students shall not violate any Federal, State, County, or City Law.
   Students shall not possess, sell, use, or be under the influence of drugs (illegal or prescription) or alcohol.
2. Students are not permitted to possess or use tobacco products or cigarettes.
3. Students shall not verbally or physically threaten, assault, or engage in a fight with any student, staff, or any other person.
4. Students shall not damage, destroy, or deface any school property or property belonging to any other person.
5. Students shall not litter on school property.
6. Students shall not possess or use firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property. Furthermore, students shall not possess any item   that could create the impression of such harm.
7. Gang related activities, such as "throwing signs" and group intimidation or gang affiliation is strictly prohibited.
8. Graffiti is prohibited.
9. Carrying beeper devices and cell phones is prohibited.
10. Students shall follow additional discipline procedures contained in the Student/Family Handbook and as developed by the Advisory School Council.

I agree to adhere to these behavior guidelines and to direct my student to adhere to these behavior guidelines, too. I certify that I have read the Parent/Student Handbook that I understand my rights and responsibilities.

_____
Signature of Parent/Guardian   Signature of Student

_____   _____
Printed Name of Parent/Guardian   Printed Name of Student   Date

Mr. Esparza's
Second Grade Handbook
2010-2011

August 11, 2010

Dear Families,

Welcome to second grade! I am very excited to be your student's teacher! I am looking forward to a very productive year at our new Titan Charter Academy. We have much reading, writing and mathematics to do this year and I look forward to working with each of my students to see that they achieve our class goals and ensure they have a successful year.

I also look forward to the opportunity to work with each of you. Family involvement is one of the crucial elements in a child's learning. I will try to communicate with you often and I encourage you to be in close contact with me. Each day with your student's homework, I will send home a sheet to show how well your student met our class expectations for that day. If your student is absent, please send in a written note with him/her the first day back to school. If a note is not received within three days from the absence, the absence is marked as unexcused. Your help is greatly appreciated!

Additionally, I love volunteers! You are always welcome in our classroom. Please complete the last page of this packet if you are interested in volunteering.

If you have any other questions, comments, or concerns, please do not hesitate to call me at the school anytime or on my cell phone at 626-485-9401.☺

Sincerely,

Mr. Esparza

Mr. Esparza's Expectations/Behavior system

> **In order to guarantee an excellent educational environment for all children, my colleagues and I have created the following behavior plan. Please review the student expectations, consequences, and rewards with your student.**

Classroom Rules/ Expectations:
1. Show Cooperation by following directions
2. Practice Self Control w/your hands, feet, and body.
3. Take responsibility for keeping our school/classroom in order
4. Practice self control by using kind words.

Rewards for making "smart" decisions:

Individual
- Praise: high fives, pat on back, cheer from class
- "Aggie Bucks" classroom money which an individual student or whole group can earn for showing cooperation/following directions the first time, practicing self-control with their body and words, showing responsibility for our class and school.
- "Mr. Esparza's Golden Tickets" which enable students to: read in the library, sit at my desk for a day, use the restroom/get a drink of water without turning in one of their two popsicle sticks (for the week) , pick their class job first, help check homework/reading
- Positive notes sent home
- Class jobs

Group
- Each group of students will receive an "Aggie Bucks" as a group. At the end of the week, groups can combine their Aggie Bucks to purchase items/rewards from the Aggie Bank.

Whole Class
- If the entire class is behaving well, they will receive a golf ball added to the "golf ball jar." Once the golf ball jar is filled a special reward will follow. Possible rewards include special game, dance party, nutritious snacks…all of which will NOT interfere with regularly scheduled learning.

★ Consequences for making poor decisions:
Star System
      5 Stars = Great Day
      4 Stars = Warning
      3 Stars = 5 Minute Timeout & Teacher Conference
      2 Stars = Reflection & Send to another Class
      1 Star = Parent Meeting/Principal's Office

Severe Clause: If student engages in a "major problem behavior", he/she will be sent to the office with an office referral form. *Note: All behavior problems will be duly recorded by teacher and kept in the "Master Behavior Log."

Examples of behaviors that warrant (1 Star) response: fighting, physical abuse, repeated defiance/disruption of student learning, inappropriate language, inappropriate items brought to school.

★ **Important Note**:
- A behavior tracking sheet will be sent home with your child daily. It will be located in their homework binder and must be returned to school the following day. Please reference it daily.
- Bathroom Policies: Each student will be allowed to go to the bathroom during reading/math workstations (1 hour each). If a student needs to go to the bathroom outside of these times they will be given two popsicle sticks for the week that can be redeemed as bathroom or water passes as needed. Students are not encouraged to go to the bathroom outside of the allotted times because they will miss out on vital instruction.

★ **Our BIG Goals for the Year:**
1) To use comprehension and decoding strategies to read independently at Level M or higher.
2) To have 85% proficiency or higher on ALL math tests.
3) To write in paragraph form and score a 2 or higher on the writing rubric.

★How you can help!

- # TALK TO ME!
  If you have a concern about your student's academic performance, conduct, social development, or emotional state, do not hesitate to contact me. You can call me at the school, send me a note (English or Spanish), or set up a conference.
- Read with your student. Set aside a special reading time where you take turns reading to and being read to by your student. This can be in English or Spanish. Let your student know that you look forward to and enjoy your reading time.
- Promote independence. Solve problems with your student, instead of FOR him or her.
- Praise your student whenever possible and send them the message that you think that their learning is important.
- Supervise homework. Give your student a quiet place to work and check that assignments are complete.
- Instead of TV, encourage students to write a story or letter, read a book, invent something, or make a favorite food for the family.
- Take your student to the library as often as you can.
- Bring books for your student to read in the car or on errands.
- Look up words in the dictionary with your student to build vocabulary.
- Show your student how to tell time and refer to the hour and clock frequently.

Family Volunteers - We are always looking for family members to help with our class.
- Opportunities include: volunteering in the room for a few hours, donating some extra supplies, sharing a special skill or interest with the class, talking with the class about a variety of topics,
- reading to the class, volunteering for field trips, etc. Please complete the final page of this packet if interested.

Mr. Esparza's Homework Program 2010-2011

Homework is a teaching tool that links school and home by reinforcing work previously taught at school. It should give your child an opportunity to show you his/her successes and give you an opportunity to praise his/her efforts. I hope that you enjoy working together on the daily assignments. ☺

1. Agendas should be signed every night by parents
2. Homework should be given every night because Fri.-Sun. should be reading log
3. Behavior should be recorded in agenda every night

Homework will be assigned at the beginning of the week and checked in on Friday. All homework must be completed by Friday or else the student will lose recess, please emphasize the importance of completing homework on time. The homework will consist of 3 parts: a reading journal, assigned math sheet, and spelling word practice. Nightly reading is also part of your child's homework. This reading time can consist of your child reading to you, you reading to your child, or a team effort. Mostly, I will send books home with your child to read; otherwise your home selection of books (or books checked out from the public library) would be sufficient.

A weekly spelling list of 10-15 words will be included with the homework. I encourage you to review this list daily with your child. Flashcards and oral quizzing are just two of the many fun ways that you can practice with your child. Emphasizing the patterns in the spelling words will also be very beneficial to your child.

Meet Mr. Esparza

I would like you to know a bit about me. I was born and raised in El Paso, Texas. After graduating college from New Mexico State University, I moved to California with my girlfriend in pursuit of my dream to become a professional golfer. In college I was a distinguished student athlete on the men's golf team at our school. As the only Hispanic member of the team I took great pride in competing, but even more pride in my education, as the youngest of three sons and the first to graduate from college. Golf played a very important role in making me the person I am today, but after deep reflection I couldn't fight my calling into teaching and chance to make a difference in education through teaching.

I student taught 1st grade at Sonoma Elementary in Las Cruces, NM under the supervision of an OUTSTANDING veteran teacher of twenty-five years, Mrs. Rodriguez, who significantly influenced me to realize my gift as an educator. In 2008-09' I had the honor of being a special needs one on one instructor; guiding three Autistic students in South Pasadena, CA which was a most rewarding learning experience. I am very fortunate to have found a home with Aspire and a place where educators take their profession with utmost commitment and dedication. I am thrilled to be a part of the Huntington Park community, as well as to get to know his students, their families and I am ready to have a GREAT YEAR!

Last year I taught second grade and earned a Master's Degree in Education from USC. I am a very positive individual who is; very patient, open-minded and easy going. On my free time I love golfing with my friends/family, reading, exercising, dancing, listening to music, and learning!

Class Family Donation List

Please review this list which each student's family will be donating for our class. These are very basic items our class will need throughout the school year and please send them in as soon as you can.

- Zip lock bags all sizes
- Tissue
- Paper Towels
- Hand sanitizer

- Wet Wipes for our hands
- Lysol or Clorox disinfecting wipes

If you cannot donate these items don't worry or if you would like to donate any extra please let me know.

Please check one of the following:

_____   I will donate these items for my child's class
_____   I cannot at this time donate these materials but will do so when I can.
_____   I won't be able to donate these items.

Make sure both you and your child have read this together and understand all our classroom behavior/expectations, guidelines, snack schedule, and donation list. If you have any questions, as always please don't hesitate to call me!

Thank You!
Parent sign here:_____

Student sign here: _____

Thank you for taking the time to fill this out!
Please return it to school with your child as soon as possible! ☺

HELPING HANDS

If you are interested in volunteering this year, please mark the activity or activities that you would like to help with and return this to school with your child. I will get in touch with all the helpers in the next few weeks.   Thank you!

☐ Helping to decorate bulletin boards

☐ Making copies, little books, etc.

