

**U.S. Department of Education**

**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS  
UNDER THE**

**84.282M CSP Grants for Replication and Expansion**

**CFDA # 84.282M**

**PR/Award # U282M110015**

**Grants.gov Tracking#: GRANT10945152**

OMB No. , Expiration Date:

Closing Date: Aug 11, 2011

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="08/11/2011"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Alliance College-Ready Public Schools"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="954779029"/>	* c. Organizational DUNS: <input type="text" value="8763675200000"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="1940 South Figueroa Boulevard"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Los Angeles"/>	
County/Parish:	<input type="text" value="Los Angeles"/>	
* State:	<input type="text" value="CA: California"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="90007-1337"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Development"/>	Division Name: <input type="text" value="Development"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Ms."/>	* First Name:	<input type="text" value="Judy"/>
Middle Name: <input type="text" value="Ivie"/>		
* Last Name: <input type="text" value="Burton"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="President and Chief Executive Officer"/>		
Organizational Affiliation: <input type="text" value="Alliance College-Ready Public Schools"/>		
* Telephone Number: <input type="text" value="213.943.4930"/>	Fax Number: <input type="text" value="213.943.4931"/>	
* Email: <input type="text" value="jburton@laalliance.org"/>		

**Application for Federal Assistance SF-424****\* 9. Type of Applicant 1: Select Applicant Type:**


Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

**11. Catalog of Federal Domestic Assistance Number:**


CFDA Title:

**\* 12. Funding Opportunity Number:**


\* Title:

**13. Competition Identification Number:**


Title:

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




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


Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424	
<b>16. Congressional Districts Of:</b>	
* a. Applicant	CA031
b. Program/Project	CA031
Attach an additional list of Program/Project Congressional Districts if needed.	
AllianceCongressionalDistricts.pdf	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>17. Proposed Project:</b>	
* a. Start Date:	08/18/2011
* b. End Date:	10/01/2016
<b>18. Estimated Funding (\$):</b>	
* a. Federal	8,000,000.00
* b. Applicant	0.00
* c. State	29,122,540.00
* d. Local	5,768,951.00
* e. Other	7,935,779.00
* f. Program Income	0.00
* g. TOTAL	50,827,270.00
<b>* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?</b>	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on	
<input checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
<b>* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)</b>	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If "Yes", provide explanation and attach	
	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)</b>	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
<b>Authorized Representative:</b>	
Prefix:	Ms.
* First Name:	Judy
Middle Name:	Ivie
* Last Name:	Burton
Suffix:	
* Title:	President/CEO
* Telephone Number:	213-943-4933
Fax Number:	213-943-4931
* Email:	jburton@laalliance.org
* Signature of Authorized Representative:	Irene Camarena
* Date Signed:	08/11/2011

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 23 2004

Employer Identification Number:  
95-4779029

DLN:  
17053059769054

ALLIANCE FOR COLLEGE-READY PUBLIC  
SCHOOLS  
523 W 6TH STE STE 1234  
LOS ANGELES, CA 90014-0000

Contact Person:  
DAN W BERRY ID# 31122

Contact Telephone Number:  
(877) 829-5500

Public Charity Status:  
70(b)(1)(A)(vi)

Dear Applicant:

Our letter dated JANUARY 2001, stated you would be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, and you would be treated as a public charity during an advance ruling period.

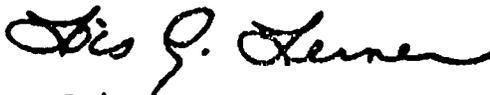
Based on our records and on the information you submitted, we are pleased to confirm that you are exempt under section 501(c)(3) of the Code, and you are classified as a public charity under the Code section listed in the heading of this letter.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-3676. Information is also available on our Internet Web Site at [www.irs.gov](http://www.irs.gov).

If you have general questions about exempt organizations, please call our toll-free number shown in the heading between 8:00 a.m. - 6:30 p.m. Eastern time.

Please keep this letter in your permanent records.

Sincerely yours,



Lois G. Lerner  
Director, Exempt Organizations  
Rulings and Agreements

Letter 1050 (DO/CG)

**Areas Affected by Project**

**City: Los Angeles**

**County: Los Angeles**

**State: California**

**Alliance-College Ready Public Schools- Operating Schools  
Members of Congress (as of 8/9/11)**

**ALLIANCE HIGH SCHOOLS**

<b>High School Name and Address</b>
<b>Alliance Dr. Olga Mohan HS:</b> 644 W. 17th Street, Los Angeles, CA 90015
<b>Alliance College-Ready Academy High School #5:</b> 1729 W. Martin Luther King, Jr. Boulevard, Los Angeles, CA 90003
<b>Alliance College-Ready Academy High School #7:</b> 2941 West 70th Street, Los Angeles, CA 90043
<b>Alliance Gertz-Ressler High School:</b> 2023 S. Union Avenue, Los Angeles, CA 90007-1326
<b>Alliance Environmental Science and Technology HS:</b> 2930 Fletcher Drive, Los Angeles, CA 90065
<b>Alliance Health Services Academy HS:</b> 12226 S Western Avenue, Los Angeles, CA 90047
<b>Alliance Heritage College-Ready Academy HS:</b> 10101 S. Broadway Street, Los Angeles, CA 90003
<b>Alliance Huntington Park College-Ready Academy HS:</b> 2071 Saturn Avenue, Huntington Park, CA 90255-3635
<b>Alliance William and Carol Ouchi High School:</b> 5356 S. 5th Avenue, Los Angeles, CA 90043
<b>Alliance Marc and Eva Stern Math and Science School:</b> 5151 State University Drive, CSULA, Los Angeles, CA 90008
<b>Alliance Media Arts and Entertainment HS:</b> 5156 Whittier Boulevard, Los Angeles, CA 90022
<b>Alliance College-Ready Academy High School #11:</b> 10720 Wilmington Avenue, Los Angeles, CA 90059
<b>Alliance College-Ready Academy High School #16:</b> 1575 W. 2nd Street, Los Angeles, CA 90026
<b>Alliance Technology and Math Science High School:</b> 2050 N. San Fernando Road, Los Angeles, CA 90065

**ALLIANCE MIDDLE SCHOOLS**

<b>Middle School Name and Address</b>
<b>Alliance Christine O'Donovan Middle Academy:</b> 5355 S. 4th Avenue, Los Angeles, CA 90043
<b>Alliance College-Ready Middle Academy #4:</b> 9717 S. Main Street, Los Angeles, CA 90003
<b>Alliance College-Ready Middle Academy #5:</b> 2635 Pasadena Avenue, Los Angeles, CA 90031
<b>Alliance Richard Merkin Middle School:</b> 2023 S. Union Avenue, Los Angeles, CA 90007-1326
<b>Alliance Jack H. Skirball Middle School:</b> 603 E. 115th Street, Los Angeles, CA 90059-2322
<b>Alliance College-Ready Middle Academy #7:</b> 2941 W. 70th Street, Los Angeles, CA 90043

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

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

\* Name of Institution/Organization

Alliance College-Ready Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	491,240.00	491,240.00	491,240.00	491,240.00	491,240.00	2,456,200.00
2. Fringe Benefits	115,341.00	115,341.00	115,341.00	115,341.00	115,341.00	576,705.00
3. Travel	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
4. Equipment	192,600.00	192,600.00	192,600.00	192,600.00	192,600.00	963,000.00
5. Supplies	307,433.00	307,433.00	307,433.00	307,433.00	307,433.00	1,537,165.00
6. Contractual	215,746.00	215,746.00	215,746.00	215,746.00	215,746.00	1,078,730.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	1,325,360.00	1,325,360.00	1,325,360.00	1,325,360.00	1,325,360.00	6,626,800.00
10. Indirect Costs*	258,240.00	258,240.00	258,240.00	258,240.00	258,240.00	1,291,200.00
11. Training Stipends	16,400.00	16,400.00	16,400.00	16,400.00	16,400.00	82,000.00
12. Total Costs (lines 9-11)	1,600,000.00	1,600,000.00	1,600,000.00	1,600,000.00	1,600,000.00	8,000,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

\* Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

\* Approving Federal agency:  ED  Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?

<p>* Name of Institution/Organization</p> <p>Alliance College-Ready Public Schools</p>	<p>Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.</p>
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	1,144,596.00	3,179,090.00	4,991,543.00	6,823,268.00	3,788,233.00	19,926,730.00
2. Fringe Benefits	257,950.00	706,310.00	1,110,032.00	1,518,312.00	850,372.00	4,442,976.00
3. Travel	19,922.00	46,026.00	71,709.00	98,715.00	87,830.00	324,202.00
4. Equipment	170,192.00	280,348.00	360,580.00	523,061.00	228,903.00	1,563,084.00
5. Supplies	53,211.00	680,255.00	1,167,690.00	1,710,013.00	670,469.00	4,281,638.00
6. Contractual	417,098.00	1,456,768.00	2,211,485.00	3,007,117.00	1,493,829.00	8,586,297.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	236,983.00	364,848.00	460,328.00	557,464.00	401,966.00	2,021,589.00
9. Total Direct Costs (lines 1-8)	2,299,952.00	6,713,645.00	10,373,367.00	14,237,950.00	7,521,602.00	41,146,516.00
10. Indirect Costs	91,910.00	282,561.00	435,428.00	588,294.00	282,561.00	1,680,754.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	2,391,862.00	6,996,206.00	10,808,795.00	14,826,244.00	7,804,163.00	42,827,270.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Irene Camarena</p>	<p>* TITLE</p> <p>President/CEO</p>
<p>* APPLICANT ORGANIZATION</p> <p>Alliance College-Ready Public Schools</p>	<p>* DATE SUBMITTED</p> <p>08/11/2011</p>

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

**DISCLOSURE OF LOBBYING ACTIVITIES**

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

Approved by OMB  
0348-0046

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

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Alliance for College-Ready Public School

\* Street 1: 1940 South Figueroa Street    \* Street 2: \_\_\_\_\_

\* City: Los Angeles    \* State: CA: California    \* Zip: 90007

Congressional District, if known: \_\_\_\_\_

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

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools CFDA Number, if applicable: 84.282
---	--

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ \* State \_\_\_\_\_ \* Zip \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ \* State \_\_\_\_\_ \* Zip \_\_\_\_\_

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

\* Signature: Irene Camarena

\* Name: Prefix Ms. \* First Name Judy Middle Name Ivie  
 \* Last Name Burton Suffix \_\_\_\_\_

Title: President/CEO    Telephone No.: 213-943-4933    Date: 08/11/2011

**NOTICE TO ALL APPLICANTS**

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

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

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

**Estimated Burden Statement for GEPA Requirements**

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

**Optional - You may attach 1 file to this page.**

AllianceGEPAProvisions.pdf

Add Attachment

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### **GEPA Provisions**

Alliance College-Ready Public Schools makes every effort to ensure equitable access to, and participation in all of its educational programs. At the inception of development, each school has an extensive process of enrolling students and informing the community about its opening. Inclusion and recruitment efforts include the following: (1) Publish notices of accepting applications in local newspapers (Spanish and English) for target communities 2) Mail recruitment information (in English and Spanish) inviting parents of 8<sup>th</sup> grade students from feeder middle schools and 5<sup>th</sup> grade students from feeder elementary schools to attend information meetings; 3) Hold information meetings that are open to all interested parents/guardians, students, and interested community stakeholders. Distribute application package (in Spanish and English) to parents and stakeholders. Package includes an application form and a brochure with school and enrollment information; 4) Door-to-door canvassing; and 5) Attend community meetings and provide information about the Alliance and its schools.

In addition, Alliance schools remove barriers that can impede equitable access or participation for all of its identified special needs students.

### CERTIFICATION REGARDING LOBBYING

#### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Alliance College-Ready Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Judy Middle Name: Ivie
* Last Name: Burton	Suffix:
* Title: President/CEO	
* SIGNATURE: Irene Camarena	* DATE: 08/11/2011

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

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

Ms. Judy Ivie Burton

Address:

\* Street1: 1940 South Figueroa Street

Street2:

\* City: Los Angeles

County: Los Angeles

\* State: CA: California

\* Zip Code: 90007

\* Country: USA: UNITED STATES

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

213-943-4933 213-943-4931

Email Address:

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

Add Attachment

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View Attachment

**Abstract**

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

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

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

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**You may now Close the Form**

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

\* Attachment:

## ABSTRACT

### **Applicant Information**

**Name and Address:** Alliance College-Ready Public Schools, 1940 South Figueroa Street, Los Angeles, CA 90007

**Name of Contact Person:** Judy Burton, President & CEO

**Phone Number:** (213) 943-4933

**E-mail Address of Contact Person:** jburton@laalliance.org

**Project Description:** Alliance College-Ready Public Schools, a nonprofit Charter Management Organization located in Los Angeles, California, is requesting an \$8,000,000 CSP Replication Grant to open 10 new charter schools (5 high schools and 5 middle schools) by the end of the grant period. This expansion will allow Alliance to provide an additional 5,250 economically disadvantaged students with a high-quality educational experience. Each of the proposed Alliance schools will deliver a consistent educational environment and experience for students, offering every student the skills, experience, and knowledge to enter college. Alliance's vision is that, given the correct educational foundation, underserved students can and will succeed in college and in life. In realizing this vision, Alliance has created a powerful, proven, scalable-model for the nation's schools. Of considerable importance, this project is supported by both Los Angeles Unified School District Superintendent John E. Deasy and the Honorable Antonio R. Villaraigosa, Mayor of the City of Los Angeles.

**Goal 1 Replication:** Alliance proposes to open 10 high quality charter schools at the rate of 2 per year within the 5 years CSP grant in low-income, minority areas of the Los Angeles School District.

*Objectives:* Complete critical planning tasks and start-up tasks for each new school. Sustain each new school. Achieve student outcomes for low-income, minority, and special needs students consistent with those for existing Alliance schools. *Outcomes:* 10 charter schools will be planned, approved, opened, and operated.

**Goal 2 Fidelity to Model:** All schools created with this CSP grant will be designed and operated in a manner consistent with the established Alliance model.

*Objectives:* Every student will be provided with the skills, experience, and knowledge to enter college. Each school will demonstrate adherence to design standards.

*Outcomes:* 10 charter schools operated in accordance with the proven Alliance model.

**Goal 3 High-Quality Charter Schools:** All schools created with this CSP grant will be High-Quality Charter Schools as measured by student achievement.

*Objectives:* All new schools will meet NCLB AYP. More than 90% of students enrolled for over 1 year graduate from high school, pass CA A-G college admission requirements, earn acceptance and enroll in college.

*Outcomes:* By end of grant period 3,900 students attending 10 charter schools are on path to academic excellence. At full enrollment, the schools will serve 5,250 students.

***Application meets the purpose of the CSP as stated in Notice Inviting Applications.***

Alliance will replicate its high-quality charter schools in a manner that continues its demonstrated record of success, including success in increasing student academic achievement.