☐ Helping with parties or upcoming events

☐ Donating supplies for parties

☐ Translating items for our class into Spanish

☐ Reading to the class

☐ Being trained to give weekly reading tests to students.
(This requires consistent hours in the classroom, about 1-2 hours a week)

☐ Sharing a special talent or interest

☐ Talking to the class about a variety of topics

☐ Sharing something for Hispanic Heritage Month
(Sept.15-October 15)

Parent/Guardian Name(s):_____

Child's Name: _____

Hone: _____   Best time to call? _____

TOOLS FOR MEASURING STUDENT OUTCOMES

Subject	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal % of students (*average of all grades)
Language Arts (basic skills and thinking skills)		Developmental Reading Assessment (K-6)	2x a year	K – Level 3 1 – Level 18 2 – Level 28 3 – Level 38 4 – Level 40 5 – Level 50 6 – Level 51	09-10 60% 10-11 65% 11-12 70% 12-13 75% 13-14 80%
		Aspire's standards-based reading assessment (2-6)	3x a year	90% correct	09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
		Aspire's standards-based multiple choice writing assessment (2-6)	2x a year	90% correct	09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
		Aspire's standards-based writing assessment (2-6)	2x a year	3 out of 4 point rubric	09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
		California Standards Test (2-6)	Once a year	Proficiency	09-10 30% 10-11 40% 11-12 50%

Subject / Standard	Assessment	Frequency	Benchmark	Performance Targets
(continued)	based Standards-report card (K-6)	3x a year	3 out of 4	12-13 55% 13-14 60%
	School-developed interim assessments	4x a year	90% correct	09-10 65% 10-11 70% 11-12 75% 12-13 80% 13-14 80%
Science (basic skills and thinking skills) Students will be expected to: demonstrate understanding of scientific concepts and ideas through real-world applications; utilize scientific research and inquiry methods to conduct investigations and problem-solve; and 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.	Project-based assessments (K-6)	One per unit	Mastery based on unit specific rubric	09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
	Standards-based report card (K-6)	3x a year	3 out of 4 on all standards	09-10 75% 10-11 80% 11-12 85% 12-13 90% 13-14 90%
Math (basic skills and thinking skills) Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of	Aspire's standards-based math assessment (K-6)	3x a year	90% correct	09-10 65% 10-11 70% 11-12 75% 12-13 80% 13-14 80%
	Math Assessment	Once a	90% correct	09-10 60%

Subject	Outcome/Description	Assessment	Frequency	Target	Years
	mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.	Collaborative problem solving assessment (2-6)	year		10-11 70% 11-12 75% 12-13 80% 13-14 85%
		Standards-based report card (K-6)	3x a year	3 out of 4 on all standards	09-10 65% 10-11 70% 11-12 75% 12-13 80% 13-14 80%
		California Standards Test (2-6)	Once a year	Proficiency	09-10 30% 10-11 40% 11-12 50% 12-13 55% 13-14 60%
Social Science (basic skills and thinking skills)	Students will be expected to 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.	End of Unit Assessments (see social science units)	One per unit	Mastery based on unit specific rubric	09-10 75% 10-11 80% 11-12 85% 12-13 90% 13-14 90%
		Standards-based report card (K-6)	3x a year	3 out of 4 on all standards	09-10 65% 10-11 70% 11-12 75% 12-13 80% 13-14 80%
Life Skills	Students will demonstrate skills of cooperation, assertiveness, responsibility, empathy, and self-Control	Attendance rate	3x a year		95% ADA
		Report card (K-6)	3x a year	3 or 4 in all 5 CARES areas	09-10 70% 10-11 75% 11-12 80% 12-13 85% 13-14 90%

Aspire Public Schools
2011-12 Proposed Data Analysis Products and Services

Planned Products	Description	Timeline
I. 09-10 API Projections	Projected schoolwide API growth scores	Rolling to 8/6
II. 09-10 STAR Data Analysis Product – School Summary	Projected API, ELA and Math CST results, achievement gaps, proficiency level growth, strand results, and projected AYP scores	Within two weeks of school opening
III. 09-10 STAR Data Analysis Product – Individual Teacher Summary (New)	Schoolwide and individual teacher CST distribution, proficiency level changes and strand results.	Rolling, by August 9th
IV. 09-10 Individual Teacher STAR Data Analysis Product (Updated)	Individual teacher CST distribution change, proficiency level growth, and strand results with individual teacher rosters and reflection prompts	Rolling, by August 9th
V. Principal and Teacher Data Portal (New – Created by Godzilla!!!)	Portal housing Data Analysis Products as well as current student data and longitudinal analysis dashboards on key Aspire assessments	Rolling, by August 9th
VI. Key Candidates for Interventions	List of Chronically Underperforming, Underperforming, and Far Below Grade Level Students	August 31st
VII. Aspire's 10-11 ELA and Math Challenge Strands	Strand areas Aspire's students found the most challenging at each grade level	August 31st
VIII. 10-11 Fall Redesignation Lists	List of students to be redesignated based on 09-10 CELDT and STAR results	September 3rd
IX. Aspire's 09-10 STAR Summary	Aspire-wide ELA and Math distribution, proficiency level growth, and strand results	September 30th
X. Aspire's Fall CAHSEE Matrix Product (New)	CAHSEE matrix populated with prior year 10th grade benchmark results for 11th graders who have not yet passed the CAHSEE	September 30th
XI. Aspire's 10-11 Fall Benchmark/Interim Analysis Product (Updated)	Fall Benchmark/Interim results in updated benchmark/interim matrix data analysis product	September 30th
XII. Aspire's DRA Analysis Product (New)	DRA growth analysis for 09-10 by school and teacher	October 15th
XIII. 10-11 Aspire API Targets	Schools' 10-11 Aspire API targets	October 15th
XIV. 09-10 AYP and API Projections (Dashboard and Student Targeting List)	10-11 AYP and API projections with lists of students to target for additional academic supports	Rolling from Oct. 1st to Nov. 15th
XV. Aspirewide Winter Benchmark Analysis (Updated)	School and grade benchmark matched gains and average growth as well as identification of high and low performing teachers	January 7th

Aspire Public Schools
2011-12 Proposed Data Analysis Products and Services

Planned Products	Description	Timeline
XVI. Aspire's Winter Benchmark/Interim Product	Aspirewide class performance by standard by teacher as well as individual teacher longitudinal benchmark analysis	January 7th
XVII. Aspire's Winter CAHSEE Matrix Product	CAHSEE matrix and projections for 10th graders based on Winter Benchmark scores	January 7th
XVIII. Aspire's 10-11 Winter Benchmark Product	09-10 and 10-11 Benchmark Distribution Analysis	January 22nd
XIX. 10-11 Winter Redesignation Lists	List of students who should be redesignated based on 10-11 CELDT results and 09-10 ELA CST Results	Rolling to March 15th
XX. Pre-CST Individual Teacher Benchmark/Interim Product	Pre-CST class and student results overall and on each standard as well as identification of reteach groups	Rolling to April 15th
XXI. Pre-CST Benchmark Product	Comparison to Prior Year Proficiency Level Estimates	Rolling to April 20th
XXII. Aspire's 09-10 CELDT Summary	Aspire- wide CELDT performance and subtest challenges	May 15th
XXIII. Spring CAHSEE Product	Individualized CAHSEE analysis for 11th and 12th graders who have not passed	June 1st
Available Analysis/Services		**Tentative Timeline**
I. Facilitate/review of and reflection on 09-10 CST results, including identification of causes for strand challenges and individual teacher proficiency level change analysis		August
II. Identify target students' specific skill weaknesses using STAR and benchmark results		August/September
III. Coach schools at risk of not making AYP/Provide additional targeting assistance and tools		Dec/Jan/Feb/March
IV. COI/Classroom Data Analysis Coaching		September – June
V. Individual Teacher/Student Winter or Pre-CST Benchmark Analysis		December – April
VI. School and Area Superintendent Data/Analysis Requests		All Year
Additional Analysis		
Aspire's Chronically Underperforming Students – Why are Students Chronically Underperforming		
Read 180and IPASS Implementation and Effectiveness		
Aspire's Most Challenging ELA and Math Standards by Grade		

FAMILIES
THAT CAN

November 19th, 2010

Ramon C. Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017

Dear Mr. Cortines,

I am writing in support of Aspire Public Schools letter of intent and application to operate South Region Elementary School #6 in Los Angeles. Aspire Public Schools have done a wonderful job educating children while incorporating parental input into their program's success. Aspire Public Schools currently operate 8 high performing schools throughout Los Angeles Unified School District and a total of 30 schools statewide serving all demographics of students.

Aspire has demonstrated a dedication to closing the achievement gap by increasing student performance and generating one of the highest API scores in the state while the serving a high level of lower income families. Each of the Aspire schools in Los Angeles Unified School District are working and through there rigorous academic program all of their students are exceeding their A-G requirements.

Aspire is helping students achieve their goals while empowering families to take a more active role in their child's education and they will bring that same commitment to South Los Angeles. As the Executive Director of Families That Can I have spoken in depth with the Aspire Leadership Team and worked with many of their parents who speak highly of the impact Aspire has had on their children.

Aspire will be successful if given the opportunity to operate South Region Elementary School #6 because they have shown a commitment and dedication to their students and community. Parents want educational options for their children because education is a key indicator of future success and Aspire provides children with the tools to be successful.

I believe Aspire will achieve the same results in South Los Angeles based off their proven track record. So I ask that you support Aspire by approving their application and give parents the educational option their children deserve.

Sincerely,

Antwaune Goode
Executive Director
Families That Can

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Superintendent Ramon Cortines
333 S. Beaudry Ave., 24th Floor
Los Angeles, CA 90017

Dear Superintendent Cortines,

It is with great enthusiasm that I support Aspire Public Schools proposal entered in the Public School Choice program. They have been an invaluable partner of our Teach For America Training Institute, a rigorous five week program where we train new teachers to be effective at dramatically increasing their student achievement.

We have had the pleasure of having summer school at Aspire, at both the middle school and elementary levels. On my many visits to the schools, I have been struck by how effective their teachers are at creating a safe environment where students love to learn, at all grade levels. They are closing the achievement gap on a daily basis, and I have no doubt that the presence of Aspire in Huntington Park will have a dramatic impact for decades to come on the community, as their children gain access to a quality education and college for certain.

The opportunity to expand their impact in Los Angeles is one that you should not pass up. Their commitment to children is always at the forefront, and any community where they operated a school would be lucky to have them.

If you have any questions or concerns, please don't hesitate to contact me.

Take care,

Beth Carrera Napleton
Senior Managing Director
Los Angeles Institute
beth.carreranapleton@teachforamerica.org
646-483-1704

AN AMERICORPS PROGRAM

315 W. 36th Street, 6th Floor • New York, NY 10018 • P 212 279-2080 F 212 279-2081 • www.teachforamerica.org

Groundbreaking Charter Schools
Oprah.com | September 20, 2010

Get to know the schools that received
[**$1 million each from Oprah's Angel Network**](#)*!*

Aspire Public Schools

About the School:
Aspire Public Schools is a nonprofit organization that is also one of the highest-performing public school systems in California. The 30 (and growing) open-enrollment, public charter schools are located across the state of California and focus on one goal: preparing urban students for college.

The Mission:
"College for certain."

Academic Results:
Aspire's first three graduating classes achieved a 100 percent acceptance rate to four-year colleges or universities. Many of these graduates will be the first in their families to pursue an undergraduate degree.

According to 2009–2010 Academic Performance Index (API) scores, Aspire Public Schools ranks first among districts serving low-income communities for the second year in a row.

The Future:
Aspire plans to open three to four new schools each year to provide quality educational opportunities for even more California children.

USC

ROSSIER SCHOOL OF EDUCATION

Rossier School of Education

MAT@USC Program

November 22, 2010

Mr. Ramon Cortines
Superintendent of Schools
Los Angeles Unified School District
333 S. Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Dear Superintendent Cortines:

On behalf of USC's Rossier School of Education Master of Arts in Teaching Program, I am pleased to support Aspire Public School's application to the Los Angeles Unified School District in response to the Request for Proposals for the Public School Choice process for South Region Elementary School #6, located in South Los Angeles.

Aspire currently operates 30 charter schools in urban areas throughout California, as well as six very successful schools in Huntington Park. Its schools are all committed to providing students with a college preparatory education and academically rigorous programs. Aspire's dedication and success in closing the achievement gap is evident by the fact that the organization was awarded two small learning communities in a brand new campus in South Gate in the first round of Public School Choice. This success has prompted Aspire Public Schools to approach the community in South Los Angeles and work closely with resident parents to develop an academically rigorous plan for South Region Elementary School #6, scheduled to open in August 2011.

The USC Rossier School of Education is one of the world's premier centers for graduate study in urban education. We prepare and develop educational leaders who are change agents, we lead the search for innovative, efficacious and just solutions through collaborative action research, and we create mutually beneficial partnerships to rethink curriculum, develop sound policy and improve educational environments. The USC School of Education has worked for 100 years to better serve the City of Los Angeles. We are ready and willing to partner with South Region Elementary School #6 in order to offer student teaching opportunities to our USC teacher candidates. We are certain our teacher candidates will be paired with exemplary master teachers. These select master teachers will be offered a stipend in exchange for their support and mentorship of our USC teacher candidates. We believe that the involvement of our university will enhance experiences for South Region Elementary School #6 as well as for our USC teacher candidates. The staff and faculty in the Rossier School of Education are dedicated to working with the new school and look forward to a mutually beneficial partnership.

Sincerely,

Erika C. Klein
Director, MAT Program

University of
Southern California
1149 S. Hill St.
Suite H375
Los Angeles,
California 90015-2240
Tel: 213 743 1525
Fax: 213 743 1550
rossier.usc.edu

Internal Revenue Service

Date: January 24, 2006

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

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

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

Dear Sir:

This is in response to your request of January 24, 2006, regarding your organization's tax-exempt status.
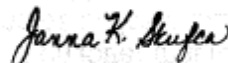
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

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

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

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

Sincerely,

Janna K. Skufca

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

WILLIAM B. HUGHSON

bill@leehughson.com

EXPERIENCE

DAVITA	2000 to Present

DaVita Rx, *President* — 2006 to Present
- Report directly to the CEO of DaVita, the parent company.
- Developed company from conceptual business plan (2004) to revenue of $48M (2007E).
- Created an innovative new business model to meet the unique needs of dialysis patients, resulting in high patient satisfaction and a 50% increase in medication compliance levels
- Built, licensed and operationalized pharmacies to serve DaVita dialysis patients in 43 states.

DaVita Inc., *"Executive at Large" (special projects consulting)* — 2000 to 2006
- Managed multiple special projects over a 6-year period, including:
    - Created, tested and operationalized three different new business concepts.
    - Interim "COO of Compliance" responsible for all aspects of regulatory compliance.
    - Managed client team responsible for developing a strategic plan for improving growth and profitability in 20 largest EBITDA-producing markets nationwide.
    - Created an organizational and operational plan to improve performance and reduce cost in the development of new dialysis facilities ($40mm annual budget).
- Awarded a 2004 "Bridge" award for embodying company Mission and Values
- Awarded the 2003 "GSD" (Get Stuff Done) Award

INDEPENDENT CONSULTING, *Strategic, financial and operational consulting* — **1999 to 2000**

- Assisted Lucy, a venture capital-backed retailer of women's athletic apparel with their financing strategy, store development strategy and store operations.
- Worked with CEO of ALPS, a privately-held, multi-national consumer products company to develop a strategic and financial plan for his business.
- Assisted CEO of Chemtex International in developing an e-commerce strategy for his plastic raw materials distribution business, including business planning, fund raising, technology strategy and team-building strategy and execution.

A.G. FERRARI FOODS, *President* — **1997 – 1999**

- Led the growth of this 80-year-old importer, manufacturer and retailer of high-quality Italian food from 4 to 8 stores and from $4.7M to $11.4M in sales while increasing sales per square foot by 21% and store contribution by 33%.
- Developed and implemented a complete redesign of the company's brand identity, including name, visual identity and product line.
- Built a new state-of-the-art centralized commissary and implemented a sophisticated new point-of-sale and inventory management information system.
- Raised over $10M in 3 series of preferred stock offerings and negotiated bank lines of credit, subordinated debt notes, and lease financing.

NOAH'S NEW YORK BAGELS, INC.	**1992 – 1996**
President and CFO, Noah's New York Bagels	1995 – 1996
CEO, President and CFO, Noah's New York Bagels	1993 – 1995
General Manager, P & A Ventures (Licensee of Noah's New York Bagels)	1992 – 1993

113

William B. Hughson, Page 2

- Negotiated the merger of P & A Ventures with Noah's New York Bagels.
- Managed rapid growth from 1 store to 39 stores; from $1M in sales to $40M in sales; from 25 employees to 1,100 employees.
- Built a strong mission and values-oriented culture. Research conducted by The Center for Values Research in November 1995 placed Noah's Bagels among the top 5% of all workplaces in their database for employee commitment and satisfaction.
- Created a strong brand. Research conducted by BSI in 1995 indicated 64% of all Bay Area residents aware of company, with 11% of respondents identifying Noah's Bagels as their "favorite place for morning coffee or meal" (vs. 13% for each of Starbucks and McDonalds).
- Successfully fought a Teamsters drive to unionize 85 employees.
- Raised $21M in 2 rounds of equity financing and negotiated 3 separate banking agreements totaling over $20M in credit lines.
- Managed sale of the company for $101M, over 3 times 1995 sales, creating more than $75M in shareholder value in under 4 years.

BAIN & COMPANY, INC., *Consultant*   Summer 1989, 1990 – 1992

- Developed a revenue growth and profitability improvement strategy for a 150-branch home healthcare company. Managed implementation of strategy in one branch to demonstrate effectiveness of the strategy.
- Developed managed care-oriented purchasing strategy for a mail order pharmacy with $300M in annual drug purchases. Assisted President, VP – Operations and Director – Purchasing in implementation of strategy, leading to $3M in annual savings within first two months.
- Managed a team in developing and implementing a strategy for the digital imaging division of a medium-sized medical technology company, including marketing plan, R&D investment plan, product specifications, and pro forma budgets and financials.

MORGAN STANLEY & CO., INC., *Financial Analyst*   1986 – 1988

- Only first-year analyst (of over 250) during 4-year period given a foreign office assignment (London); posting required approval of Morgan Stanley Executive Committee.
- Appointed to the Analyst Recruiting Committee; created, organized and oversaw analyst training program for SMTF Department in New York and London offices.

EDUCATION

STANFORD GRADUATE SCHOOL OF BUSINESS, *MBA*   1990

WILLIAMS COLLEGE, *BA Cum Laude*   1986
    English major, economics minor

AMERICAN UNIVERSITY IN CAIRO, *Semester Abroad*   1984

ADDITIONAL INFORMATION

Board seats: Aspire Public Schools, Fulfillium Inc., Sensurtec Inc., SVIP LLC
Former Member, Young Presidents Organization, Barbary Coast Chapter (1994 – 97)
Recipient, Alice B. Toklas Leadership Award (1994)
Five month, 2,100-mile hike of the Appalachian Trail from Georgia to Maine (1981)
Traveled extensively throughout Europe, the Middle East, Asia and Africa
Hobbies: Travel, food and wine, hiking, skiing
44 years old; married; one child; excellent health

CURRICULUM VITA

Don Shalvey, Ed.D.

Don.Shalvey@aspirepublicschools.org

Summary of Qualifications:
- 30+ years of progressive leadership in education, entrepreneurship and non-for-profit school creation.
- Exceptional team management in critical collaborative contexts.
- Robust record of success in achieving complex growth and quality deliverables and timelines.
- Track record of high performance in fund raising and recruitment of human capital.
- Dynamic, articulate, analytical and results-oriented. I love a good challenge.

Professional Development:

2000 – Present   *Aspire Public Schools, Oakland, CA*
Chief Executive Officer / Co-Founder
- Designed, created and managed a high performing not-for-profit public school enterprise that has 30 schools serving California's urban youth.
- Grew the organization from 3 to 300 employees in 5 regions of California.
- Raised $30 Million in philanthropy and oversee an annual budget of $25 Million.
- Led successful bond effort of $35 Million to construct new public schools.

1991 – 2000   *San Carlo School District, San Carlos, CA*
Superintendent
- Led a small high performing San Francisco area school district.
- Managed 7 schools and an annual budget of $20 Million
- Created California's first *Charter Public School* and the nation's second.
- Championed a successful school bond election with 83% "Yes" vote.
- 71% of the school received *California's Distinguished School* recognition.