**Project Narrative File(s)**

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\* **Mandatory Project Narrative File Filename:**

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

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

**Preference Priorities:** The Alliance Replication Project application meets the Absolute Priority, all three Competitive Preference Priorities, as well as the Invitational Priority.

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

In April 2004, the Los Angeles Unified School District (LAUSD) Board of Education approved the first high school charter operated by Alliance College-Ready Public Schools (Alliance). Since opening its first school in 2004, Alliance has a proven established track record of success in raising student achievement among educationally disadvantaged students, particularly the low-income and minority students who constitute Alliance's primary demographic. Alliance now operates 18 charter schools (growing to 20 on August 15, 2011), serving nearly 7,000 students in the LAUSD, soon to grow to nearly 11,000 students when all schools reach full capacity.

**Competitive Preference Priority 1—Low-Income Demographic**

In 2010-2011, 95% of Alliance students were eligible for free or reduced-price lunches.

**Competitive Preference Priority 2— School Improvement**

The proposed Alliance Replication Project will occur in partnership with, and will be designed to assist the Los Angeles Unified School District (LAUSD), in implementing academic and structural interventions to serve students attending schools that have been identified for improvement, corrective action, closure, or restructuring under section 1116 of the Elementary and Secondary Education Act of 1965, as amended (ESEA). LAUSD is Alliance's authorized public chartering agency. During the past seven years, Alliance has built a successful working relationship with LAUSD, specifically the LAUSD Innovation and Charter Schools Division. Alliance Chief Executive Officer Judy Burton is a former LAUSD district superintendent. She brings credibility and knowledge in working with the district, including productive working

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

relationships with LAUSD senior management and members of the school board. Alliance maintains its effective relationship with LAUSD by meeting deadlines on time and with accuracy, and by maintaining strong working relationships with staff, senior management, and board members.

- Judy Burton is a member of the following boards: LAUSD Teacher Effectiveness Task Force and LAUSD / Charter Schools Compact Advisory Committee
- Judy Burton served on the LAUSD Board of Education Charter Review Committee
- Dr. John Deasy, LAUSD Superintendent, and LAUSD staff members have visited Alliance schools to observe and learn from Alliance's educational model and use of technology to improve academic performance.

**Please see attached letter of support from Dr. John E. Deasy, LAUSD Superintendent.**

**Competitive Preference Priority 3— Promoting Diversity**

Alliance schools serve nearly 100% urban, under-represented students. One hundred percent (100%) of Alliance students are considered educationally disadvantaged. Students come from economically disadvantaged families, are English learners, are from migratory families, have disabilities, and/or are Native Americans. Ninety-nine percent (99%) are classified as ethnic minorities, and 95% are eligible for free-and-reduced price lunches. The proposed Alliance Replication Project will use the CSP Replication Grant to create charter schools with a similar demographic profile, aligning perfectly with efforts to provide a solid educational experience for all students, preparing them for entrance to and success in college and later in life.

<b>2010-2011 breakdown of students enrolled in Alliance schools</b>							
<b>Student Total</b>	<b>Hispanic/Latino</b>	<b>African American</b>	<b>White</b>	<b>Other</b>	<b>English Learners</b>	<b>Special Education</b>	<b>Free/Reduced</b>

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>6891</b>	<b>5971</b>	<b>87%</b>	<b>860</b>	<b>13%</b>	<b>18</b>	<b>.3%</b>	<b>30</b>	<b>.4%</b>	<b>1524</b>	<b>22%</b>	<b>500</b>	<b>7.3%</b>	<b>6568</b>	<b>95%</b>

The proposed Alliance Replication Project will both replicate a track record of success and encourage other charter schools to bring together students of different backgrounds by demonstrating the benefits of a diverse student body. Alliance achieves diversity in the only manner permissible under current law: location of schools and outreach to diverse populations.

**Invitational Priority: Students With Disabilities and English Learners.**

As will be shown in this application, Alliance enrolls a number of students with special education needs commensurate with LAUSD and – most critically – a number of economically disadvantaged and English learners that is exceptionally high. The crowning achievement of Alliance is its history of enrolling low-income, mostly Hispanic/Latino students from Los Angeles’ most distressed communities and successfully shepherding them into college. Alliance is proposing to create ten new charter schools that replicate its prior success in improving educational achievement and outcomes for these students. These schools will serve these students at rates that exceed LAUSD rates.

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M****(a) Quality of the eligible applicant.**

**Alliance College-Ready Public Schools** (Alliance) is a nonprofit (501)(c)(3) charter management organization (CMO) committed to creating small, high performing, college-ready public schools in Los Angeles, CA. The Alliance network currently includes 12 high schools and 6 middle schools, serving almost 7,000 students in Los Angeles. Students are 87% Latino, 13% African American, 22% English Language Learners, 7.3% Special Education; and 95% participate in the Free/Reduced Meal Program. Alliance will add two new public charter schools in the Fall of 2011. With full enrollment, the 20 Alliance schools will serve almost 11,000 students in the most underserved areas of Los Angeles, which contains some of the lowest-performing schools in the county.

**Alliance Schools Currently in Operation and Student Enrollment Rates**

<b>Alliance Schools</b>	<b>Year Opened</b>	<b>Student Total*</b>	<b>Grade Levels</b>	<b>Enrollment Rate</b>
Alliance College-Ready Public Schools	2004	6891	6-12	86.7%
<b>High Schools</b>				
Gertz-Ressler High School	2004	530	9-12	88.3%
Heritage College-Ready Academy High School	2005	586	9-12	97.7%
Huntington Park College-Ready Academy HS	2005	534	9-12	89.0%
Marc and Eva Stern Math and Science School	2006	523	9-12	87.2%
Dr. Olga Mohan High School	2006	435	9-12	96.7%
William and Carol Ouchi High School	2006	471	9-12	78.5%
College-Ready Academy High School #5	2007	568	9-12	94.7%

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

College-Ready Academy High School #7	2007	420	9-12	70.0%
Environmental Science & Technology High School	2009	286	9-10	95.3%
Health Services Academy High School	2009	276	9-10	92.0%
Media Arts & Entertainment Design High School	2009	232	9-10	77.3%
College-Ready Academy High School #11	2010	137	9	91.3%
<b>Middle Schools</b>				
Richard Merkin Middle School	2005	445	6-8	98.9%
Jack H. Skirball Middle School	2007	423	6-8	94.0%
Christine O'Donovan Middle Academy	2008	436	6-8	96.9%
College-Ready Middle Academy #4	2009	322	6-7	71.6%
College-Ready Middle Academy #5	2009	172	6-7	57.3%
College-Ready Middle Academy #7	2010	95	6	63.3%

**\*2010-2011 Alliance School Enrollment Updates (as of October 6, 2010)**

Alliance has a strong track record of successfully serving low-income and minority students. Alliance follows a *Vision of High Quality Charter Schools* model in which all children are valued and 100% of students are expected to successfully graduate high school, all graduates are college ready, and all graduates enroll and succeed in college. As discussed throughout this application, Alliance has a dropout rate near zero and over a 90% college acceptance rate.

As a result of its successes, Alliance is a lead partner in a \$60 million project funded by the Bill & Melinda Gates Foundation designed to increase effective teaching so that more students graduate college-ready. This first-of-its-kind partnership—known as “The College-Ready Promise”—was named one of the foundation’s Intensive Partnerships for Effective

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

Teaching sites. The College-Ready Promise is implementing an innovative plan to reform how teachers are recruited, evaluated, supported, retained, and rewarded. The College-Ready Promise directly supports the American Recovery and Reinvestment Act's emphasis on measuring teacher effectiveness and ensuring that the most effective teachers serve the most needy students.

In 2010, Alliance College-Ready Public Schools submitted one of 49 Investing in Innovation (i3) proposals chosen to receive funding from the Department of Education. The 49 awardees were selected from nearly 1,700 applicants, representing a cross-section of school districts and nonprofit education organizations nationwide, including institutions of higher education. The i3 "CollegeYES" proposal focuses on preparing high-need Alliance middle and high school students to enroll and graduate from college. Now launching its initial year of implementation in schools, CollegeYES provides research-based professional development and assistance from Student Technology Leaders (STLs) in using the Common Core College/Career Standards, project-based learning, and technology to transform STEM and advisory courses. CollegeYES features an innovative technology integration strategy that uses data to drive improved teacher effectiveness and student achievement.

The College-Ready Promise and CollegeYES projects greatly enhance the scientifically-based, data-driven rigor of Alliance's vision of demonstrating that, given the correct educational foundation, underserved students can and will succeed in college and then in life, as well as establishing a powerful, proven, scalable model for the nation's schools.

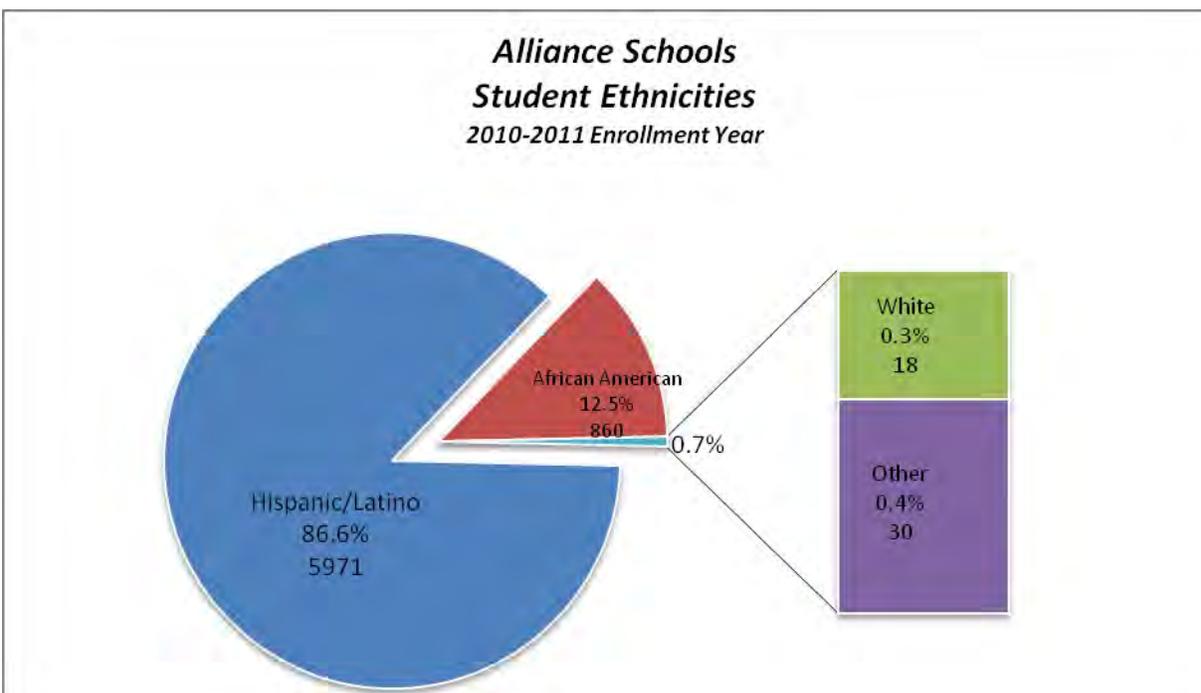
The Alliance Board of Directors has identified the increased use of technology by students and teachers as one of the greatest needs to improve the success rate of students. Technology will also help prepare students to graduate and to be college/career ready, as well as develop superior research and independent learning skills as they collaborate within and across

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

sites to develop 21<sup>st</sup> century skills. Consistent with its role in The College-Ready Promise and CollegeYES, Alliance is working to integrate technology into teaching and learning, professional development for teachers and administrators, and operation of its Home Office. Alliance is totally committed to a data-informed model of education.

**Request:** Alliance is requesting an \$8 million CSP Replication Grant to open 10 new charter schools (five high schools and five middle schools) by the end of the grant period. This expansion will ultimately allow Alliance to provide an additional 5,250 economically disadvantaged students with a high-quality educational experience. Some 3,900 students will be enrolled by the end of the five-year grant period.

**(a1) Alliance success over the past three years in significantly increasing student academic achievement for all students, including educationally disadvantaged students.**



As previously stated, Alliance schools serve nearly 100% urban, under-represented students. One hundred percent (100%) of Alliance students are considered educationally disadvantaged. Alliance students are: living in poverty, underserved, English learners, from

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

migratory families, Native Americans, or have disabilities that make learning difficult. Ninety-nine percent (99%) are classified as ethnic minorities, and 95% are eligible for free-and-reduced-price lunch.

*(n) Provide objective data showing applicant quality.* By all measures available, especially the California Academic Progress Index (API),<sup>1</sup> Adequate Yearly Progress (AYP) through No Child Left Behind (NCLB), and graduation rates, Alliance schools have demonstrated the ability to increase student achievement and provide students with greater opportunities to learn. Compared to California districts serving similar students, Alliance's average high school API of 743 (2009-10 latest available on California Department of Education website; 30 points higher than the CA average) represents the highest district score for institutions serving similar students (defined as 65%+ free/reduced price lunch and 65%+ underrepresented students). Alliance has demonstrated the ability to dramatically raise achievement scores among African-American and Hispanic students. Over **5 years** (2004-09), the percentage of Alliance's African-American students scoring at or above *Proficient* on the California Standards Test ***rose from 18% to 52% in English/Language Arts and from 18% to 57% in Math.*** Percentages for Hispanic students ***rose from 21% to 50% in English Language Arts and from 27% to 60% in Math.***

API SCORES Three Year Trend				
HIGH SCHOOLS (HS)	Opened	2007-08	2008-09	2009-10

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<sup>1</sup> API scores describe school, LEA, or subgroup performance, based on statewide testing on a scale from 200-1000. It is used for both CA and NCLB AYP requirements. The CA API target is 800; the 2009-10 AYP requirement is 650 or growth of at least 1 point from 2008-09. *Academic Performance Index Reports Information Guide*, CA Dept of Education, 5/09

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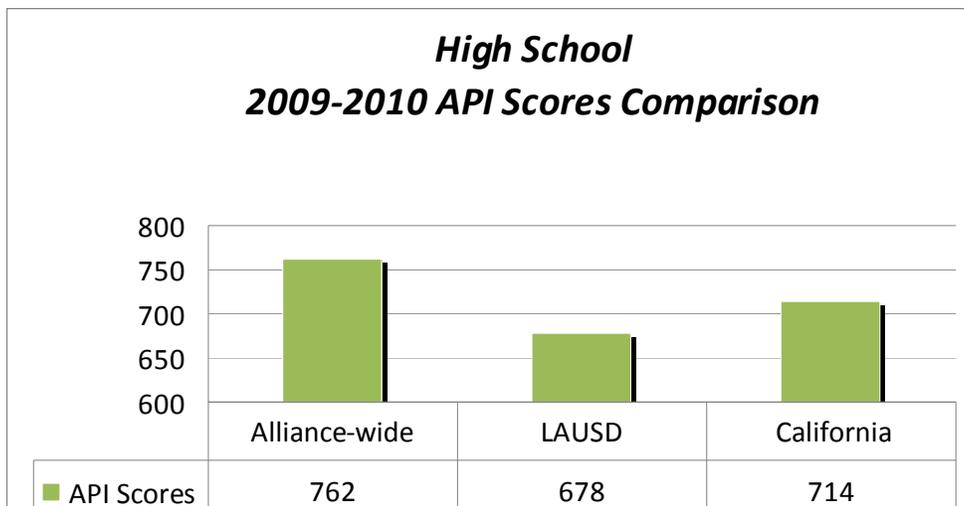
<b>California High School API</b>	N/A	<b>689</b>	<b>702</b>	<b>714</b>
<b>LAUSD High School API</b>	N/A	<b>762</b>	<b>665</b>	<b>678</b>
Gertz-Ressler High School	2004	778	827	853
Heritage College-Ready Academy HS	2005	642	650	717
Huntington Park College-Ready Academy HS	2005	716	781	778
Dr. Olga Mohan High School	2006	812	846	833
Marc & Eva Stern Math & Science School	2006	792	788	789
William and Carol Ouchi High School	2006	804	799	795
College-Ready Academy HS #5	2007	N/A*	649	715
College-Ready Academy HS #7	2007	N/A*	610	614
Environmental Science & Technology HS	2009	--	--	N/A*
Health Services Academy High School	2009	--	--	N/A*
Media Arts & Entertainment Design HS	2009	--	--	N/A*
College-Ready Academy HS #11	2010	--	--	--

\* N/A: CA does not issue an API score for first year schools.