115

Professional Development (continued):

1998 –1991   *Lodi Unified School District, Lodi, CA*
Assistant Superintendent, K –12 Instruction

    ❖   Line responsibility for the educational program of 35 schools.

    ❖   Managed 47 school principals and district curriculum staff.

    ❖   Managed the decision and opening of the 10 new public schools.

    ❖   Responsibility for Education Policy and Performance.

1967 – 1988   *Merced City School District, Merced, CA*
Various Positions, including Principal, Assistant, Superintendent
Teacher, Counselor, and Director of Professional Development

Recognition and Service:

- Aspire Public Schools received "Fast Company" award and was recognized as: Monitor's Group Top 20 Non-Profits That Are Changing The World – 2003 and 2004, Boston, MA
- Recognized as an Ashoka Fellow for North America – 2002 – 2005 Arlington, VA.
- Vice-Chair, California Department for Education, Commission for Special Education, Sacramento, CA.
- Board of Director, EdVoice, Menlo Park, CA.
- Member, Stanford University School of Education Advisory Commission Board, Palo Alto, CA.
- Board of Director, Elkus Ranch, Half Moon Bay, CA.
- Board of Director, Jobs for the Future, Boston, MA.
- Board of Director, RISE Network (Resource for Indispensable Schools and Educators), San Francisco, CA.
- Published a number of articles related to education and school choice.
- Lectured at UC Santa Cruz, Stanford University and University of Santa Clara.
- Addressed audiences and participated at our 500 conferences related to Education and school of choice.

Education:

B.A.   LaSalle College, Philadelphia, PA
M.A.   Gonzaga University, Spokane, WA
Ed.D.   University of Southern California, Los Angeles, CA

Louise Muhlfeld Patterson

Education:
Vassar College – BA (Psychology, Education)
Junior Semester abroad; Oxford University/Vassar Program– Studied British Primary
School "Open Classroom" System

Professional work:
Vice President - Human Resources (1983-1997)
American Express Company
New York/San Francisco

Human Resources/Subidiary Rights Associate (1980-1983)
Doubleday Publishing Company
New York

Acting VP Human Resources (1997)
Odwalla, Inc.
Half Moon Bay

Human Resources Consultant (1998)
Addis Corporation
Berkeley

Implementation of Quality of Worklife Survey for "Start-up" companies
Klein Associates (1999-2001)
Silicon Valley

Volunteer work:
Trustee - St. Mark's School (1996-2001)
Massachusetts
Chair, Committee on Trustees; Admissions Committee

Trustee - Drew High School (1997-2001)
San Francisco
Chair, Committee on Trustees; Development Committee; Chair, Education Committee,
Co-Chair Strategic Planning Committee

Director - San Francisco Zoological Society (1999-present)
Chair, Committee on Directors; Chair, HR Committee; Marketing Committee; Chair,
Search Committee

Trustee – Marin Country Day School (2000-present) – Vice Chair
Co-Chair Search Committee, Head of School; Co-Chair Strategic Planning Committee,
Chair, Committee on Trustees

Board Member – Aspire Public Schools – April, 2007-present

Melvin J. Kaplan,

Chief Executive Officer, Wellington Financial Group

Resume

Mel Kaplan has been a real estate investor since 1960. He is CEO of Wellington Financial Group, an entity that invests in commercial real estate nationally.

In 1988 Mel and his family founded the Harry Singer Foundation, a nonprofit educational operating foundation dedicated to youth development. He serves on Harry Singer's Board and advises various other 501 c (3) corporations.

Mel is an alumnus of MIT and UC Berkeley where, in the 70s, he lectured at the School of Business Administration. His specialty continues to be problem solving and entrepreneurship. His biography has appeared in Marquis Who's Who In Finance and Industry and Who's Who In The World.

Richard C. Spalding

PROFESSIONAL EXPERIENCE:

Kearny Venture Partners - September 2006 to Present
Co-Founder & General Partner, Healthcare

Thomas Weisel Healthcare Venture Partners - April 2003 – September 2006
Co-Founder & General Partner, Healthcare Venture Capital

ABS Ventures - January 2000 to March 2003
General Partner, Healthcare Venture Capital

Portal Software - February 1997 to March 1999
Vice President & Chief Financial Officer
First CFO of this Internet billing company. Company grew from 20 people to 250 during tenure. Responsible for finance, HR, legal, facilities and investment relations. Oversaw all fund raising, including $10 mill of debt capital and $25 million of equity, and corporate partner transactions.

Fusion Medical Technologies - March 1996 to January 1997
Vice President Finance and Corporate Development
Responsible for financial and administrative functions including HR, communications, legal and investor relations. Responsible for all aspects of the Company's IPO.

Alex, Brown & Sons - November 1991 to March 1996
Managing Director (January, 1992)
Head of Investment Banking for the West Coast and oversaw the creation and supervision of the Firm's Japan office. Responsibilities were marketing (as Firm's senior West Coast representative), transactional (equity financings and mergers), managerial (primarily as regarded internal matters in the office-hiring, firing, ethical matters) and administrative.

Brobeck, Phleger & Harrison - June 1977 to November 1991
Partner (1982)
Law practice involved serving as outside counsel for numerous public and private companies and acting as underwriters' counsel. Particular experience in securities laws, negotiating corporate partner transactions and mergers and acting as general legal advisor. Firm responsibilities included co-founding of Palo Alto office (grew from 2 to 60 lawyers during tenure). Later headed the Firm's San Francisco corporate group and co-chaired the Strategic Planning Committee.

O'Melveny & Meyers (Los Angeles) June 1976 to May 1977
Associate

EDUCATION:
Columbia University School of Law (1973 - 1976)
 Law Review, Kent Scholar 1974, 1976 (highest annual academic society) Contracts Prize
Harvard University (1968 - 1972)
 Cum Laude (General Studies), John Harvard Scholar 1971, 1972 (highest annual academic society)
Philips Academy, Andover, MA (1964 - 1968)
 Cum Laude Society (highest academic society)

PERSONAL:
Born December 1950; excellent health
Married for 31 years, three children (28,25,21)

119

PRINCIPAL JOB DESCRIPTION

OVERVIEW

Lead, manage and oversee all functions of individual school site, including education program to ensure academic performance of student, budget to ensure fiscal solvency of site, school office operations, community relations, people management and facilities in accordance with Aspire standards. Your work as a principal will not only change the lives of your students, but the lives of students throughout California. Much like the classroom is a vital part of your school community; your school is a vital part of the network of Aspire schools across the state. Together our schools are changing public education and proving that every student can achieve at the highest levels. Aspire Public Schools is a non-profit organization that opens and operates small, high performing public charter schools that are preparing the most underserved students for college. We provide our educators with the tools and support they need to provide a high quality, personalized education for every Aspire student. We respect and treat our team members as professionals, providing full-time educators with a laptop computer, business cards and budget for classroom supplies.

Our small schools and small classes give you the chance to know every student and his/her family at a personal level. Our network of schools across the state provides you with incredible opportunities to grow personally and professionally in various roles across the organization. We hope you join us in this important work for the children of California!

RESPONSIBILITIES

1. Provide Instructional Leadership for the school site, including: maintaining school-wide focus on high standards of student achievement; ensuring coverage of CA standards; modeling Aspire instructional guidelines; managing process for analyzing data to increase student achievement, supporting all teachers in their professional development, and supporting New Teachers through Induction.
2. Manage all human resources at the school site, including: attracting and selecting top performers; providing professional development opportunities; developing collaborative team culture; and managing performance. Adhere to company policy and state/federal employment laws. Consult with Human Resources as appropriate.
3. Manage all resources at school site, including: setting and maintaining a balanced budget, planning for future needs, and ensuring compliance with restrictions and reporting requirements of categorical funds and restricted donations. Adhere to company policy and protocols for sound fiscal management.
4. Develop an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; and developing positive relationships with sponsoring district and neighborhood schools.
5. Manage process for determining priorities; set development timetables and support school team in achieving deliverables.
6. Manage daily operations, facilities, safety, and administrative processes school, including addressing issues and problems that arise in a principle-centered, creative, thoughtful and constructive way; following-up with constituents as needed; adhering to Aspire best practices, policies and procedures; and seeking outside support as appropriate

7. Lead long term strategic planning and medium term process improvement as needed.
8. Work in collaboration with other Principals and Home Office to achieve organizational goals.
9. Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
10. Performs other related duties as required and assigned.

QUALIFICATIONS

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning
- Demonstrated knowledge of curriculum development and program design
- In-depth experience developing teachers
- Strong experience in performance assessment
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated   ability to successfully handle multiple projects concurrently; ability to work as a team
- Strong community-building skills
- Entrepreneurial passion
- Demonstrated P&L responsibility

Minimum Requirements:

- Bachelors Degree required; Masters or Ph.D. in Education preferred
- Administrative Credential preferred
- NCLB Highly Qualified preferred
- 3+ years working with urban students as a full-time teacher preferred
- 7+ years teaching and administrative experience

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

Professional Experiences:

2009 / current	Area Superintendent- Los Angeles Region	Aspire Public Schools
2007	Regional Vice President	Aspire Public Schools
2006 -2007	Consultant	Aspire Public Schools (Charters) Cornerstone Public Schools (Charters)
2005 - 2006	Director (Interim) Consultant	Local District 6 External Entity for High Priority School Grant Process
2005	Retired	Los Angeles Unified School District
2003 – 2005	Director Charter Schools	Los Angeles Unified School District
1995 – 2007	Associate Professor Graduate Education	California State University Northridge Loyola Marymount University University of La Verne Preliminary Administrative Services Professional Administrative Services
2000 – 2003	Director School Services	Local District D
1998 – 2000	Administrative Coordinator	Office of School Reform Los Angeles Unified School District
1999 – 2002	Instructor	Administrative Academy
1995 - 1998	Principal	Middleton Street School Los Angeles, 3rd largest school in L.A.
1993 – 1995	Project Director	Los Angeles Learning Centers New American Schools Development (Grades K – 12)
1985 – 1993	Principal	Fishburn Avenue Elementary, Maywood 112th Street Elementary, Watts Community Magnet School (K-9), Mid-city

1984 – 1985	Assistant Principal	Los Angeles Center for Enriched Studies (Grades 4 – 12)
1976 – 1984	Bilingual Coordinator Instructional Coordinator Integration Coordinator Coordinator Computer Coordinator	Westminster Avenue School Administrative Offices, Region D Baldwin Hills Triad Paul Revere Midsite program Joint venture with LAUSD/ETS
1968 – 1976	Teacher	Westminster Avenue School Grades K – 6

Academic Background

Degrees:

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

Credentials:

1983	LIFE	Bilingual Certificate of Competence
1977	LIFE	Administrative Services (Pre K – Adult)
1968	LIFE	Standard Elementary Teaching

Accomplishments:

- Responsible for all 212 Los Angeles Unified Schools involved in Annenberg Challenge Grant for $53 million

- Director for Charter Schools Division of Los Angeles Unified School District and responsible for 80 charter schools

- Project Director for $9 million New American School's Project involving expansion of two schools to K-12 model Learning centers. Responsible for designing and implementation state-of- the- art Health Centers on the campuses of Elizabeth and Foshay Learning Centers.