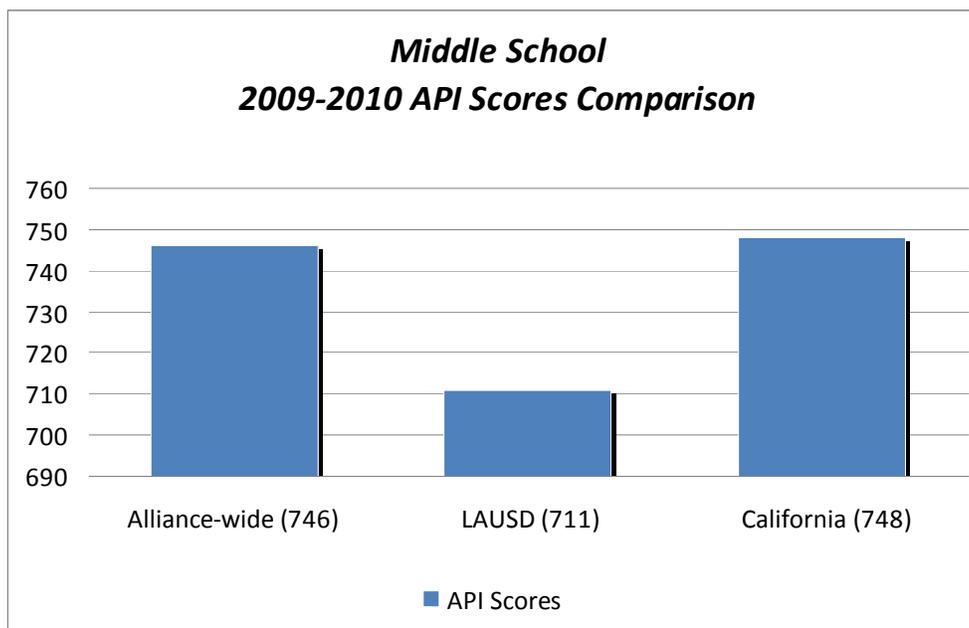
<b>MIDDLE SCHOOLS</b>	<b>Opened</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>California Middle School API</b>	N/A	<b>720</b>	<b>754</b>	<b>748</b>
<b>LAUSD Middle School API</b>	N/A	<b>746</b>	<b>694</b>	<b>711</b>
Richard Merkin Middle School	2005	727	747	775
Jack H. Skirball Middle School	2007	N/A*	739	730
Christine O'Donovan Middle Academy	2008	--	N/A*	734
College-Ready Middle Academy #4	2009	--	--	N/A*

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

College-Ready Middle Academy #5	2009	--	--	N/A*
College-Ready Middle Academy #7	2010	--	--	--



Alliance high schools outperformed neighboring LAUSD high schools in the 2009-10 API, with an average score of 762, compared to their counterpart’s average of 678. Students at Alliance high schools also outperformed California high schools API average of 714.



Alliance middle schools outperformed neighboring LAUSD middle schools in the 2009-10 API, with an average score of 746 compared to LAUSD’s average of 711.

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

Alliance schools demonstrate consistent records of growth and success. For the second consecutive year, Alliance schools are among the top-performing schools within California. During 2008-09, 15 out of 16 Alliance schools operating for at least three years increased their API scores by an average 39 points, 280% of the average 14-point API growth among other districts serving 10 or more schools. Other examples of Alliance schools' achievement include:

- Dr. Olga Mohan High School and Gertz-Ressler High School exceeded API target scores of 800 with scores of 833 and 853 (2009-2010) and are among the top 10 LAUSD high schools. These schools, in addition to William and Carol Ouchi High School and Marc and Eva Stern Math and Science School, earned California Distinguished School Awards in 2009 for successful demonstration of academic excellence based on API, AYP, and closing the achievement gap.
- In 2009, College-Ready Academy High School #5 and Huntington Park College-Ready Academy High School had the highest API growth rates (66 and 67 points) in the 2009-10 school year. They were in the top 5% of highest API growth among LAUSD schools.
- ***Three year Alliance student scores in English and Math*** (2006-07 to 2009-10) on the California Standards Test showed strong growth. ***Proficiency increased by 11% in English and 27% in Math***. This growth is more impressive given the context of a 400% increase in enrollment during the same period.
- In 2009, 76% of the graduating class of 2011 passed California High School Exit Exam on their first attempt.
- More than 95% of Alliance graduates have been accepted to colleges, including UC Berkeley, Brown, and Columbia universities.

Alliance has developed a successful model that increases student academic achievement

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

and attainment for educationally disadvantaged students. The Alliance model starts at the top: all candidates for leadership positions in the Alliance system have demonstrated success in improving academic outcomes in inner-city schools. Every principal in the Alliance system is backed by a team of highly qualified administrators and state-certified teachers. This team ensures that a rigorous curriculum, including high expectations and accountability for all students, is consistently delivered. Additionally, each school's administration is supported by Alliance's Home Office, including Judy Burton, President and Chief Executive Officer and former Charter Office and Area Superintendent for LAUSD, and Howard Lappin, honorary Vice President and founding principal, whose previous inner-city school was named in the top 100 schools in the nation.

**(a2) (i) The degree, including consistency over the past three years, to which the applicant has demonstrated success in closing historic achievement gaps for subgroups of students.**

As in other urban areas, addressing the depth of low student achievement in Los Angeles presents a significant challenge. Alliance's service area includes East, South, and Southeast Los Angeles, which contain the lowest-performing schools in the city, and Northeast San Fernando Valley, where Latino and African-American families living in greatest poverty reside. The 2009 California Standards Tests showed that a significant gap persists in all subject areas among racial ethnic groups. Compared to LAUSD and to statewide cohorts of low-income and minority students, Alliance schools have higher percentages of students who achieve Advanced /Proficient / Basic scores on California Standards Tests (CST) performance bands, while dramatically reducing the percentage of students scoring in the Below Basic / Far Below Basic performance bands. 100% of Alliance students are members of historically underperforming subgroups.

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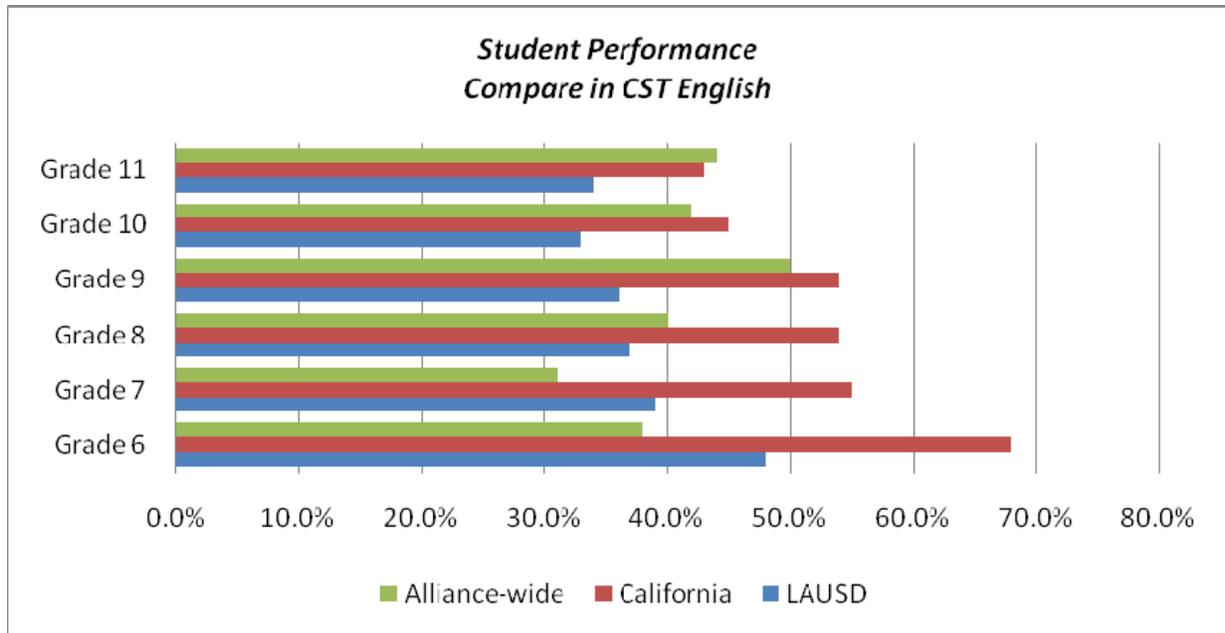
<b><u>California High School Exit Examination Pass Rates Three Year Trend for English</u></b>			
<b>Alliance College-Ready Public Schools</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Gertz-Ressler High School	90.7%	94.2%	89.6%
Heritage College-Ready Academy High School	70.5%	79.9%	85.3%
Huntington Park College-Ready Academy High School	85.8%	81.2%	88.3%
Dr. Olga Mohan High School	80.3%	92.5%	94.7%
Marc and Eva Stern Math and Science School	90.7%	81.0%	90.8%
William and Carol Ouchi High School	89.4%	85.6%	88.6%
College-Ready Academy High School #5	68.4%	69.2%	88.9%
College-Ready Academy High School #7	87.8%	59.1%	59.2%
Environmental Science and Technology High School	N/A	N/A	91.9%
Health Services Academy High School	N/A	N/A	70.8%
Media Arts and Entertainment Design High School	N/A	N/A	84.9%
College-Ready Academy High School #11	N/A	N/A	N/A
N/A=CAHSEE only for 10th grade not all Alliance schools had 10th grade or were open at year indicated			
<b><u>California High School Exit Examination Pass Rates Three Year Trend for Math</u></b>			
<b>Alliance College-Ready Public Schools</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Gertz-Ressler High School	95.4%	95.7%	93.6%
Heritage College-Ready Academy High School	75.0%	88.5%	92.3%
Huntington Park College-Ready Academy High School	89.4%	92.5%	93.4%
Dr. Olga Mohan High School	98.2%	99.1%	99.1%

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Marc and Eva Stern Math and Science School	86.0%	83.5%	93.1%
William and Carol Ouchi High School	93.6%	88.1%	90.4%
College-Ready Academy High School #5	72.9%	77.4%	88.2%
College-Ready Academy High School #7	48.5%	67.7%	55.3%
Environmental Science and Technology High School	N/A	N/A	93.5%
Health Services Academy High School	N/A	N/A	68.3%
Media Arts and Entertainment Design High School	N/A	N/A	78.2%
College-Ready Academy High School #11	N/A	N/A	N/A

<b>CST COMPARISON IN ENGLISH</b>			
	<b>Alliance-wide</b>	<b>LAUSD</b>	<b>California</b>
<b>Grade 6</b>	38.0%	48.0%	68.0%
<b>Grade 7</b>	31.0%	39.0%	55.0%
<b>Grade 8</b>	40.0%	37.0%	54.0%
<b>Grade 9</b>	50.0%	36.0%	54.0%
<b>Grade 10</b>	42.0%	33.0%	45.0%
<b>Grade 11</b>	44.0%	34.0%	43.0%

**Alliance closes performance gaps compared to California. Alliance enrolls underperforming students in Grade 6. Students then outperform LAUSD norms over time.**

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In many Alliance schools, English Language Learners, Socioeconomically Disadvantaged, Hispanic/Latino, and African American students exceeded the average California Standards Test scores for both California and LAUSD high school. Specifically, the average 2009-10 API score for LAUSD non-charter high schools was 678, compared to 762 for Alliance charter high schools. The average LAUSD non-charter middle school API was 711, compared to 746 for Alliance middle schools. Those schools whose API scores do not equal those of California and LAUSD high schools are closing the gap. Additionally, Alliance schools are outperforming their respective neighboring schools serving a similar student demographic.

Each year Alliance schools continue to improve on the California Standards Test by increasing the number of students who achieve Advanced / Proficient / Basic levels and decreasing the number of students who are Below Basic / Far Below Basic. Alliance students continue to meet and surpass the bar of high expectations and college-ready success set by their peers, as shown by results of the March 2010 California High School Exit Exam (CAHSEE).

***Seventy-six percent (76%) of the Class of 2011 satisfied requirements for both sections of the***

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*CAHSEE on their first attempt*, an increase of 3% from the Class of 2010. This year, *75% of Alliance high schools saw over 76% of their student population pass both sections, including two schools that had an overall pass rate above 90%*. Alliance students performed better on the Math section (87%) than the English section (81%) and increased the pass rate in both sections by 4% and 0.5% respectively.

**Underperforming Students:** Alliance has high expectations for all of its students, including students who enter at Below Basic proficiency in academic areas. Struggling students are identified through grades and ongoing assessment data. Underperforming students are reaching appropriate grade level standards through rigorous instruction, scaffolding strategies for individual students in need, two-hour academic electives in English and Math that address critical gaps in core subjects, and tutoring offered after school and/or Saturday targeting specific areas of need. In areas where a student is struggling most, one-to-one instruction is provided by the classroom teacher. Struggling students are assigned computer-based programs to address specific individual needs. Alliance uses focused, ongoing teacher professional training to increase skills and knowledge and improve the consistency and quality of instruction, which has had a direct effect in raising the achievement of low-performing students across all of its schools.

Alliance's goal is to meet and exceed proficiency targets set by No Child Left Behind (NCLB), with at least 54.8% of the students achieving Proficient or Advanced in the CAHSEE Math scores and 55.6% in English, which is an increase of 9% in each subject from last year. Math targets were met Alliance-wide and by Hispanic and free/reduced meal subgroups.

**(a3) The degree, including consistency over past three years, to which Alliance has achieved results for low-income and other educationally disadvantaged students.**

As previously stated, 100% of Alliance students are low-income and/or educationally

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disadvantaged. Students are motivated to attend classes at Alliance schools with regularity because they understand the direct connection between being in class and becoming college-ready. Also, Alliance schools offer a safe place for students to be able to learn and study without fear and distractions. Low student-to-teacher ratios provide the perfect setting for students to be taught a rigorous curriculum with more one-on-one attention and fewer class disruptions.

Provided with appropriate educational tools, facilities, and experienced teachers, Alliance students strive for academic success each day. Teachers also stress the importance of daily attendance and use students' academic successes to remind them of their accomplishments. When a student is absent, school office managers call parents/guardians to verify that they are aware of the absence, obtain a reason for the absence, and ask when the student will be returning to school. If the student will be absent for more than one day, a plan is created to ensure that the student receives any missed in-class assignments and receives the support needed to stay up to speed with each class. For students who may be out for longer than a week, principals and teachers meet with parents/ guardians to determine the best way for the student to catch up and maintain academic success.

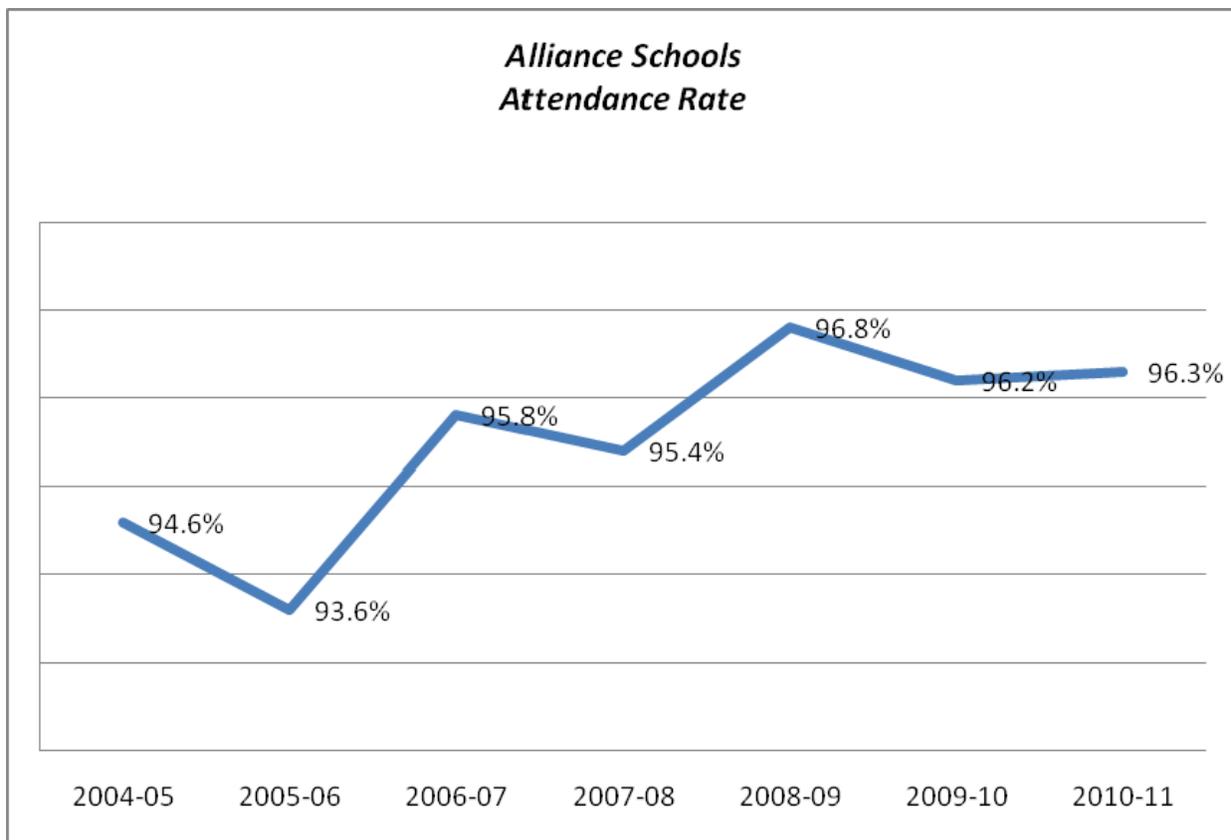
*(n) Provide objective data showing applicant quality. (2) Annual student attendance and retention rates for the past three years, and comparisons with other similar schools.*

**Attendance Levels:** Alliance has achieved a **95% average attendance rate over the six years** of its existence, attesting to the emphasis on attendance. Neither the State of California nor LAUSD provides current attendance data. Therefore, comparison is not available. Alliance school leadership continually works with teachers, parents, and students to ensure high rates of attendance and enrollment.

**Dropouts:** Alliance has a dropout rate near zero; most student attrition has been a result

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of serving a highly mobile population that frequently relocates and enrolls in new schools. The LAUSD drop-out rate was approximately 26% compared to 18% statewide.



*(n) Provide objective data showing applicant quality: (3) High school graduation rates, college attendance rates, and college persistence rates for the past three years.*

**Graduation and College Attendance Rates:** *For the 2010-2011 school year, 98% of Alliance students graduated from high school, which shows a continuing trend of improvement over previous years (2007-08: 92%, 2008-09: 93%, 2009-10: 96%). In 2010-2011, 93% of graduating seniors were accepted to colleges, a dramatic increase over previous years (2007-08: 52%, 2008-09: 71%, 2009-10: 86%). Alliance students are accepted to excellent colleges, including: Vassar, Harvard, the University of San Francisco, University of Southern California, Bucknell University, Vassar / Dartmouth (joint program), California State University, Fullerton, Yale, UCLA, California State University, Dominguez Hills, Mount St. Mary's*

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College, and the University of California, Berkeley. Last year, Alliance students received \$4,736,121 in scholarships and financial aid. In addition, the nation's largest minority scholarship program, the Gates Millennium Scholars Program, has awarded good-through-graduation college scholarships to three Alliance students.

**College Persistence Rates:** Alliance considers college persistence data to be valuable evidence of how well its students are being prepared for college coursework. Alumni data helps Alliance improve future efforts in preparing students for college success. Such data drives the college preparatory program and helps to further close the achievement gap, ensuring that all Alliance students create opportunities for themselves to be accepted to and succeed in college.

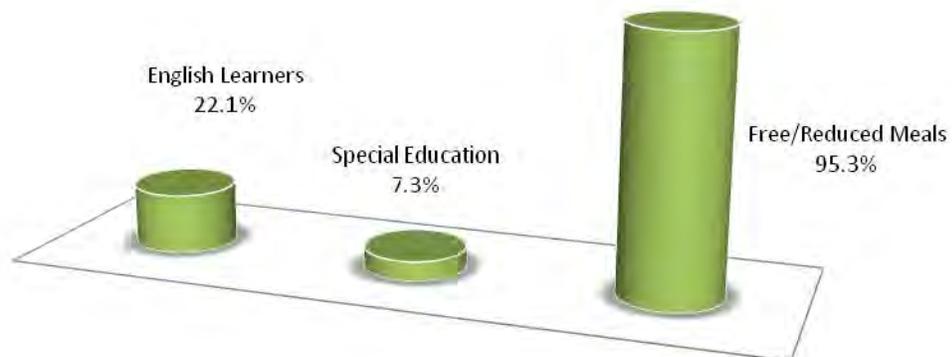
Alliance employs a four-pronged approach to track the progress of alumni through their college careers: 1) Social networking venues (such as Facebook and MySpace), 2) bi-annual national reports provided by National Clearing House High School Student Tracker, 3) a web-based survey system provided by Naviance's Family Connection, and 4) trend data reports from Cal-PASS. Additionally, phone calls are made to alumni, which often provide information that is not captured through the other methods. Alliance is building its capacity to track college persistence rates of Alliance graduates on a consistent year over year basis. In Spring 2011, Alliance purchased new software, Alumni Connect, to monitor alumni retention and progress in college. In September 2011, a new Alumni Tracking and Relations Coordinator will join Alliance's education staff.

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M****(b) Contribution in assisting educationally disadvantaged students**

As previously stated, 100% of Alliance students are educationally disadvantaged in that they are economically disadvantaged, English learners, from migratory families, Native Americans, and/or have disabilities that make traditional classroom learning difficult. Alliance operates its charter schools in communities with large schools, where classrooms are overcrowded. These are resource-poor communities whose local schools have been designated for Title I Program Improvement and are rated as NCLB low-performing schools. Graduation and college-going rates in these communities are significantly below the state average.

The Alliance Replication Project will continue to serve the most needy communities in Los Angeles by targeting South Los Angeles, Huntington Park, Glassell Park, East Los Angeles, and Central Los Angeles.

***Alliance Schools***  
***Students with Special Needs***  
*2010-2011 Enrollment Year*



The remarkable program and achievement provided to educationally disadvantaged students are described throughout this application. Alliance instructional methods ensure that all students acquire the knowledge and skills necessary to meet and exceed California State standards. These

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methods include:

- Utilizing a rigorous standards-based curriculum that challenges students to test their understanding through real-life applications. Students apply skills and concepts learned in real-world projects and internships that require problem solving and critical thinking;
- Involving students in discussions about the concepts and standards they are learning;
- Ensuring that students understand the expectations and criteria they are trying to meet and that they are able to judge their own work;
- Creating a self-directed learning environment where teachers are facilitators and students are learners and doers.

**Alliance students with special needs, including those from socioeconomically disadvantaged background and English Language Learners, are outperforming LAUSD counterparts.**

<b>Adequate Yearly Progress (AYP) Proficient or Advanced in English</b>			
<b>AYP English for Students with Special Needs</b>	<b>Alliance-wide</b>	<b>LAUSD</b>	<b>California</b>
<b>2010 AYP Proficient or Advanced in English</b>	43.4%	43.4%	53.9%
Socioeconomically Disadvantaged	43.4%	38.4%	41.1%
English Learners	40.5%	28.4%	35.6%
<b>Adequate Yearly Progress (AYP) Proficient or Advanced in Math</b>			
<b>AYP MATH</b>	<b>Alliance-wide</b>	<b>LAUSD</b>	<b>California</b>
<b>2010 AYP Proficient or Advanced in Math</b>	49.7%	48.0%	56.3%
Socioeconomically Disadvantaged	49.7%	44.1%	46.3%
English Learners	49.8%	38.3%	45.6%

***(k) Describe how the proposed new schools will comply with IDEA.***

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Each CMO charter school is considered its own LEA under California law. Schools founded with the CSP grant will participate as members of the Alliance Public Schools LEA, working within the Los Angeles Unified School District (LAUSD). All schools in the Alliance Public Schools LEA provide:

- **Free Appropriate Public Education** for all students, including those with disabilities.
- **Child Find.** All students with disabilities are identified.
- **Full Educational Opportunity.** All students with disabilities have access to the full range of programs available to non-disabled students.
- **Least Restrictive Environment.** All students with disabilities are educated with students who are not disabled to the maximum extent appropriate.
- **Individualized Education Program:** Every student has a Personalized Learning Plan (PLP), which provides teachers, parents, and students with a common understanding of the student's learning style and objectives. 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 responds to each student's needs, including those who are achieving below expected levels.** All students receive appropriate interventions following a Response to Intervention (RtI) model. The PLP allows the school to help meet the general education needs of students with disabilities (IEPs or 504 Plans), ELL students, students achieving below grade level, and other special student populations.
- **Assessments:** An IEP review is conducted annually, at a minimum, and a reassessment is conducted at least once every 3 years (more often if needed).
- **Confidentiality and Procedural Safeguards:** Confidentiality of identifiable data is

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protected at collection, storage, disclosure, and destruction.

- **Personnel Standards:** Good-faith efforts are made to attract, recruit, and hire appropriately trained and credentialed personnel to provide special education services.
- **State Assessments:** Students with disabilities are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate.
- **Professional Development.** The Director of Special Education and the Program Specialist work with LAUSD to provide ongoing professional development that builds staff capacity in promising instructional practices, compliance with state and federal statutes, reporting requirements, and use of instructional data. Alliance maintains membership in the California Association of Resource Specialists and Special Education Teachers.

At Alliance schools, students are continually supported in their educational endeavors. Small schools, small class sizes, “looping,” a longer school day and year, and data-driven instruction are intended to meet the needs of all students. Alliance provides multiple systems to ensure that every student receives the appropriate supports to be successful. In order to provide all of its students with an equal opportunity to a high-quality education, including those who are educationally disadvantaged, the Alliance school model implements the following elements:

**Student Enrollment and Assessment:** Upon enrollment in an Alliance school, every student is given comprehensive diagnostic testing, which is used to detect learning strengths, weaknesses, and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified as potentially having special needs, Alliance’s plan for students at risk of retention, English Language Learners, and/or Special Education is implemented. Alliance recognizes that students who are gifted and talented also have special needs and provides appropriate identification and instructional strategies to meet them.

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**Regular Classrooms:** Alliance's goal is to offer appropriate educational practices that motivate and challenge all students to achieve their potential. In order to optimally provide for learners in regular classrooms, teachers:

- Create an environment that is responsive to learners
- Assess each learner's knowledge, understanding, and interests
- Integrate the intellectual process, including both cognitive and affective abilities
- Differentiate and individualize the curriculum to meet each learner's needs
- Evaluate learning and teaching, reflecting on the information obtained to adapt the learning plan and improve the program.

**Special Education:** Alliance's general educational program for students with disabilities aligns with the required sequence of courses and related curricular activities provided for all students. Alliance gives each school the autonomy to exercise flexibility in designing a program to serve disabled students, one that is based on an inclusion model. All Alliance schools comply with Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act (ADA), and the Individuals With Disabilities Education Act (IDEA). To the maximum extent appropriate, children with disabilities are educated with non-disabled children. Individuals with exceptional needs are offered special assistance programs that promote maximum interaction with the general school population in a manner that is appropriate to the needs of both. In accordance with state and federal law, each student eligible under IDEA is provided with a free appropriate education in the least-restrictive environment. Decisions regarding specific services each special needs student receives are formulated in a written plan (referred to as an IEP), which is developed by an Individualized Education Team of teachers and parents.

Identification for students eligible for special education services begins when students are

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enrolled. All incoming students participate in a series of diagnostic assessments in Language Arts and Mathematics. In addition, students are also eligible through the “child find” process, an ongoing aspect of the instructional program at all schools.

**English Language Learners:** As a system serving an 87% Latino student population and 22% of total enrollment being English Language Learners (ELL), Alliance schools are particularly committed to meeting all requirements of federal and state laws that require equal access to the curriculum, annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to Fluent English Proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Alliance implements policies to ensure proper placement, evaluation, and communication regarding ELL students and the rights of their parents.