- Implemented the "Resource Coordinating Team" (a resource-oriented infrastructure mechanism) at a large local school site

- Teach a plethora of courses in the Preliminary Administrative Credential Program (Tier I) and Professional Administrative Credential Program (Tier II)

- Served as member of District's Strategic Plan for Restructuring Health and Human Services

- Selected as one of 11 district-wide administrators to receive extensive training from the Institute for Learning. Subsequently, designed and trained 84 schools in Principles of Learning strategies

- Expertise in school plan development and assessment of data program planning in Charter Plans, Single School Plans, and Comprehensive School Reform Design Plans, High Priority School Grants and Healthy Start Grants

- Supervised 105 Los Angeles Unified District schools involved in SB1X Immediate Intervention Underperforming Schools Program and Comprehensive School Reform Program

- Supervised and evaluated elementary school principals in two different Local Districts and provided coaching, guidance, professional development, and problem solving techniques

- Designed and presented numerous trainings to principals and other administrators at district-wide and at national conferences

- Trained a variety of stakeholders on reform models including school based management, charters, Healthy Start, Learning Supports Resource Teams, High Priority School Grants, SB1X and Comprehensive School Reform

References:

Mr. Merle Price
California State Northridge
Michael D. Eisner College of Education

Mrs. Judy I. Burton, President/CEO
Alliance for Student Achievement

Dr. Ronni Ephraim
Chief Educational Officer, Elementary

Mr. Martin Galindo
Superintendent, Local District 6

Mr. Gregory Mc Nair
Chief Educational Officer, Charter Schools Division

PRINCIPAL'S EVALUATION RUBRIC
The following are qualities of a Distinguished Principal

For Instructional Leadership

- Is consistent and unrelenting in reinforcing the highest standards of student learning as the central mission of the school, modeling that focus in all activities
- Possesses a deep knowledge of effective instruction; is able to help others make the link between effective instruction and their day-to-day practice
- Thoroughly understands the nuances of Aspire instructional guidelines; models and reinforces their consistent implementation
- Incorporates the use of data into the daily life of the school, consistently tracking and analyzing a variety of metrics against goals to continually improve teaching in the school; analyzes data in aggregate and by subgroups; uses Balanced Scorecard to reinforce school goals and guide daily activities; uses Edsoft in a sophisticated way to manage Cycle of Inquiry
- Vision is shared by all constituents and frequently referenced. Student behavior is consistently reflective of an effective learning community. School environment is not only safe and respectful, but also reflects a rigorous academic focus. Creative artifacts communicate with all constituents about going to college.
- Maintains a regular schedule of classroom observations, so that all teachers are substantively observed at weekly during the school year. Observation times and topics are geared to educators' personal development goals. Uses a variety of formal and informal methods to provide teachers with timely feedback (written and verbal) about observations. Explicitly links observations to educators' personalized learning plans, Aspire educator performance rubric, school goals, and student achievement data in a continuous way.

For People Management:

- Proactively uses multiple channels to identify and recruit top performers for Aspire beyond own school site; selects staff that represent a balanced mix of strengths and styles
- Creates a culture of continual learning for all staff members; using personalized professional development plans, ongoing feedback, and own knowledge and skills effectively; actively seeks out learning opportunities for staff; understands and uses adult learning theory
- Models effective two-way communication; is able to inspire as well as convey information

- Uses a variety of leadership strategies wisely; consistently exercises good judgment about management strategies; delegates and collaborates as a way to train and motivate new leaders
- Creates a culture of accountability; engages staff in analyzing results and creating action plans; makes personnel decisions appropriately; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end–of-year evaluation); provides ongoing informal feedback to employees in a way that is linked to educators' personalized learning plans, Aspire Educator performance rubric, school goals, and student achievement data in a continuous way.
- Systematically reinforces Aspire and school values by thoughtfully using a variety of approaches to reward individual and group behaviors

For Resource Management:
- Understands finance and accounting at an advanced level; finds creative ways to maximize revenue or minimize costs; works with staff and community to match priorities with spending
- Organizes the way time is spent throughout the school to ensure a focus on the school and organization's goals; ensures that time is well-spent by all staff
- Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily; consistently finds ways to make activities more efficient and effective
- Follows Aspire policy and protocol diligently; trains staff to understand and follow protocol; supports Home Office in refining and communicating policies
- Follows Aspire policy and protocol diligently; trains staff to understand and follow protocol; supports Home Office in refining and communicating policies
- Works with school community to identify long-term priorities and spending decisions accordingly; anticipates problems and creates alternatives; understands organization-wide needs beyond school and supports Aspire in achieving long-term objectives
- Creatively upgrades and maintains the facility to reflect a learning community; solves potential safety problems early

For Problem Solving:
- Unerringly models Aspire values and personal integrity
- Makes excellent decisions using a good process even under unusual pressure
- Engages staff in creating short plans, long term plans and systems to achieve school and organization's objectives; uses data to inform the plan and measure success; exerts exceptional effort; is motivated and persistent to achieve the end result

- Is comfortable with ambiguity; helps others develop strategies for coping with ambiguity; is able to shift course rapidly and fluidly.
- Proactively anticipates need for outside support
- Uses a variety of strategies to embed reflection and continuous improvement into daily work; uses own reflection as a model to encourage others to learn and grow.

For Aspire Values:
- Consistently finds new ways to encourage collaboration within school and across the organization.
- Consistently holds self and others accountable for school results. Creates and follows-up with timely, robust and flexible action plans in response to results measured by Home Office. Creates additional interim measures to ensure action plans are effective, and modifies activities accordingly.
- Understands and embraces Aspire standards and Aspire expectations for own and team performance. Continuously improves. Work consistently exceeds expectations.
- Consistently responds to parents, student and staff requests in a timely and appropriate manner. Deeply understands needs of customers. Finds ways to increase customer satisfaction at the school.
- Deeply understands, embraces, and consistently acts in ways that are aligned with Aspire vision and mission. Seeks and finds ways to further Aspire's mission and vision.

For Community Leadership:
- Uses a variety of media to communicate with parents about events and opportunities for involvement; creates school systems to ensure the engagement of all parents; uses the ASC to solve issues within the school community.
- Proactively reaches out to district and neighborhood schools to establish harmonious relationships; takes a leadership role in the local education community.
- Proactively reaches out to local community groups and leaders and inspires them; takes a leadership role in the development of the community
- Inspires support for Aspire through own enthusiasm; is evangelical about Aspire's work; clearly articulates Aspire's core vision, mission, values, and strategies.
- Is comfortable with ambiguity; helps others develop strategies for coping with ambiguity; is able to shift course rapidly and fluidly.
- Proactively anticipates need for outside support.
- Uses a variety of strategies to embed reflection and continuous improvement into daily work; uses own reflection as a model to encourage others to learn and grow.

A0504947

CERTIFICATE OF AMENDMENT TO

ARTICLES OF INCORPORATION OF

ASPIRE PUBLIC SCHOOLS
A CALIFORNIA PUBLIC BENEFIT CORPORATION

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of Aspire Public Schools, a California Public Benefit Corporation.

2. Article 5(a) of the Articles of Incorporation of this Corporation is amended to read as follows:

"The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and no part of the net income or assets of this organization shall inure to the benefit of any private person. Upon the dissolution of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes and which has established its tax exempt status under section 501(c) of the Internal Revenue Code and section 23701(d) of the Revenue and Taxation Code and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code.

"If this corporation holds any assets in trust, or the corporation is formed for charitable purposes, such assets shall be disposed of in such manner as may be directed by decree of the superior court of the county in which the corporation has its principal office, upon petition therefor by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party."

3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.

4. The Corporation has no members.

[Remainder of Page Intentionally Left Blank]

We further declare under penalty of perjury under the laws of the State of California the matters set forth in this certificate are true and correct of our knowledge.

Executed on July 1, 2003.

Don Shalvey
Chief Executive Officer

Syed Doruis
Secretary

A0551743

CERTIFICATE OF AMENDMENT TO

ARTICLES OF INCORPORATION OF

UNIVERSITY PUBLIC SCHOOLS
A CALIFORNIA PUBLIC BENEFIT CORPORATION

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of University Public Schools, a California Public Benefit Corporation.

2. Article I of the Articles of Incorporation of said corporation is amended to read as follows:

"The name of this Corporation is Aspire Public Schools."

3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of said Corporation.

4. The Corporation has no members.

We, the above-mentioned initial directors of the corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which execution is our act and deed.

Date: _____

_____ Director

_____ Director

_____ Director

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130

ADVISORY SCHOOL COUNCIL
CONSTITUTION

The Advisory School Council was initiated in December of 1999 to provide a mechanism for shared decision making within the school community. This document is designed to contain a structure and operational plan for the Advisory School Council.

I. OFFICIAL NAME
    The official name of the site-based decision making groups at our school shall be the University Charter School Advisory School Council.

II. OPERATING GUIDELINES
    A. The Advisory School Council's Constitution is developed by the Council and is subject to the annual approval by the Council membership.
    B. Copies of the Council's membership shall be distributed to the members of the Council, and a copy shall be kept in the school for review by the staff and the public.
    C. It is understood and expected that members of the council will act as communication liaisons to their associations groups.