High-quality instructional programs and services are developed for ELLs that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students. The intensive English language literacy component supports ELLs through the use of state English Language Development standards that are designed to be pathways toward achievement of the English/Language Arts content standards.

In addition to formal support structures, the Alliance curriculum uses a number of language-acquisition teaching strategies, 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. Classroom instructional interventions help students acquire grade level curricular content while learning English. All

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teachers use California English/Language Development standards to guide second-language students and provide data relevant to their mastery of the language.

**Non-standard English Speakers:** Recognizing that some Alliance students are not standard English speakers, many of the same guidelines and programs for ELLs are followed for these students to ease their transition into standard English. Specific strategies include: modeling standard English, building student communication skills through structured classroom participation in oral language presentations for project-based learning culmination, training teachers in recognizing non-standard English language interference with learning, and establishing a culture of appreciation for home language usage and culture and recognition of the importance of standard English usage in the world of work and education.

**(c) Quality of the project design*****(a) Describe objectives and methods to determine progress toward achieving objectives.***

Each of the proposed Alliance schools will deliver a consistent educational environment and experience for students, offering every student the skills, experience, and knowledge to enter college. Alliance schools accomplish their educational mission through clear expectations and an intensive focus on students meeting grade level/subject state standards in English/Language Arts, Science, Math, History/Social Sciences, and world language content standards for Foreign Languages. Alliance is proposing to open new schools serving substantially similar populations to those currently served by the model for which it has demonstrated evidence of success.

<b>Goals, Objectives and Outcomes</b>
<b><u>Goal 1 Replication:</u> Alliance proposes to open 10 high quality charter schools at the rate of 2 per year within the 5 years CSP grant in low-income, minority areas of LAUSD.</b>

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**Objective 1.A:** To complete the various critical planning tasks and start-up tasks for each new school including, but not limited to, applying for charter status, securing and renovating a facility, hiring and training staff, recruiting and enrolling students, purchasing and installing furniture, technology, supplies, materials, etc., and all other related activities.

**Objective 1.B:** To sustain each new school through a combination of state, local, and federal funds typically available to a California charter school to operate each school once established.

**Objective 1.C:** To achieve, for each new Alliance charter school, student outcomes for low-income, minority, and special needs students consistent with those for existing Alliance schools.

**Goal 1 Outcomes:** Ten (10) new Alliance charter schools (2 per year for five years) will be planned, approved, opened, and operated in accordance with this proposal, as measured by a variety of planning and approval documents. Alliance will provide an additional 5,250 (at full capacity; 3,900 at end of grant period) economically disadvantaged students with a high-quality educational experience, as measured by records of enrollment and student achievement. 100% of the new Alliance schools will be financially secure and sustainable, as documented by annual budgets approved by their boards, required reports submitted to the State and Districts, and clean annual audits performed by a licensed, qualified CPA.

**Goal 2 Fidelity to Model: All schools created with this CSP grant will be designed and operated in a manner consistent with the established Alliance model.**

**Objective 2.A:** To provide every student will be provided with the skills, experience, and knowledge to enter college, using Alliance's education model that reflects best practices researched in high-performing schools and that consistently produces well-educated students prepared to successfully enter and succeed in college.

**Objective 2.B:** To provide every student will be provided with an education guided by these

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core values and beliefs: High Expectations for All Students; Small Personalized Schools and Classrooms; Increased Time for Learning; Highly Effective Principals and Teachers; and Parents as Partners.

**Objective 2.C:** To demonstrate adherence to design standards by meeting Alliance teacher qualification and retention, as well as student enrollment and attendance standards:

- Teacher Qualification Standards: 100% of teachers will be “highly qualified” according to *No Child Left Behind* criteria for “highly qualified” teachers.
- Teacher Retention Standards: 70% of teachers still living in the area and invited back will return to the school/Alliance annually.
- High Rates of Attendance: Average daily attendance rate of at least 95%
- High Rates of Enrollment: Annual average enrollment by October count date – average enrollment maintained at 100% of the budgeted number of students.

**Goal 2 Outcomes:** Ten (10) new Alliance charter schools (2 per year for five years) will be operated in accordance with the established Alliance model.

**Goal 3 High-Quality Charter Schools: All schools created with this CSP grant will be High-Quality Charter Schools as measured by student achievement.**

**Objective 3.A:** All 10 schools will meet NCLB Adequate Yearly Progress goals.

**Objective 3.B:** More than 90% of students enrolled for more than one year (excluding students who transfer to non-Alliance schools) will: Graduate from high school meeting LAUSD graduation requirements to receive a high school diploma; Pass the California High School Exit Examination and be prepared for college by passing University of California and California State University A-G requirements, and earn acceptance and make the transition to post-secondary education.

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**Objective 3.C:** Student achievement will be measured by performance on the California Standards Test. Schools will increase the percentage of students who score at the proficient or above performance levels. Additionally, achievement will be measured by the Student Growth Percentile, a measure of how much a student has learned compared to his or her academic peers (students who scored the same on last year's CST.)

**Objective 3.D:** Achievement Gap: In English/Language Arts and Mathematics, school-wide and CMO-wide average proficiency rates for schools open three or more years are higher than the statewide average proficiency rates for the state's highest-performing sub-group.

**Objective 3.E:** All 10 schools will meet Alliance School-wide performance standards by:

- Meeting annual API growth targets each year: Year 1, 650; Year 2, 675; Year 3, 700
- Outperforming the LAUSD school(s) students would have otherwise attended as measured by API scores.
- Attaining Annual State & Similar Schools Rank of 6(+) by the 3<sup>rd</sup> year of operation.
- Annually increasing the percent of students performing at ***Proficient to Advanced*** levels on the California Standards Test in English/Language Arts and in Mathematics.
- Annually decreasing the percent of students performing ***Far Below Basic*** levels on the California Standards Test in English/Language Arts and in Mathematics.
- School-wide and CMO-wide average proficiency rates for schools open three or more years will be higher in English/Language Arts and in Mathematics than the statewide and LAUSD average proficiency rates for the state's highest-performing sub-group.
- At *Alliance High Schools*: 90% of the students continuously enrolled from 9<sup>th</sup> to 12<sup>th</sup> grade will graduate within four years; annual increases in the percentage of students meeting college-ready indicators on SAT, ACT, EAP, and Advanced Placement exams;

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less than 15% of high school graduates attending college enrolled in remedial (i.e. non-credit bearing) courses in English or Math.

- *At Alliance Middle Schools:* 90% of students continuously enrolled from 6<sup>th</sup> to 8<sup>th</sup> grade will finish middle school in 3 years; 80% of middle school students are passing Algebra I and are ready for high school.

**Goal 3 Outcomes:** By end of grant period, 3,900 students attending 10 newly created Alliance charter schools will achieve academic excellence, graduate high school, and enroll in college prepared to succeed.

**Methods by which Alliance will determine progress toward achieving goals, objectives and outcomes are described in (e) Quality of the evaluation plan. Note: performance goals in objectives are targets and may take more than one year to achieve. Success in achieving these targets will be defined by student progress based on pre-testing at enrollment, as well as by comparisons to like schools within LAUSD and the State of California.**

*(d) Educational program to be implemented in proposed new charter schools.*

All Alliance schools provide small and personalized learning environments. The maximum enrollment for high schools (grades 9-12) is 600 students; the maximum enrollment for middle schools (grades 6-8) is 450 students. Within these schools, small learning communities of 100 to 125 students are created. No teacher works with more than 75 students per day in core academic areas, and 85% of teacher-student time is spent within the small learning community. Through advisory groups of 15 – 20, each student becomes known personally by at least one adult. Each student has a personalized learning plan that has been agreed to by teacher, student, and parent, which describes in detail how student will learn. Personalized learning plans ensure that no student will slip through the cracks. Additionally,

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students are provided with increased time for learning through the use of online coursework for initial credit and for credit recovery.

All teachers use instructional methods designed to ensure that students acquire the knowledge and skills necessary to meet California State standards. These include: (1) A rigorous, standards-based curriculum that challenges students to test their understanding through real-life applications; application of skills and concepts learned in “real-world” projects and community internships that require problem solving and critical thinking; (2) Involving students in classroom discussions about the concepts and standards they are learning; and (3) Ensuring that students are engaged in understanding the expectations and criteria they are trying to meet and are able to judge their own work, allowing for a self-directed learning environment where teachers are facilitators and students are learners and doers. Making learning concrete and life-relevant is important for urban students who often have limited experiences beyond their own neighborhoods.

The school day has been structured to allow for increased, uninterrupted instructional time. This includes a longer school day, with two-hour instructional block scheduling and three daily instructional periods. The student-to-teacher ratio is 25:1. The two-hour block schedule also allows for advisory periods four days per week, when teachers personally connect to the needs of each student, assessing their progress and helping to accelerate the learning of struggling students who enter the school with Far Below Basic proficiency in core academic areas. This instructional framework model is different from surrounding district schools, which schedule six 50-minute periods each day, requiring students to see six different teachers and limiting the degree to which teachers may get to know students and customize lessons for their individualized needs.

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Every person in the Alliance system is held accountable for student success. A culture of high expectations for all students permeates Alliance schools. Alliance believes that all students can and will succeed. Alliance consistently demonstrates student readiness for college success by achieving an annual academic growth rate of 1 to 1.5 years in student results on state academic standards; by increasing student performance on college-readiness indicators, including SAT, ACT, and EAP exams; by targeting a 100% success rate on passing high school exit exams; by dramatically reducing dropout rates to less than five percent; and, for students continuously enrolled for four years, graduating less than 15% of students needing remedial English or Math in college.

One hundred percent of our middle school students will demonstrate readiness for high school by passing Algebra in the eighth grade. A consistent approach of development and implementation enables Alliance to test its high-performing small school model and build a strong school culture, curriculum, and staff from the start. Alliance schools share certain common core structures:

- **High Expectations.** All students, including those in historically underachieving communities, will learn successfully at high levels. They have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college. All students will pass A-G college course requirements<sup>2</sup> and be proficient in core academic

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<sup>2</sup> In order to matriculate in the University of California or the California State University systems, a student must take certain high school classes known as the “A-G” Subjects:

History/Social Science: 2 years, English: 4 years, Mathematics: 3 years, Laboratory Science: 2 years, Foreign Language: 2 years, Visual & Performing Arts: 1 year, College Prep Elective: 1 year.

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standards.

- **Small Personalized Schools and Classrooms.** Alliance provides a personalized learning environment. Students learn best in small communities where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and where there is student voice in all aspects of the school that directly affect them.
  - **Increased Time for Learning.** All students have sufficient school time to learn successfully, through a minimum of 190 regular days of instruction (10 more than LAUSD), longer school days than LAUSD (30 minutes more daily instructional time), and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs.
  - **Highly Effective Principals and Teachers.** *Principals* – Alliance schools have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources. Principals are developed through in-depth leadership training and apprenticeship with experienced principals who have demonstrated success in their schools. *Highly Effective Teachers* – Students learn best with teachers who are knowledgeable in their subject field, who are well trained to deliver rigorous instruction, and who attend to the diverse needs of each student as an individual. Teachers work in small collaborative teams, with common planning time, where lessons are studied as a learning community and where accountability for student success is a shared responsibility. As a partner in The College-Ready Promise funded by the Bill & Melinda Gates Foundation, Alliance is working to increase effective teaching by implementing an innovative plan to reform how teachers are recruited, evaluated, supported, retained, and rewarded.
  - **Parents as Partners.** Parents have a right to choose to send their children to a high-
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performing charter school; they also have the right and the responsibility to participate actively in ensuring the success of the school. Parents of Alliance students are meaningfully and actively engaged in their children's education. They are responsible and accountable for supporting their children's learning at school and at home through their understanding what it will take for their children to achieve college-readiness, by their active voice in achieving the goals of the school, and through volunteering. One parent is elected as an ex-officio member of the Board. Each school has a School Advisory Council consisting of the principal, elected parents, teachers, classified staff, the student body president, and local community members.

- **Accountability for Results.** Principals are responsible and accountable to the school community for implementing the core values, beliefs and best practices of the Alliance education model, ensuring that all students have what they need to achieve individual and school performance goals. Alliance is responsible and accountable for guarantees made to host communities, monitoring the progress of all schools and documenting and publishing results to the school community and to Los Angeles. The Alliance accountability system includes performance-based salary incentives.

**(d) Quality of the management plan and personnel****(d1) Management plan to achieve the objectives of the proposed project.*****(b) How Alliance manages charter schools and how proposed new schools will be managed.***

Each Alliance-affiliated school is an independent, non-profit public benefit corporation and a subsidiary of the Alliance College-Ready Public Schools nonprofit CMO. Principals manage and operate their own schools, with the support of the Alliance Home Office. The principals' autonomy allows them to make important decisions based on the student population

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and the community served by the school, informed by the Alliance core values and beliefs.

Daily operational support services are provided by the Alliance Home Office, including accounting and financial management, human resources management, instructional development and management, development and communications, information and technology, facilities management, and general operations.

**Startup Phase Services:** include securing school facility, securing start-up and ramp-up funding, development of a charter petition and support for obtaining approval, engaging school parents, and recruiting and developing school principals, developing a recruitment pool of effective teacher candidates, providing a start-up operations checklist and hands-on support to principals, and provide consistent and high-quality professional development programs for both principals and teachers.

**Operational Phase Services:** include providing facility and operations, hands-on support to principals, human resources compliance assistance, business management operations assistance, legal and insurance services, reliable vendors for contracting services, technology deployment standards, funding and grant opportunities, and collection and dissemination of data concerning effective small school practices. Other Home Office functions and services include:

The *Human Relations (HR) Department* is responsible for coordinating the recruitment and hiring of staff and provides comprehensive administrative support for Alliance schools. The decision on which teachers and other staff to hire is the responsibility of each school's principal. Alliance does not discriminate against any employee on the basis of race, ethnicity, color, creed, age, sex, national origin, disability, religion, or marital status.

School staff is recruited and hired based on high performance criteria and qualifications, with a special focus on racial and ethnic minority candidates who reflect the schools' student

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population. HR collaborates with schools to develop job descriptions and collateral materials. Recruitment efforts include advertising on the Alliance website and local newspapers, as well as working with educational organizations such as New Teacher Project, California Charter Schools Association, RISE, EdJoin, Teach for America, and attending local university job fairs. HR develops employment agreements and policies, processes/files all new hire/termination documents, monitors employment practices, oversees performance reviews, assists with outsourcing positions such as nursing, supports payroll services, and manages employee benefits.

The *Alliance Instructional Department* provides services and professional development to schools in the areas of special education, college preparation, parent involvement, curriculum design and implementation, Math and English/Language Arts program support, teacher and administrator professional development, and assessment and data services. Services also include:

**Special Education** consisting of individual student assessment, identification, and support; compliance with district, state, and federal special education programs; and reporting.

**College Success** services support school-site counselors with resources and information that allow them to prepare all students for admission to, and success in, college. College Success also supports schools with AP programs and other college-related course offerings, manages college preparation reporting and tracking system (Naviance), and is developing an alumni tracking system to support students once they leave our schools.