III. MEMBERSHIP AND SELECTION PROCEDURES
    A. The Council will be composed of nine following five members from the school community:
        • The School Principal
        • Two (2) teachers to be elected by their peers.
        • Two teachers will be elected each year for two-year terms.
        • Two(2) parent members to be elected by the school parent population can serve.
        B. Members may serve for no more than two consecutive terms.
        C. A temporary process of council membership will begin during the 2001–2002 school year in order to stagger candidacy.
        D. In the event of a resignation, a new members will be selected according to the above procedure.

IV. RESPONSIBILITIES
    A. The Principal will serve as chair of the Council.
    B. The members will work with the Principal to set the agenda for each meeting, with input from the school community.
    C. A recorder and a timer will be selected for each meeting.

_____

V. MEETINGS
    A. Meetings will be held on a regular basis and will accommodate the schedules of the members of the Council.

We declare declare under penalty of perjure under the laws of the State of California that the matters set forth in this certificate are true and correct of our knowledge.

Executed on ___April 15___, 200_

signature
Don Shirley
Chief Executive Officer

signature
Secretary

ATTACHMENT 20

The Advisory School Council was established to broaden participation and decision making within the school community. Among the specific goals of the Council are:

- To Create a Vision for the School

  The Advisory School Council will define the guiding principles for the future of the school. This will support and reinforce an school philosophy that is developed with reasonable input from that school community.

- To Address Concerns of the School Staff and Parent Community

  The Advisory School Council will assist agenda items from the staff and the parent community and consider these issues and make recommendations related upon open discussion.

- To Serve in an Advisory Capacity to the Principal

  The Advisory School Council will provide the principal with input concerning specific decisions related to staffing, budget, school safety, and other issues for which the principal seeks advice.

- To Plan and Assess Instructional Programs

  The Advisory School Council will help set plans and support instructional practices and programs. The Council will serve as a "sounding board" in the assessment of such programs and practices. The Council will also help to ensure staff development plans to ensure that instructional programs are carefully implemented.

- To Be Involved in Meeting State Requirements for These Roles

- Since the most education departments requires that schools community commitments be established to review school goals and annual plans, the Advisory School Council will be the group that fulfills this function.

- To Interface with APS Board of Directors

  The Advisory School Council will provide regular and ongoing communications and recommendation with the APS Board of Directors. The Advisory School Council will support and reinforce APS goals and policies.

- To Promote Positive Public Relations for the School

B. Schedules of meetings shall be listed in the school's newsletter.

C. The agenda shall be posted in a conspicuous place in the school at least 24 hours prior to the meeting.

D. All meetings shall take place in the school, unless otherwise noted.

E. It is recommended that each Council member encourage visitors to attend meetings. Visitors may speak to agenda items.

F. If special announcements pertain attendance, members will notify the Principal.

VI. COMMITTEES

A. To broaden involvement among staff and parents, standing committees may be established by the Council to provide recommendations and information to the Council as needed.

B. Ad hoc committees shall be established by the Council as needed, and will serve until tasks are completed. These may be utilized while guidelines for a subject-specific committees.

C. The findings of these committees shall communicate these activities and progress to the Council and Principal on a regular basis.

VII. MINUTES

A. Minutes shall be recorded and distributed to Council members. Minutes shall be made available to members of the school community.

B. Minutes shall be kept as a file of the office for a period of five years.

VIII. CHANGES AND AMENDMENTS

A. Changes or amendments in provisions of this document adopted by the Advisory School Council would require the approval of at least 75% of the Council membership.

Constitution adopted August 29, 2000

Advisory School Council

Vicky Perea

Bala Marfel

Rosemarie O'Brien

Kelly Rice

Amy Rice

[THE TITLE OF THIS PAGE IS UNKNOWN]

132

AMENDED AND RESTATED BYLAWS
OF
_____ PUBLIC SCHOOLS
A CALIFORNIA PUBLIC BENEFIT CORPORATION

ARTICLE 1
OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation for the transaction of its business is located in San Mateo County, California.

SECTION 2. CHANGE OF ADDRESS

The county of the corporation's principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws.

Dated: _____ 19___

Dated: _____ 19___

Dated: _____ 19___

SECTION 3. OTHER OFFICES

The corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the Board of Directors may, from time to time, designate.

ARTICLE 2
PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES

The primary objectives and purposes of this corporation shall be to manage, guide, direct and promote learning _____ Public Schools, whose public schools that provide quality education to California youth in pre-k, primary, and secondary grades.

ARTICLE 3
MEMBERS

SECTION 1. NO MEMBERS

The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members are approved by the members shall require only approval of the Board of Directors. All rights which would otherwise by law vest in the members shall vest in the Board.

SECTION 2. ASSOCIATES

Nothing in this Article 3 shall be construed as to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may emphasize and take part in the discussion of any subject that may properly come before any meeting of this board, but may not vote. The corporation may confer, by amendment of the Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, but without establishing membership, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

ARTICLE 4
DIRECTORS

SECTION 1. NUMBER

The corporation ...

Each director shall hold office until the next annual meeting for election of the Board of Directors as specified in these Bylaws, and until his or her successor is elected and qualifies.

SECTION 5. COMPENSATION

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this article. Directors may not be compensated for rendering services to the corporation in any capacity other than director unless such other compensation is reasonable and is allowable under the provisions of Section 6 of this Article.

SECTION 6. RESTRICTIONS REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws, not more than forty-nine percent (49%) of the persons serving on the Board may be interested persons. For purposes of this Section, "interested person" means either:

(a) Any person currently being compensated by this corporation for services rendered to it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or

(b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at each place within or without the State of California which has been designated from time to time by resolution of the Board of Directors. In the absence of such designation, any meeting not held at the principal office of the corporation shall be valid only if held on the written consent of all directors given either before or after the meeting, and filed with the Secretary of the corporation, or unless all board members have been given written notice of the meeting as hereinafter provided for or special meetings of the board. Any meeting, regular or special, may be held by conference telephone or similar communications equipment, so as long as all directors participating in such meeting can hear one another.

SECTION 8. REGULAR AND ANNUAL MEETINGS

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these from additional directors appointed pursuant to the second sentence thereof shall. Corporation shall have not less than three (3) nor more than eleven (11) —which the —such members. Directors. In addition, every officer of [illegible] and one or two of the Directors designated board Directors, who shall appoint Directors to the Board of Directors.

Designated board Directors, who shall assist and increase the total number of Directors. Directors. The total number of Directors is to be fixed within these limits by approval of the Board of Directors in the manner provided in these Bylaws. The number may be changed by amendment of this Bylaw, or by repeal of this Bylaw and adoption of a new Bylaw, as provided in these Bylaws.

SECTION 2. POWERS

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the articles of incorporation and Bylaws relating to action required or permitted to be taken or approved by the members, 2 any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 3. DUTIES

It shall be the duty of the directors to:

(a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;

(b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation;

(c) Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly;

(d) Meet at such times and places as required by these Bylaws;

(e) Register their addresses with the Secretary of the corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.

SECTION 4. TERMS OF OFFICE

SECTION 14. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting, each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 15. QUORUM FOR MEETINGS

A quorum shall consist of a majority of the directors holding office at any point in time.

Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the directors present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting, or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting, or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation.

SECTION 16. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233) and indemnification of

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Regular meetings of Directors shall be held on June 1 at 8:00 A.M. unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day.

If this corporation makes no provision for members, then, at the annual meeting of directors held on June 1, directors shall be elected by the Board of Directors in accordance with this section. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote, with voting being by ballot only.

SECTION 8. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the Chairperson of the board, the President, the Vice President, the Secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

SECTION 10. NOTICE OF MEETINGS

Regular meetings of the board may be held without notice. Special meetings of the board shall be held upon four (4) days' notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the corporation. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

SECTION 11. CONTENTS OF NOTICE

Notice of meetings not herein dispensed with shall specify the place, day and hour of the meeting. The purpose of any board meeting need not be specified in the notice.

directors (Section 5236), require ignorance percentage or different voting rules for approval of a matter by the board.

SECTION 13. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by the Chairperson of the Board, or, if no such person has been so designated or, in his or her absence, the President of the corporation or, in his or her absence, by the Vice President of the corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of this corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by Robert's Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the articles of incorporation of this corporation, or with provisions of law.

SECTION 14. ACTION BY UNANIMOUS WRITTEN CONSENT WITHOUT MEETING

Any action required or permitted to be taken by the Board of Directors under any provision of law may be taken without a meeting, if all members of the board shall individually or collectively consent in writing to such action, for the purpose of the Section only, "all members of the board" shall not include any "interested director" as defined in Section 5233 of the California Nonprofit Public Benefit Corporation Law. Such written consent or consents shall be filed with the minutes of the proceedings of the board. Such action by written consent shall have the same force and effect as the unanimous vote of the directors. Any certificate or other document filed under any provision of law which relates to action so taken shall state that the action was taken by unanimous written consent of the Board of Directors without a meeting, and that the Bylaws of this corporation authorize the directors to so act, and such statement shall be prima facie evidence of such authority.

SECTION 15. VACANCIES

Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

The Board of Directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been

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found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

Directors may be removed without cause by majority of the directors then in office.

Any director may resign effective upon giving written notice to the Chairperson of the Board, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Attorney General.

Vacancies on the board may be filled by approval of the board or, if the number of directors then in office is less than a quorum, by (1) the unanimous written consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws, or (3) a sole remaining director, if this corporation has members, however, vacancies created by the removal of a director may be filled only by the approval of the members. The members, if any, of this corporation may elect a director at any time to fill any vacancy not filled by the directors.

A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.

SECTION 16. NON-LIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 17. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

To the extent that a person who was, or now is, a director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is or was, an agent of the corporation, or has been indemnified in defense of any claim, issue or matter, shall, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements, and other amounts

... indemnified in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

SECTION 10: INSURANCE FOR CORPORATE AGENTS

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 5
OFFICERS

SECTION 1: NUMBER OF OFFICERS

The officers of the corporation shall be a President, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, or other officers. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or Chairperson of the Board.

SECTION 2: QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any person may serve as officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each such officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

SECTION 3: SUBORDINATE OFFICERS

The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

SECTION 4: REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

SECTION 5: VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may be filled as the board shall determine.

SECTION 6: DUTIES OF PRESIDENT

The President shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. If applicable, the President shall preside at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7: DUTIES OF VICE PRESIDENT

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed

by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 4. DUTIES OF SECRETARY

The Secretary shall:

Certify and keep at the principal office of this corporation the original, or a copy of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of this corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.

Keep at the principal office of the corporation a membership book containing the name and address of each and any member, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefor, the Bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 5. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of this corporation are may be allowed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefor.

Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 10. COMPENSATION

The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors, and no officer shall be prevented from receiving such salary by reason of the fact that he or she is also a director of the corporation; provided, however, that such compensation paid a director for serving as an officer of this corporation shall only be allowed if permitted under the provisions of Article 4, Section 6 of these Bylaws. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable or public purposes of this corporation.

ARTICLE 6
COMMITTEES

of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as "advisory" committees.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 7
EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

SECTION 3. DEPOSITS

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of directors, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

(a) The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all of the members.

(b) The filling of vacancies on the board or in any committee which has the authority of the board.

(c) The fixing of compensation of the directors for serving on the board or on any committee.

(d) The amendment or repeal of Bylaws or the adoption of new Bylaws.

(e) The amendment or repeal of any resolution of the board which by its express terms is not so amendable or repealable.

(f) The appointment of committees of the board or the members thereof.

(g) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.

(h) The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. Such other committees may consist

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositaries as the Board of Directors may select.

SECTION 5. GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE 8
CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

(a) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof.

(b) Adequate and correct books and records of account, including, accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses.

(c) A record of its members, if any, indicating their names and addresses and, if applicable, the class or membership held by each member and the termination date of any membership.

(d) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

SECTION 4. MEMBERS' INSPECTION RIGHTS

If this corporation has any members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

(a) To inspect and copy the record of all members' names, addresses and voting rights, at reasonable times, upon five (5) business days' prior written demand on the corporation, which demand shall state the purpose for which the inspection rights are requested.

(b) To obtain from the Secretary of the corporation, upon written demand and payment of a reasonable charge, an alphabetical list of the names, addresses and voting rights of those members entitled to vote for the election of directors as of the most recent record date for which the list has been compiled or as of the date specified by the member subsequent to the date of demand. The demand shall state the purpose for which the list is requested. The membership list shall be made available on or before the later of ten (10) business days after the demand is received or after the date specified ... which the list is to be compiled.

(c) To inspect at any reasonable time the books, records or minutes of proceedings of the members or of the board or committees of the board, upon written demand on the corporation by the member, for a purpose reasonably related to such person's interest as a member.

SECTION 5. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

SECTION 6. ANNUAL REPORT

The Board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the

(1) Any director or officer of the corporation, or its parent or subsidiary, (a more remote directorship shall not be considered a material financial interest); or

(2) Any holder of more than ten percent (10%) of the voting power of this corporation, its parent or its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than FIFTY THOUSAND DOLLARS ($50,000) in which was one or a number of transactions with the same persons involving, in the aggregate, more than FIFTY THOUSAND DOLLARS ($50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than TEN THOUSAND DOLLARS ($10,000) paid during the previous fiscal year to any director or officer, except that no such statement need be made if such indemnification was approved by the members pursuant to Section 5238(e)(2) of the California Nonprofit Public Benefit Corporation Law.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions, stating each person's relationship to the corporation, the nature of each person's interest in the transaction and, where practical, the amount of such interest, provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

If this corporation has any members and provides all members with an annual report according to the provisions of Section 9 of this Article, then such annual report shall include the information required by this Section.

ARTICLE II
FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on July 1 and end on June 30 in each year.

ARTICLE III
AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

corporation and, if the corporation has members, to any member who requests it in writing, which report shall contain the following information in appropriate detail:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes for this fiscal year;

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year;

(e) Any information required by Section 9 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

If this corporation has members, then, if this corporation receives TWENTY-FIVE THOUSAND DOLLARS ($25,000), or more, in gross revenues or receipts during the fiscal year, this corporation shall automatically send the above annual report to all members, in each manner, at such time, and with such contents, including an accompanying report from independent accountants or certification of a corporate officer, as specified by the above provisions of this Section relating to the annual report.

SECTION 7. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS TO MEMBERS

This corporation shall mail or deliver to all directors and any and all members a statement within one hundred and twenty (120) days after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

(a) Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No members, director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this corporation and not otherwise.

SECTION 2. CONFLICT OF INTEREST

Any Director, officer, key employee, or committee member having an interest in a contract, other transaction, or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Directors, officers, key employees to disclose existing and potential conflicts of interest; and

2. Corrective and disciplinary actions with respect to transgressions of such policies.

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Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted as follows:

(a) Subject to the power of members, if any, to change or repeal these Bylaws under Section 5150 of the Corporations Code, by approval of the Board of Directors unless the Bylaw amendment would materially and adversely affect the rights of members, if any, as to voting or transfer, provided, however, if this corporation has admitted any members, then a Bylaw specifying or changing the fixed number of directors of the corporation, the maximum or minimum number of directors, or changing from a fixed to variable board or vice versa, may not be adopted, amended, or repealed except as provided in subparagraph (b) of this Section; or

(b) By approval of the members, if any, of the corporation.

ARTICLE 11
AMENDMENT OF ARTICLES

SECTION 1. AMENDMENT OF ARTICLES BEFORE ADMISSION OF MEMBERS

Before any members have been admitted to the corporation, any amendment of the Articles of Incorporation may be adopted by approval of the Board of Directors.

SECTION 2. AMENDMENT OF ARTICLES AFTER ADMISSION OF MEMBERS

After members, if any, have been admitted to the corporation, amendment of the Articles of Incorporation may be adopted by the approval of the Board of Directors and by the approval of the members of the corporation.

SECTION 3. CERTAIN AMENDMENTS

Notwithstanding the above sections of this Article, this corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first directors of this corporation, nor the names and addresses of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a "Statement by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

ARTICLE 12
OTHER PROVISIONS

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ASPIRE PUBLIC SCHOOLS

RESOLUTION OF THE BOARD OF DIRECTORS
RE: AMENDMENT TO BYLAWS
NOVEMBER 19, 2009

The meeting of the Board of Directors of Aspire Public Schools ("Aspire") was called to order on November 19, 2009. The meeting was held pursuant to notice and a quorum was present for the transaction of business.
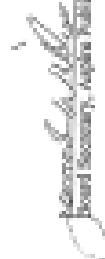
WHEREAS, the Bylaws of Aspire Public Schools permit amendment of said bylaws unless the proposed bylaws amendment would materially and adversely affect the rights of members, if any; and

WHEREAS, a proposed amendment of said bylaws has been presented affecting the following sections of said bylaws: 1) Section 10 of Article 4; 2) the third paragraph of Section 11 of Article 4; 3) Section 11 of Article 4; 4) Section 16 of Article 4; and 5) Section 3 of Article 8.

WHEREAS, said proposed amendment to in this time interests of the corporation and would not materially and adversely affect the rights of members, if any;

NOW THEREFORE, IT IS RESOLVED by the Board of Directors of Aspire Public Schools that the bylaws are hereby amended in accordance with the Amendment to Bylaws of Aspire Public Schools attached hereto, effecting the following sections of said bylaws: 1) Section 10 of Article 4; 2) the third paragraph of Section 11 of Article 4; 3) Section 11 of Article 4; 4) Section 16 of Article 4; and 5) Section 3 of Article 8.

Votes in support (Two): 4 / 9
Votes against (No):

[signature]
Board Secretary, Aspire Public Schools

AMENDMENTS TO THE BYLAWS OF ASPIRE PUBLIC SCHOOLS

The following sets forth an amendment to the Bylaws of Aspire Public Schools, a California non-profit public benefit corporation, effective as of November 19, 2009:

1. Section 10 of Article 4 is amended to read in its entirety as follows: "SECTION 10. NOTICE OF MEETINGS – Notice of all meetings of the Board of Directors ("Brown Act"). At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall publicly post an agenda of the meeting. At least 24 hours before a special meeting, notice shall be given to each Director and to the public through the posting of an agenda of the meeting. All such notice to each Director shall be made at his or her whatever as shown on the books of the corporation and notice by mail shall be deemed received at the time s properly addressed notice notice is deposited in the United States mail, postage prepaid. Any other such notice shall be deemed received at the time it is personally delivered to the recipient or is actually transmitted by the person giving the notice by electronic means as the recipient."

2. The third paragraph of Section 11 of Article 4 is amended to read in its entirety as follows: "Where a meeting is adjourned for lack of quorum, notice of such adjournment to another time or place need be given prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment and to the public in the manner prescribed by the Brown Act are not set forth in Section 10 of this Article."

3. Section 11 of Article 4 is amended to read in its entirety as follows: "SECTION 11. CONTENTS OF NOTICE – In the manner prescribed by the Brown Act, notice of all regular meetings shall include an agenda enumerating a brief general description of each item of business to be discussed at the meeting, and notice of of a special meeting shall include an agenda containing the general nature of the business proposed at the special meeting."

4. Section 16 of Article 4 is amended to read in its entirety as follows: "SECTION 16. ACTION BY CONSENT AGENDA – In order to promote efficient meetings, the Board of Directors may set aside more than one item by a single vote through the use of a consent agenda. Consent items shall be items for a routine nature or items for which no Board discussion is anticipated and for which field and taken in accordance with the provisions of these Bylaws and its public law and the Brown Act. Any item of every member of the Board of Directors or any item on to be consent agenda shall be removed and given individual consideration the matters on a regular agenda item."

5. Section 3 of Article 8 is amended to read in its entirety as follows: "SECTION 3. MEETINGS AND ACTIONS OF COMMITTEES. Meetings and actions of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws and its pertaining to the meetings of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws."

[Signature Page Follows]

143

CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the Bylaws of the corporation named in the title thereof, and that such Bylaws were duly adopted by the Board of Directors of said corporation on December 6, 2000.