**Curriculum and Instruction** supports the design, adoption, and implementation of standards-based curriculum in all content areas and provides specialized support and coaching in Math and English/Language Arts to ensure that student achievement is continuously progressing toward college-ready targets.

**Parents as Partners** delivers parent training workshops, supports student recruitment,

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trains site-based parent liaisons, and organizes student and parent feedback for Alliance.

The *Alliance Development and Communication* departments implement and execute all fundraising and strengthen the messages by which Alliance communicates to philanthropists, corporate leaders, foundations, and policy-making communities. **Development** prepares and submits successful public and private grant applications, produces and submits all grant and other development reports, recruits new Board Members, grows the Alliance donor base via improved prospect identification and donor stewardship practices, and maintains donor databases. **Communications** strengthens the messages and means by which Alliance communicates to philanthropists, corporate leaders, foundations, and policy-makers; implements the Alliance media plan; expands relationships with local, state, and national media; develops PR collateral materials; maintains an attractive and substantive website; develops and distributes Alliance materials, e.g., newsletter, and college focus brochure; assists schools with special events, such as groundbreaking, ribbon cutting, and graduation/promotion ceremonies.

The *Information and Technology (IT) Department* engineers the technical layout for all schools and new sites; maintains the network infrastructure to ensure uninterrupted connectivity for internet, email, hand-held devices, and phone systems; and secures all data. Additionally, IT provides technical, software, and hardware support to Alliance schools, including support and troubleshooting for teacher laptops, administrative offices, classroom computers, and labs.

The *Facilities Department* is responsible for coordinating the development, construction, and facility maintenance of all Alliance schools. The Facilities Department works with Alliance development partners to identify permanent school sites, collaborates in the governmental approval process, assists in the design and function of the school facility, and works through the construction process with the general contractor. It is responsible for the overall maintenance and

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safety each of the school sites. It works with the school staff to maintain the condition and function of school facilities, including preventative maintenance and required annual inspections. The Facilities Department also assists the school staff and their vendors with any required repairs or corrections. The safety of students and school staff, as well as environmental efficiency, is of utmost importance to the operation of the school facilities. Finally, when Alliance opens a new school, or relocates a school, it is the responsibility of the Facilities Department to work with the school's principal to provide any assistance needed, including the necessary furniture, supplies, security, and vendors to allow the school to function smoothly from the first day of school.

The *Operations Department* is responsible for providing support to schools in key areas of day-to-day operations, including attendance monitoring and reporting, the National School Lunch Program, and insurance and risk management services; the department also provides training for school staff in these areas. In addition, it manages large projects of importance to schools throughout the year, such as the E-rate technology grant and bi-annual feedback surveys.

The *Fiscal Department* reflects Alliance's commitment to responsibility and prudence at its schools. Principals carefully monitor the financial strength of their schools and are diligent about keeping accurate records, including budget and revenue projections. Alliance provides accounting and financial support services to ensure that schools stay fiscally solvent. Vital services provided the Alliance accounting team include: applying for all state funding; receiving, recording, and tracking all revenue; receiving, processing, and paying all invoices; preparing annual and monthly budgets; forecasting cash needs for future periods; obtaining necessary financing for cash shortfalls; safeguarding all financial assets; preparing and submitting all required financial reporting to governments, donors, and lenders; and preparing financial reports on a monthly basis for school sites, as well as providing financial information as needed.

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The Fiscal Department provides annual fiscal management training for all school principals. Alliance's Controller provides principals with the tools to be knowledgeable and sensible fiscal stewards. Annual training covers: revenue sources, fixed and variable expenses, properly forecasting the use of funds, and an update on any changes to business models, state, or federal laws that may have occurred since the last financial management and accounting presentation. In addition, the training addresses accounting cycles and procedures, internal controls, safeguarding assets, the proper communication channels to use if mismanagement or financial discrepancies are suspected, how to properly forecast the use of funds, how to maintain a balanced budget, and how to interpret financial statements and other financial data. When needed, modules are added to address changes made to the business model or state/federal laws.

*(i) Grant funds will be used in conjunction with other Federal programs, and matching funds.*

Over the coming years, Alliance will continue to refine its education design, build infrastructure and systems, and execute the opening of new schools. **This request for \$8 million will help create 10 new schools (five high schools and five middle schools). With continuing severe cutbacks in California education funding and the recent denial of the state's CSP application for start-up funding, this request is critical to maintaining momentum toward achieving scale.** In order to succeed, Alliance must be capable of supporting its growth with continued high quality. Alliance has in place a deliberate, supportable plan for the proposed expansion of its charter school system, as well as clearly defined roles and responsibilities for the personnel charged with carrying out the plan. The Alliance Replication Project will leverage \$42,827,270 in foundation, state and federal funds, as described in detail in the attached Budget Narrative. It will support the general and specific needs of starting high quality Alliance charter schools by:

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- **Securing School Facilities.** The New School Development Director, the Chief Operating Officer and the Chief Financial Officer will work with real estate and financial consultants to identify appropriate facilities capable of serving Alliance's communities, and develop financing for lease or purchase of sites.
- **Developing Charter Petition and Obtaining Approval.** The Vice President of Instruction, the Director of New School Development, and Alliance staff will develop charter petitions for each of the new Alliance schools. They will also consult with the sponsoring district, key leaders, educators, and community-based organizations to obtain buy-ins.
- **Engaging School Parents and Community.** The Director of Parent Community Engagement will conduct outreach to parents and community members to determine need, readiness, and support for each prospective charter school site.
- **Recruiting and Developing School Principals.** The Chief Academic Officer will work with local universities, business leaders, professional education organizations, and publications to identify, recruit, and select leaders to serve as principals. They will identify principals who demonstrate knowledge of best practices in instruction and effective business methods. New principals will receive training and an apprenticeship at an Alliance school to learn and manage the school model.
- **Developing a Recruitment Pool of Effective Teacher Candidates.** The Director of Human Resources will partner with local universities and teacher recruitment organizations (i.e. Resources for Indispensable Schools and Educators/RISE, EdJoin, California Charter Schools Association, Teach for America, Teaching Fellows, New Teacher Project) to coordinate creating a pool of highly qualified teachers from which principals can recruit.
- **Providing Hands-on Support to Principals.** The Chief Financial Officer, Controller, and

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Accounting staff will provide technical assistance and support in establishing payroll and general accounting systems. The Director of New School Development will provide assistance and guidance with all aspects of the charter start-up, student recruitment, master program planning, textbooks, supplies, initial baseline student assessment, and outsourcing with vendors for food and other services. The **Controller** is responsible for: creation and implementation of school budgets, including monthly update meetings with principals to compare budget to actual expenditures; compliance with state financial reporting; grant reports; the day-to-day accounting, reporting, and internal and financial controls; and managing external auditing services for all schools.

- **Providing Consistent and High-Quality Professional Development for Principals and Teachers.** The Chief Academic Officer, the Vice Presidents of Schools, and the Vice President of Instruction have partnered with local universities and professional development organizations that have demonstrated knowledge of best practices in instruction, entrepreneurial business management, and public charter school leadership to design and provide a three month new principal leadership development program. It includes apprenticeship and day-to-day ongoing training, coaching, and support for school leaders.

**Roles and Responsibilities**

- The **Chief Executive Officer** is responsible for the results of all schools and the Alliance organization. The **Chief Executive Officer** supervises and evaluates the performance of chief officers and is responsible for the hiring and termination of principals. She also has the ultimate responsibility for fund development working with the **Chief Development Officer**.
- Each **Principal** is fully responsible for the performance of his/her school and is subject to an annual performance review by the Alliance School Family Vice President and the school

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board of directors.

- **Chief Academic Officer, School Family Vice Presidents, New School Development Director, and Outreach Director** provide assistance/support to the schools.
- The **School Family Vice President** is responsible for evaluating principal performance, instructional leadership development for schools, research and development, overseeing accountability and reporting requirements for schools.
- The **New School Development Director** is responsible for coordinating all Alliance resources and personnel to serve schools. The New School Development Director works with the **Parent/Community Director** in target communities to engage parents, community, educators, and principal leaders in site location, coordinate all aspects of charter development, and mentor principals during both implementation and operation of the school. In addition, they coordinate the interactions of the schools with Alliance operations and technology staff.
- Knowledge management is led by the **Director of Assessment and Data Analysis**, who is responsible for interim and annual assessments, ongoing analysis of results, and supporting schools with the use of annual and longitudinal data to inform classroom, school-wide, and Alliance system-wide practices.
- The **Director of Technology** is responsible for all technology and information systems at the corporate level and for providing guidance and support to the schools. He/she also works to integrate and transfer data between systems, including third-party outside systems.
- Professional Development for new and continuing principals comes under the jurisdiction of the **Chief Academic Officer**. Professional development for teachers, a cornerstone of sustaining the Alliance culture of high expectations and excellence in instruction, is

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developed and carried out by the Instructional Department. As Alliance schools grow it is becoming cost effective to move from outsourcing services into employing special education staff at school sites as well as central coordination and planning lead by the **Director of Special Education**. The director also coordinates access to public agency support services for needy students.

- Preparing all students for successful entrance into college is the primary goal of Alliance and its schools. The **Director of College Success** coordinates the delivery of services to ensure that students, parents, and teachers have full access to information on college entrance requirements, student scholarships and loans, application procedures, and other pertinent information to make good choices for colleges that best match student interests and needs. He/she works with the school's college counselors to coordinate resources for all schools.
- The **Chief Operating Officer** is responsible for the organization and the efficient supply of operation, legal, contracting, Human Resources, Information & Technology, and facility services to the schools.

**TIMELINE:** Implementation will consist of ten discrete, yet coordinated, sets of events. Each school will be planned and rolled out independently. Alliance's Home Office has developed the capacity to create two schools annually. On August 15, 2011, two new schools are opening for students. At the same time, various staff are engaged in planning for the two schools targeted for September 2012. These will be the initial schools identified for the proposed CSP-funded Alliance Replication Project.

For the initial CSP-funded schools, Alliance will identify a location based on need, opportunity (community support, availability of facilities, etc.), and alignment with the organization's smart growth plan (which includes placing one middle school and one high school

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on the same campus). Once a location is targeted, multiple simultaneous steps are initiated: outreach to the community, financing to supplement development, search for school leaders, steps to achieving a facility (identify, secure, finance, prepare, permits, zoning, etc.) and development of a charter petition to be submitted to LAUSD. Each step is part of a well-choreographed and well-practiced routine.

Once a school is scheduled for opening, scheduled tasks will center on creating the complete institution: leadership, hiring and training staff, creating a fiscal system, outreach and enrollment of students, purchasing educational and administrative materials, supplies and equipment, organizing the information technology system, contracting with vendors, etc. The new school will benefit from an existing blueprint and the highly effective Home Office leadership team. When the school is ready to open, it will start off with students in one grade and then will grow to full enrollment at the rate of one grade per year.

At this moment, two new schools are opening for students, 18 existing schools are reopening for another year (many still growing by one grade level), and planning is underway for the next cohort of new schools included in this proposal. Alliance has developed the critical capacity to continue the planned pattern of growth while maintaining its record of excellence.

***(h) No waivers of federal statutory or regulatory provisions are requested or needed.***

**(d2) Business plan for improving, sustaining, and ensuring the quality and performance of charter schools created beyond initial period of Federal funding.**

**Please also reference Alliance 2010 Business Plan included under “Other Attachments”**

Alliance has the following five cornerstones that make its financial and operating model successful and sustainable:

**(1) Self-Sufficiency.** Each school’s financial model is designed to be self-sufficient on standard

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entitlement revenues from state and federal sources by its fourth year of operation for high schools and third year for middle schools. The Alliance Home Office has also been designed to be fully sustained by a 7% management fee for services provided to Alliance schools.

**(2) Conservative Revenue Forecasting.** Only reliable and predictable federal, state, and local revenue is used to forecast the funds available to Alliance schools. No special and/or uncertain grants or donations are included. Budgeted state revenues include the General Purpose Entitlement, Categorical Block, Economic Impact Aid, Lottery, Special Education (CA AB602), Charter School Facility Grants (CA SB740 to the extent that the school has received an award letter) and the portion of local property tax revenue. Budgeted federal revenues include Title I, Special Education (IDEA) and the Charter School Facility Incentive Grant (also only budgeted when a grant award notification has been received). When uncertainty about the upcoming year's funding rates exists, the lowest estimate is used. This conservative approach toward budgeting revenue, combined with the avoidance of a budgeted deficit, ensures that any unexpected fiscal events that occur will have a positive impact on the financial condition of the school.

**(3) Reflecting the True Cost of Doing Business.** Operating costs reflect the true cost of doing business and are within the normal proportions compared to other public schools of similar size. Prior to budgeting for variable costs, all known and fixed costs are included in the school budgets. Next, an analysis is performed on historical trends in line item spending. Starting the expense budgeting with these two steps enables management to capture to the true cost of doing business before prioritizing remaining variable expenditures.

**Resiliency.** The financial model provides for resiliency to buffer against unexpected shortfalls in revenues or extraordinary expenses. All facilities undergo a reserve study which allows schools to build sufficient capital reserves for major facility repairs. In addition, a minimum five percent

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general operating cash reserve is maintained. The Alliance also keeps various credit lines open and available in case of emergencies.

**Key Financial Levers.** There are a number of critical financial levers that are required to keep the financial model in balance and schools self-sufficient. First, schools set their budgeted enrollment based on realistic projections prior to the school year. If during the year the enrollment target is not met, the budget is revised to reforecast revenues at the lower level and expenses are reduced to balance the budget. Second, schools maintain, on average, a 95% attendance rate. If the rate decreases significantly during the year, the budget is again revised. The third major trigger is a change in the funding rates. If the rates change, the revenue is reforecast, and again budgeted expenses are cut to ensure a surplus. Lastly, all purchase orders are prepared by the finance department at the Home Office. Prior to issuing a purchase order for a school, the amount is compared to the budget to ensure that funds are available so the purchase does not exceed a given budget line item.

***(f) Continued operation of proposed new schools once the Federal grant has expired.***

Each Alliance school will be financially self-sufficient on standard state and federal school revenues at full enrollment (third year of operation for middle schools, fourth year for high schools). Once initial federal funding has expired, core school operations will be sustained solely with public per-pupil revenue, beginning in Year 4 for high schools and Year 3 for middle schools. All budgeted projections include a reserve that safeguards against emergencies and funding fluctuations. Revenues are projected conservatively and expenses are projected with small reserves for emergencies. As described in the charter petitions, each school has the financial support of the Alliance Home Office, primarily through access to a standing line of credit for cash flow emergencies. The Alliance Home Office also provides initial funding for the

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acquisition and renovation of temporary and permanent facilities, as well as covering other necessities, to ensure that schools maintain balanced budgets for their operations and instructional programs.