Dated: 6-12-2007

James R. Wilson, Secretary

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

WRITTEN CONSENT OF THE SOLE INCORPORATOR

Dated:

_____, Director

Reed Hastings, Director

Bill Jackson, Director

CERTIFICATE OF SECRETARY

I, the undersigned, do hereby certify:

(a) That I am duly elected and acting Secretary of Aspire Public Schools, a California non-profit public benefit corporation; and

(b) That the foregoing amendment to the Bylaws of Aspire Public Schools constitutes the amendment of said Bylaws of said corporation as duly adopted by the vote of the majority of the Board of Directors of the corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name as of this ___ day of _____, 200__.

_____
James W. Bares, Secretary

McKinsey&Company
Executive Summary

How does a school system with poor performance become good? And how does one with good performance become excellent?

These were the questions policymakers and education leaders asked us in the wake of our 2007 report *How the World's Best Performing School Systems Come Out on Top*, **in which we examined the common attributes of high-performing school systems.**

In this new report, *How the World's Most Improved School Systems Keep Getting Better*, **we attempt to answer these questions. We analyzed twenty systems from around the world, all with improving but differing levels of performance, examining how each has achieved significant, sustained, and widespread gains in student outcomes, as measured by international and national assessments. Based on over 200 interviews with system stakeholders and analysis of some 600 interventions carried out by these systems – together comprising what we believe is the most comprehensive database of global school system reform ever assembled – this report identifies the reform elements that are replicable for school systems elsewhere as they move from poor to fair to good to great to excellent performance.**

The systems we studied were: Armenia, Aspire(a US charter school system), Boston (Massachusetts), Chile, England, Ghana, Hong Kong, Jordan, Latvia, Lithuania, Long Beach (California), Madhya Pradesh (India), Minas Gerais (Brazil), Ontario (Canada), Poland, Saxony (Germany), Singapore, Slovenia, South Korea, and Western Cape (South Africa).

1 A system can make significant gains from wherever it starts – and

these gains can be achieved in six years or less. Student outcomes in a large number of systems have either stagnated or regressed over the last ten years. However, our sample shows that substantial improvement can be achieved relatively quickly. For instance, Latvian students in 2006 demonstrated performance that was half a school-year advanced to that of students in 2000. In Long Beach, six years of interventions increased student performance in grade four and five math by 50 percent and 75 percent respectively. Even systems starting from low levels of performance, such as Madhya Pradesh in India, Minas Gerais in Brazil, and Western Cape in South Africa, have significantly improved their literacy and numeracy levels within just two to four years, while making strides in narrowing the achievement gap between students from different socio-economic backgrounds. Improvement can start from any student outcome level, whatever the geography, culture or income

2 There is too little focus on 'process' in the debate today.

Improving system performance ultimately comes down to improving the learning experience of students in their classrooms. School systems do three types of things to achieve this goal – they change their *structure* by establishing new institutions or school types, altering school years and levels, or decentralizing system responsibilities; they change their *resources* by adding more education staff to schools or by increasing system funding; and, they change their *processes* by modifying curriculum and improving the way that teachers instruct and principals lead. All three of these intervention types – structure, resources, and process – are important along the improvement journey. The public debate, however, often centers on structure and resource due to their stakeholder implications. However, we find that the vast majority of interventions made by the improving systems in our sample are 'process' in nature; and, within this area, improving systems generally spend more of their activity on improving how instruction is delivered than on changing the content of what is delivered.

3 Each particular stage of the school system improvement journey is associated with a unique set of interventions.

Our research suggests all improving systems implement similar sets of interventions to move from one particular performance level to the next, irrespective of culture, geography, politics, or history. For example, the interventions undertaken by Madhya Pradesh (India), Minas Gerais (Brazil), and Western Cape (South Africa) on the path from poor to fair performance have striking similarities. There is a consistent cluster of interventions that moves systems from poor performance to fair, a second cluster of interventions

4 A system's context might not determine *what* needs to be done, but it does determine *how* it is done.

Though each performance stage is associated with a common set of interventions, there is substantial variation in how a system implements these interventions with regard to their sequence, timing, and roll-out – there is little or no evidence of a "one-size-fits-all" approach to reform implementation. Our interviews with system leaders suggests that one of the most important implementation decisions is the emphasis a system places on *mandating* versus *persuading* stakeholders to comply with reforms. For example, while all improving systems make substantial use of data to inform their reform programs, only a subset of our sample systems translate this into quantitative targets at both school and classroom level, and then share this information publicly (U.S., England, Canada, Madhya Pradesh, and Minas Gerais). In contrast, Asian and Eastern European systems refrain from target-setting and only make system-level data available publicly. Instead, they prefer to share performance data with individual schools, engaging them in a private dialogue about how they can improve. The systems we studied have adopted different combinations of mandating and persuading to implement the same

179

set of interventions. For example, a system will tend towards persuasion when there are stark winners and losers as a result of the change, it can afford a longer implementation time-line, the desired change is not a precursor for other changes, the system and national leadership is at a tenuous moment of credibility and stability, and/or the historical legacy of the nation makes enforcement of top-down decisions difficult.

5 Six interventions occur equally at every performance stage for all systems.

Our research suggests that six interventions are common to all performance stages across the entire improvement journey: building the instructional skills of teachers and management skills of principals, assessing students, improving data systems, facilitating improvement through the introduction of policy documents and education laws, revising standards and curriculum, and ensuring an appropriate reward and remuneration structure for teachers and principals. Though these interventions occur at all performance stages, they manifest differently at each stage. Taking the example of teacher training, for instance: while Armenia (on the journey from fair to good) relied on centrally-driven, cascaded teacher training programs, Singapore (on the journey from good to great) allowed teachers flexibility in selecting the topics that were most relevant to their development needs.

6 Systems further along the journey sustain improvement by balancing school autonomy with consistent teaching practice.

While our study shows that systems in poor and fair performance achieve improvement through a center that increases and scripts instructional practice for schools and teachers, such an approach does not work for systems in 'good' performance onwards. Rather, these systems achieve improvement by the center increasing the responsibilities and flexibilities of schools and teachers to shape instructional practice – one-third of the systems in the 'good to great' journey and just less than two-thirds of the systems in the 'great to excellent' journey decentralize pedagogical rights to the middle layer (e.g. districts) or schools. However, in parallel, the center mitigates the risk of these freedoms resulting in wide and uncontrolled performance variations across schools by establishing mechanisms that make teachers responsible to each other as professionals for both their own performance and that of their colleagues. For example, these systems establish teacher career paths whereby higher skill teachers increasingly take on responsibility for supporting their juniors to achieve instructional excellence first within the school, then across the system. These systems also establish collaborative practices between teachers within and across schools that emphasize making practice public – such as weekly lesson-planning for all teachers in the same subject, required lesson observations, and joint-teaching – that serve to perpetuate and further develop the established pedagogy. Although teachers receive 56 percent of all support interventions in our studied systems, they receive only 3 percent of accountability interventions. In other words, collaborative practice becomes the main mechanism both for improving teaching practice and making teachers accountable to each other.

7 Leaders take advantage of changed circumstances to ignite reforms.

Across all the systems we studied, one or more of three circumstances produced the conditions that triggered reform: a socio-economic crisis; a high profile, critical report of system performance; or a change in leadership. In fifteen out of the twenty systems studied, two or more of these "ignition" events were present prior to the launch of the reform efforts. By far, the most common event to spark the drive to reform is a change in leadership: every system we studied relied upon the presence and energy of a new leader, either political or strategic, to jumpstart their reforms. New strategic leaders were present in all of our sample systems, and new political leaders present in half. Critically, being new in and of itself is insufficient for success – these new leaders tend to follow a consistent "playbook" of practices upon entering office to lay the foundations for their improvement journey.

8 Leadership continuity is essential.

Leadership is essential not only in sparking reform but in sustaining it. Two things stand out about the leaders of improving systems. Firstly, their longevity: the median tenure of the new strategic leaders is six years and that of the new political leaders is seven years. This is in stark contrast to a norm: for example, the average tenure for superintendents of urban school districts in the U.S. is just three years; the average tenure of education secretaries in England just two years; similarly, that of education ministers in France is two years. Secondly, improving systems actively cultivate the next generation of system leaders, ensuring a smooth transition of leadership and the longer term continuity in reform goals. This second observation lies at the heart of how a handful of our studied systems (e.g. Armenia, Western Cape, Lithuania) have managed reform continuity despite regular changes of political leadership. The stability of reform direction is critical to achieving the quick gains in student outcomes outlined above.

The fundamental challenge school system leaders face

is how to shepherd their system through a journey to higher student outcomes. This journey is all the more complex because system starting points are different, contextual realities vary, and system leaders face multiple choices and combinations of what to do along the way – a single misplaced step can result in system leaders inadvertently taking a path that cannot get them to their desired destination. While there is no single path to improving school system performance, the experiences of all the 20 improving school systems we studied show that strong commonalities exist in the nature of their journeys. This report outlines the aspects of these journeys that are universal, those that are context-specific, and how the two interact. We hope these experiences benefit school systems around the world in navigating their own path to improvement.

LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than **6:00pm on Wednesday, June 30, 2010.** If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to psc@lausd.net.

APPLICANT TEAM INFORMATION	
Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)* Aspire Public Schools	
Address: 6724 S. Alameda Street, Huntington Park, CA 90255	**Phone Number:**
Website *(if applicable)* www.aspirepublicschools.org	**Email Address:** Roberta.benjamin@aspirepublicschools.org

School site for which your team is submitting a Letter of Intent	South Region ES #6 (3 separate learning communities)
School type for which your team is applying	New school

List the name and contact information of your design team members below:

Name:	Phone:	Email address:	School/Affiliation
1. Roberta Benjamin		Roberta.benjamin@aspirepublicschools.org	**Aspire**
2. Stephanie Wilson		Steph.wilson@aspirepublicschools.org	**Aspire**
3. Jonathan Faustine		Jonathan.faustine@aspirepublicschools.org	**Aspire**
4. Marie Morelock		Marie.morelock@aspirepublicschools.org	**Aspire Principal of PSC 1.0 school in South Gate**
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