Human resources, facilities maintenance, instructional development, operations, technical assistance, and school business management services will continue to be provided by the Alliance Home Office. Each Alliance school is a separate LEA and receives funding independently; there is no re-allocation of public funding between schools. If schools receive grants as a consortium, the funds are distributed to each participating school according to the specific grant budget, as outlined in the application.

Alliance also has a successful history of fundraising for the expansion and sustaining of Alliance educational and capital programs. Alliance is committed to a diversified fundraising strategy that includes foundation, state, and federal funding to sustain and extend its educational programs. Below is a list of primary private funding sources over the past three years that can potentially be drawn from to support this effort:

<b>Funder</b>	<b><u>2010-2011</u></b>	<b><u>2009-2010</u></b>	<b><u>2008-2009</u></b>
NewSchools Venture Fund		\$450,000	\$974,250
Riordan Foundation		\$1,005,000	\$10,000
The Broad Foundation	\$725,000	\$1,400,000	\$1,775,010
Walton Family Foundation	\$750,000	\$1,000,000	
The Bill & Melinda Gates Foundation	\$2,041,045		
The Conrad N. Hilton Foundation	\$580,000		
Ambassador Frank Baxter	\$1,027,000	\$37,650	\$64,542
Weingart Foundation	\$500,000	\$250,000	

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*(c) Each proposed new charter school will receive its commensurate share of Federal education funds allocated by formula each year.*

Each new charter school will be an independent entity linked through management agreements with Alliance. As a result, 100% of all public funding goes directly to the appropriate school.

*(e) Administrative relationship between new charter schools and authorizer.*

The Los Angeles Unified School District (LAUSD) is the authorized public chartering agency. Alliance has had a successful working relationship with LAUSD since its first charter was approved in 2004. All Alliance schools have met the vision and mission of the LAUSD Charter School Policy priority in granting charters:

- Charter schools that serve an area of need in the District where schools are heavily impacted by overcrowding, lack of seat space, and transportation out of the community.
- Charter schools that serve in a community where schools have historically low academic performance with an API state rank of 1-2, on a scale of 1 to 10.
- Charter schools that implement an innovative small school design focused on personalizing students' education that support the District's goals for improving secondary schools.
- Charter schools that have sufficient financial support.
- Charter petitioners that can access start-up funds of \$200,000 for initial expenses/cash flow.

As a former local district superintendent for LAUSD, Alliance Chief Executive Officer Judy Burton brings credibility and knowledge in working with the district, including a productive working relationship with senior management and members of the school board. Alliance maintains its effective relationship with LAUSD by meeting deadlines on time and with accuracy, and by maintaining strong working relationships with staff, senior management, and board members.

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- Judy Burton is a member of the following boards: LAUSD Teacher Effectiveness Task Force and LAUSD / Charter Schools Compact Advisory Committee.
- Judy Burton served on LAUSD Board of Education Charter Review Committee.
- Dr. Deasy and LAUSD staff members have visited Alliance schools to observe and learn from our educational model and use of technology to improve academic performance.

**Please see attached letter of support from Dr. John E. Deasy, LAUSD Superintendent.**

**(d3) Multi-year financial and operating model for the organization, commitment of current and future partners, and evidence of broad support from stakeholders.**

The launch of each new school requires \$850,000 in start-up grants and/or corporate donations for the first two years in operation for middle schools and three years for high schools. Approximately \$8.5 million in new operational funding is needed over the next five years to open and operate new schools; this request will supply \$8 million of that amount. Another \$10.6 million of capital funding is needed to ensure that each school has a permanent facility. Alliance has a solid group of funding partners. Current partners include the Walton Family Foundation, Weingart Foundation, The Broad Foundation, Riordan Foundation, The Bill & Melinda Gates Foundation, Conrad N. Hilton Foundation, NewSchools Venture Fund, and Ambassador Frank Baxter, among others. Alliance is one of the four California public charter management organizations (CMOs) to receive a share of a \$60 million grant, known as The College Ready Promise, which is awarded by the Bill & Melinda Gates Foundation to CMOs with strong track records of successfully serving low-income and minority students.

***(j) All students, including those disabled, English learners, and educationally disadvantaged students, will be informed about and given equal opportunity to attend the new schools.***

When the Alliance is preparing to open a new school, information is mailed directly to

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the parents of all grade-level-eligible students in the target community, inviting them to participate in an information/orientation meeting to learn about the Alliance model, the new school, and the application process. When applications exceed seats available by the enrollment deadline, a random public lottery is held to select students from the total pool of applicants. Students not selected are placed on a waiting list in the order that their applications were selected. Preference is given to underperforming students in the target community and to siblings of the same family and prior attendance at an Alliance school.

The primary recruitment method is to get the word out to parents through the community engagement strategy. Sixth grade students are recruited at local elementary schools, using flyers and presentations at parent events and parent association meetings. Local middle schools are the primary source for high school recruitment. Principals meet students and parents at information and orientation meetings and at an open house meeting prior to the opening of school. E-mail and the Alliance's website also play a role in recruitment.

**School Operational Phase:** Continuing middle school recruitment is mainly through parents of current students who know other parents and are familiar with the school's program. For high school, students are the primary voices and messengers for recruitment of other students. Printed flyers and brochures, e-mail, and the Alliance's website also play a role in recruitment. Local media will be engaged whenever possible to highlight student accomplishments, which tends to generate interest among parents and students. Where possible, recruitment also includes partnering with other CMOs.

***(g) Parents and community involvement in planning, program design, and implementation.***

Alliance has a strong base of community support, extensive experience in education reform, and a network of community and business partners, as well as school relationships, all of

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which generate resources and support the operation of its schools. Alliance is committed to working with parents as partners because their involvement is essential to students and school achievement. Parental involvement begins concurrently with student recruitment. At that time, principals and the Alliance Director of Parent/Community Engagement host meetings to discuss the school and start taking ideas. This crucial time lays the groundwork for trust between principals and parents. Parents will be part of the initial school development team, the School Advisory Council, and the School Board of Directors meetings. The School Board of Directors and School Advisory Council will be elected and/or appointed independently from the influence of LAUSD. The five-member School Board of Directors appointed by Alliance includes the Alliance President/CEO, three members of the existing Alliance Board, the principal, one ex-officio teacher, one ex-officio parent, and one ex-officio LAUSD representative from the Local District where the school is located. The LAUSD representative will facilitate communications and mutual understanding between the school and LAUSD.

The School Advisory Council will consist of the principal, elected parents, teachers, classified staff, the student body president, and local community members. The School Advisory Council will meet monthly and will provide suggestions and recommendations to the principal on day-to-day operations and issues including, but not limited to budgeting, curriculum, school policies, school/community participation, and the general direction of school. Parents participate in creating the school's culture, assisting in the development of guidelines for discipline and the school's expectations of students.

Once the school opens, parents are provided with multiple opportunities to develop awareness of college-readiness benchmarks and what their children must achieve to be successful. Alliance engages parents in education and assessment by providing a syllabus of the

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course of study and the expectations (in English and Spanish) for each academic class at the beginning of the year, as well as the essential standards to be taught and assessed each quarter. Parents receive quarterly report cards and results on interim and year-end assessments. They also track student progress through participation in parent-teacher conferences, student-led conferences, and observations of student presentations and projects. When school starts, parents also monitor their child's Personal Learning Plan toward college-readiness.

As part of their commitment to the Alliance education model, parents commit to volunteering to support the school and to participating as parent mentors through a parent commitment contract. Parents at all Alliance schools participate in at least four Saturday parent academy sessions each year, which focus on the parent's role in preparing and supporting their child's readiness for graduation and college. Alliance maintains partnerships with effective parent engagement organizations such as Families in Schools, which has excelled in engaging the voice of parents and the community as partners in schools.

Principals and the Alliance Director of Parent/Community Engagement also actively educate other community stakeholders by attending neighborhood council, chamber, and neighborhood watch meetings. Through this community outreach, meaningful relationships and partnerships are developed.

**(d4) Plan for closing charter schools that do not meet high standards of quality.**

**No Alliance charter school has ever been closed. There have not been any significant compliance issues identified within the past three years for any Alliance charter school including, but not limited to, student safety, financial management, and statutory, or regulatory compliance.**

Should an Alliance school be closed for any reason, Alliance will follow the closing

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

procedures detailed in CA Ed Code 47605(b)(5)(P). The decision to close an Alliance school, either by the Alliance's Board of Directors or by the LAUSD Board, will be documented in a Closure Action. Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education, the charter school board votes to close the school, or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

Written notification to parents/guardians/caregivers of enrolled students will be issued within 72 hours, including information on assistance in transferring students to another appropriate school and a process for transfer of student records. Parents will also be provided with student information that includes the closure notice, grade reports, discipline records, immunization records, completed coursework, and credits that meet graduation requirements.

Written notification to LAUSD of the list of returning students and their home schools will be given within 72 hours. Transfer of student records to receiving schools within seven days. Written notification to the California Department of Education and the Los Angeles County Office of Education of the Closure Action will be given within 72 hours. The school will allow LAUSD access to and inspection and copying of all school records, including financial and attendance records, upon written request. A financial closeout audit will be completed within six months to determine disposition of all assets and liabilities. The school will also submit any required year-end financial reports to the California Department of Education and LAUSD. For 6 months, sufficient staff will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. The school's board will adopt a plan for wind-up of the school in accordance with the requirements of the Corporations Code.

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M****(d5) Qualifications of project director, chief executive officer, and key project personnel.**

Alliance's senior management team is a diverse group of leaders who bring varied expertise to the governance and support of the school in all critical areas, including business operations, school instruction, school operations, administrative support, communications, and development, and managing multiple school opening projects.

**Judy Ivie Burton, President and Chief Operating Officer**, brings extensive expertise in successfully leading and operating public schools, and improving student achievement for all students, particularly students living in poverty in underachieving communities. Ms. Burton has positively impacted at-risk students through best practices in leadership, teacher professional development, and parent-community engagement. She served as Superintendent of Local District B in the Northeast Valley of LAUSD, supervising 80 K-12 schools with over 80,000 students. Ms. Burton has led the implementation of numerous reform efforts throughout LAUSD; as Assistant Superintendent she headed the Office of School Reform responsible for LEARN, LAAMP, Comprehensive School Reform Designs, Charter Schools, and School Based Management.

**David Hyun, Chief Financial Officer**, leads the Accounting and Finance Department. Prior to joining Alliance, Mr. Hyun worked in the real estate industry for over twelve years. He also has worked for companies such as Westfield, TrammelCrow Company, and Playa Capital Company. His accounting and finance background and industry experience include real estate investments, property management, and construction and development. He earned his B.A. in Business Administration/Finance at the California State University, Northridge. Mr. Hyun is also a graduate of the Pepperdine University Graziadio School of Business and Management, where he earned his M.B.A. He is currently awaiting his CPA license from the California State Board

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of Accountancy and is also a licensed real estate broker in the State of California.

**Marcee Seegan, Chief Academic Officer.** Marcee Seegan, B.A. in Social Welfare from the UCLA, Master of Education from California State University, Los Angeles is Alliance's Chief Academic Officer with responsibility for overseeing all academic programs. Her career in education began as a special Education teacher for LAUSD, and for almost 40 years she was a dedicated teacher, special education consultant, and resource and program specialist in area schools, including 17 years as an assistant principal and principal. For the LAUSD district office, she served as a director of elementary school services, director of special education related services and director of middle school services for local districts. Since 2001, she has been an Adjunct Professor at California State University, Northridge, where she teaches LAUSD District Administrative Cohort Classes that focus on contemporary administration and leadership, curriculum development, supervision, human relations, and assessment.

**Steve Synott, Chief Operating Officer,** oversees technology, facility development, facility operations, infrastructure development, human resources, and strategic partnerships for Alliance. He has 20+ years experience in General Management, Financial, and Operational operations, most recently as President of the Small Business Group at United Healthcare.

**Catherine Sutor, Chief Development and Communications Officer,** is responsible for raising funds to support both Alliance corporate expenses and the establishment of new schools. She has 25+ years experience in nonprofit development, management, and communications with leading national and local organizations, including the United Way, Mexican American Legal Defense and Education Fund, and the Liberty Hill Foundation. Ms. Sutor has led many nonprofit staff and board trainings in the U.S. and abroad, and has been a guest lecturer at UCLA Anderson Business School and California State University Northridge.

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

**The Alliance Board of Directors** is an integral part of the organization's success. Board members have strong roots in managing major district-wide educational reform programs and financial and business operations. The Board is co-chaired by Tony Ressler, Senior Partner of Areas Management, LLC, and Ambassador Frank Baxter, Chairman Emeritus, Jeffries & Company, Inc. Other notable members include Theodore R. Mitchell, the chair of the Governor of California's Committee on Educational Excellence; Harold Williams, the former President and CEO of the J. Paul Getty Trust; William G. Ouchi, the award-winning author of the influential book *Making Schools Work*; and numerous high-level business and community leaders with longstanding experience in educational reform in Los Angeles.

As a result of the leadership of the senior staff and Board of Directors, Alliance has earned the highest level of trust and credibility from the state, LAUSD, and the Los Angeles community. In 2009, four Alliance schools were honored as California Distinguished Schools. The combined experience of the staff and board, as well as strong collaborative relationships with education organizations at every level, enable the Alliance to move beyond the business side of launching and operating schools and provide a continuing focus on the educational components that are at the heart of true educational reform.

**(e) Quality of the evaluation plan**

The primary focus of the evaluation will be progress toward achieving the various goals, objectives and outcomes described in this application. The most critical outcome will be creating 10 high-quality charter schools which replicate Alliance's model. Alliance has established these core metrics to define high quality and adherence to its model:

**Mission Metrics for Alliance Schools**

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

1. Academic Achievement Growth: Each year, schools will meet annual API growth targets and meet Alliance internal expectations. 1st Year: 650; 2nd Year: 675; 3rd Year: 700. Once schools achieve an API score of 800, the target is to at least maintain and to continue to improve.
2. Academic Achievement Growth: Student achievement will be measured by performance on the California Standards Test. Schools will increase the percentage of students who score at the proficient or above performance levels. Additionally, achievement will be measured by the Student Growth Percentile, a measure of how much a student has learned compared to his or her academic peers (students who scored the same on last year's CST.)
3. Achievement Gap: In English/language arts and mathematics, school-wide and CMO-wide average proficiency rates for schools open three or more years are higher than the statewide average proficiency rates for the state's highest-performing sub-group.
4. Graduation Rate: 90% of the students continuously enrolled as 9th graders graduate within four years. Ninety percent of students continuously enrolled as 6th graders will conclude their middle school in 3 years.
5. College-Attendance: 90% of the high school graduates are accepted two- or four-year colleges.
6. College-Readiness: Less than 15% of high school graduates attending college are enrolled in remedial (i.e. non-credit bearing) courses in English or math.
7. High School Readiness: 80% of middle school students culminate ready for high school (defined as passed Algebra ready for geometry).
8. College-Readiness: School annually increases the percentage of students meeting college-ready indicators on SAT, ACT, EAP and Advanced Placement Exams.

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M****Enabling Metrics for ALLIANCE Schools**

1. Teacher Effectiveness: Schools will increase the percentage of teachers meeting highly effective teacher criteria, including classroom instruction, student achievement growth, parent/student satisfaction, and attitudes/beliefs.
2. Attendance: The average daily student attendance of all schools will be at least 95%.
3. Enrollment: The average enrollment of all schools will be at least 95% of the budgeted number of students by count date.
4. Satisfaction: At each school, parents will rate the school, on average, at least 4.0 out of a 5.0-point scale on a parent satisfaction survey. Ninety percent of the parents will return the surveys.
5. Parent Engagement: The average rate of attendance at scheduled parent conferences will be at least 75%.
6. Parent Engagement: Eighty percent of parents complete at least 40 volunteer hours annually.
7. Parent & Student Satisfaction / Persistence: Ninety percent of students who were enrolled at the beginning of the prior school year, and who still live within commuting distance, remain enrolled at the start of the current school year.
8. Parent & Student Satisfaction/Persistence: At least 80% of the same students who enter in 9th or 6th grade will stay enrolled through grade 12 or grade 8.

**Internal Evaluations and Assessments.** The evaluator will review existing Alliance processes wherein the evaluator will monitor, document, evaluate, and publish implementation results and student outcome results for each of its schools, to guide current effectiveness as well as possible future replication. Evaluation will document best practices achieved, provide data for continuous

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

improvement, and inform parents and the community of the degree to which Alliance is achieving its stated goals for individual students.

Ongoing assessment and evaluation of educational outcomes will determine if school/student educational goals are attained. To measure student proficiency on essential standards targeted for instruction each quarter and to inform classroom practice, the proposed Alliance schools will administer quarterly interim assessments through Edusoft in core academic areas aligned to its instructional plan. Edusoft quarterly benchmark assessment reports on proficiency will be analyzed for each essential standard, school-wide and by individual teacher and individual student. Results will be used to measure student proficiency. Students performing below Proficient will receive additional support through after school tutoring and an academic elective for accelerated learning or enrichment. Teachers will analyze results during weekly early-release professional development and during teacher preparation time.

The principals and assistant principals in the proposed Alliance schools will regularly observe classroom instruction and provide feedback to teachers on the degree to which the teacher is implementing effective instructional practice, including: clear expectations, active engagement of students in their learning, and alignment of instruction to grade-level content standards. The principals will meet with individual teachers who have significant numbers of students demonstrating below-proficient performance on interim assessments to review instructional practice and to identify strategies for areas that need improvement

All Alliance schools will provide multiple, ongoing opportunities to measure student learning and to inform instruction through real-life projects, analysis of student work portfolios, and interim assessments linked to quarterly instructional goals, as well as standardized on-demand assessments. A Personal Learning Plan is maintained for each Alliance student to

**Part III: Application Narrative: Alliance Replication Project - CFDA 84.282M**

identify student needs, interests, and progress toward proficiency on core content standards and English language development, and college-readiness.

- Student Personal Learning Plans include electronic portfolios of selected student work that demonstrates proficiency in applying skills and concepts in real-life, project-based learning.
- To improve performance of students entering Alliance schools after years of neglect and poor instruction, diagnostic assessments in Math and English/Language Arts will be utilized at the beginning of each year to determine individual student need for accelerated learning support.

**Outside Evaluations.** In addition to the internal evaluation procedures outlined above, Alliance has contracted the services of an outsider evaluator to provide quarterly and annual reports on the progress of Alliance schools toward accomplishing stated objectives. Outside evaluators are organizationally distinct from and not under the control of Alliance. The evaluators will provide guidance and supervision to the Alliance Data Team along with detailed analysis, feedback, and reporting.

Jeffrey Lischin Consulting Services (JLCS) will provide the third-party evaluation services for the Alliance CSP Replication project. Mr. Lischin leads a team of independent consultants that work collaboratively on a project basis. JLCS team qualifications include Mr. Lischin's extensive experience in social services, education, and job training, and his specific charter school experience, combined with the university research experience of his PhD-level associates. The team has knowledge of and experience in conducting process and outcome evaluations in the education field, as well as a thorough understanding of the range and complexity of the problems faced by the target population.

**Other Attachment File(s)**

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**ALLIANCE COLLEGE-READY PUBLIC SCHOOLS  
CSP REPLICATION GRANT  
LETTERS OF SUPPORT**

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2	California Charter Schools Association
3	California State University, Los Angeles
4	Charter School Growth Fund
5	Education Pioneers
6	Los Angeles Unified School District
7	Loyola Marymount University
8	Antonio R. Villaraigosa, Mayor, City of Los Angeles
10	New Schools Venture Fund
11	Teach for America
12	United Way
13	Weingart Foundation

BILL & MELINDA  
GATES *foundation*

PO Box 23350  
Seattle, WA 98102, USA  
V 206/709.3100  
F 206/709.3180  
[www.gatesfoundation.org](http://www.gatesfoundation.org)

August 8, 2011

The Honorable Arne Duncan  
Secretary, United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Secretary Duncan,

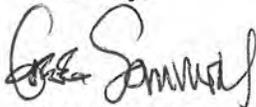
The innovative Charter Schools Program for Replication and Expansion of High Quality Charter Schools application being submitted by Alliance College-Ready Public Schools has my full support and endorsement. The goal of the Alliance's application is to expand and deepen the success of their excellent high performing charter management system by adding two new schools annually to their existing 20 middle and high schools. The Alliance has an intelligent and proven "smart growth" plan that identifies and opens schools in underserved communities most in need of high performing schools, including the Los Angeles County communities of South Los Angeles, Huntington Park, Glassell Park and East Los Angeles.

The Alliance is uniquely qualified to implement this program based on its exemplary track record in providing award winning, high quality academic programs in underserved communities including California Distinguished School Awards, EPIC Silver and Gold Academic Gains Awards, and Gates Millennium Scholarship Award winners. Their core values and educational strategies are carried out consistently across their schools. They have built a solid foundation and continue to innovate, learn and improve as they grow.

In the past two years, Alliance schools have expanded the use of technology as a tool in blended learning classrooms to provide increased personalization in student learning, real-time access to data for students and teachers access and access to tools of the future for their students. They were selected by the Bill & Melinda Gates Foundation to participate in The College Ready Promise to improve teacher effectiveness and were awarded a U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology. They are financially sound, efficient and well managed with superb leadership on both the Board and Staff.

With additional support from the U.S. Department of Education, the Alliance will bring continued commitment and consistency in successfully preparing students for college success by building strong, high performing charter schools in high poverty, low-performing communities where good schools are needed most.

Sincerely,



Greg Sommers  
Senior Program Officer  
US Program, College-Ready



www.calcharters.org

Sacramento Office: 1107 9th Street, Suite 200 • Sacramento, CA 95814 • p 916-448-0995 • f 916-448-0998

Los Angeles Office: 250 E. 1st Street, Suite 1000 • Los Angeles, CA 90012 • p 213-244-1446 • f 213-244-1448

August 8, 2011

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Secretary, United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

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Sincerely,

A handwritten signature in black ink that reads 'Jed Wallace'.

Jed Wallace  
President and CEO  
California Charter Schools Association

PR/Award # U282M110015



## CALIFORNIA STATE UNIVERSITY, LOS ANGELES

OFFICE OF THE PRESIDENT

August 8, 2011

The Honorable Arne Duncan  
 Secretary, United States Department of Education  
 400 Maryland Avenue, S.W.  
 Washington, DC 20202

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With additional support from the U.S. Department of Education, the Alliance will bring continued commitment and consistency in successfully preparing students for college success by building strong, high performing charter schools in high poverty, low-performing communities where good schools are the only way we as a nation will narrow the Achievement Gap. I believe in the Alliance and I have witnessed the remarkable service it continues to provide to the families of the Los Angeles Basin.

This proposal to replicate and expand the services of the Alliance is worthy of your full consideration.

Sincerely,

A handwritten signature in black ink that reads "James M. Rosser".

James M. Rosser  
 President



Charter School Growth Fund  
Helping public education thrive.

August 8, 2011

The Honorable Arne Duncan  
Secretary, United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

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Sincerely,

A handwritten signature in black ink, appearing to read "Alex Hernandez", with a long, sweeping flourish extending to the right.

Alex Hernandez  
Partner, Charter School Growth Fund

## Education Pioneers

TALENT TO TRANSFORM

August 8, 2011

The Honorable Arne Duncan  
Secretary, United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Secretary Duncan,

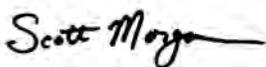
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Sincerely,



Founder & CEO  
Education Pioneers

## MEMBERS OF THE BOARD

LOS ANGELES UNIFIED SCHOOL DISTRICT

MONICA GARCIA, PRESIDENT  
 TAMAR GALATZAN  
 BENNETT KAYSER  
 MARGUERITE POINDEXTER LAMOTTE  
 NURY MARTINEZ  
 RICHARD A. VLADOVIC  
 STEVEN ZIMMER



Administrative Office  
 333 South Beaudry Avenue, 24<sup>th</sup> Floor  
 Los Angeles, California 90017  
 Telephone: (213) 241-7000  
 Fax: (213) 241-8442

JOHN E. DEASY, Ph.D.  
 SUPERINTENDENT OF SCHOOLS

August 8, 2011

The Honorable Arne Duncan  
 Secretary, United States Department of Education  
 400 Maryland Avenue, S.W.  
 Washington, DC 20202

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With additional support from the U.S. Department of Education, the Alliance will bring continued commitment and consistency in successfully preparing students for college success by building strong, high performing charter schools in high poverty, low-performing communities where good schools are needed most.

Cordially,

  
 Dr. John E. Deasy  
 Superintendent



School of Education  
Office of the Dean

University Hall  
1 LMU Drive, Suite 2100  
Los Angeles, CA 90045-2659

Tel 310.258.8768

August 5, 2011

The Honorable Arne Duncan  
Secretary, United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Secretary Duncan:

The innovative Charter Schools Program for Replication and Expansion of High-Quality Charter Schools application being submitted by Alliance College-Ready Public Schools has my full support and endorsement. The goal of the Alliance's application is to expand and deepen the impact of their excellent high-performing charter management system by adding two new schools annually to their existing network of 20 middle and high schools. The Alliance has an intelligent and proven "smart growth" plan that identifies and opens schools in underserved communities most in need of high-performing schools, including the Los Angeles County communities of South Los Angeles, Huntington Park, Glassell Park, and East Los Angeles.

The Alliance is uniquely qualified to implement this program based on its exemplary track record in providing award-winning, high-quality academic programs in underserved communities. Their honors include California Distinguished School Awards, EPIC Silver and Gold Academic Gains Awards, and Gates Millennium Scholarship Award winners. The Alliance has built a solid foundation grounded in core values and educational strategies that are carried out consistently across their schools to continuously innovate, learn, and improve as they grow.

As Dean and Professor for the Loyola Marymount University School of Education, the LMU Center for Math and Science Teaching (CMAST) has partnered with the Alliance to innovate math and science teacher preparation through a clinical apprenticeship model that improves student engagement and achievement towards college-readiness. LMU and Alliance have also partnered in the Los Angeles Math and Science Residency (LAMS) to further develop teacher leadership opportunities by teaming up incoming STEM teachers with master teachers for co-teaching and mentoring experiences. The partnership utilizes technology, including collaborative distance education and virtual professional learning communities, to realize significant student achievement gains.

The Alliance has also expanded their use of technology as a tool in blended learning classrooms to provide increased personalization in student learning, real-time access to data for students and teachers, and innovative student learning tools. They were selected by the Bill & Melinda Gates Foundation to participate in The College Ready Promise to improve teacher effectiveness and were awarded a U.S. Department of Education "i3" grant to improve teacher, student, and principal leadership through the use of technology. They are financially sound, efficient, and well managed with superb leadership on both the Board and Staff.

With additional support from the U.S. Department of Education, the Alliance will bring continued commitment and consistency in successfully preparing students for college success by building strong, high-performing charter schools in high-poverty, low-performing communities in Los Angeles, where good schools are needed most.

Sincerely,

A handwritten signature in cursive script that reads "Shane P. Martin".

Shane P. Martin, Ph.D.  
Dean and Professor, Loyola Marymount University School of Education  
Chairman, Board of Directors, Green Dot Public Schools



ANTONIO R. VILLARAIGOSA  
MAYOR

August 9, 2011

Mr. Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my support for the innovative application being submitted by Alliance College-Ready Public Schools for the Charter Schools Program for Replication and Expansion of High Quality Charter Schools. As Mayor of Los Angeles, I stand side by side with students and parents who want quality educational options. In Los Angeles alone, almost 70,000 children are in charter schools, the most in the nation. And, the number of charter schools in Los Angeles has increased substantially since I became Mayor, with these schools now educating 12% of all students in the Los Angeles Unified School District. Even so, the demand for high quality charter public schools in Los Angeles is increasing each year.

The goal of the Alliance's application is to expand and deepen the success of their high performing charter management system by adding two new schools annually to their existing 20 middle and high schools. The Alliance has a proven "smart growth" plan that identifies and opens schools in underserved communities most in need of quality schools, including the Los Angeles County communities of South Los Angeles, Huntington Park, Glassell Park and East Los Angeles.

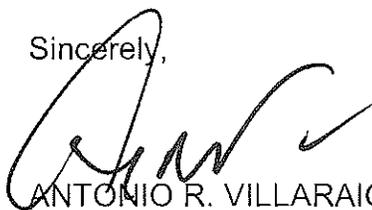
The Alliance is uniquely qualified to implement this program based on its exemplary track record in providing award winning, high quality academic programs in underserved communities including California Distinguished School Awards, EPIC Silver and Gold Academic Gains Awards, and Gates Millennium Scholarship Award winners. Their core values and educational strategies are carried out consistently across their schools. They have built a solid foundation and continue to innovate, learn and improve as they grow.

Mr. Arne Duncan  
August 9, 2011  
Page 2

In the past two years, Alliance schools have expanded the use of technology as a tool in blended learning classrooms to provide increased personalization in student learning, real-time access to data for students and teachers, and access to tools of the future for their students. They were selected by the Bill & Melinda Gates Foundation to participate in The College Ready Promise to improve teacher effectiveness and were awarded a U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology. They are financially sound, efficient and well managed with strong leadership on both the Board and Staff.

With additional support from the U.S. Department of Education, the Alliance will bring continued commitment and consistency in successfully preparing students for college success by building strong, high performing charter schools in high poverty, low-performing communities where good schools are needed most.

Sincerely,



ANTONIO R. VILLARAIGOSA  
Mayor

ARV:rc

8/5/2011

The Honorable Arne Duncan  
Secretary, United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Secretary Duncan:

The innovative Charter Schools Program for Replication and Expansion of High Quality Charter Schools application being submitted by Alliance College-Ready Public Schools has my full support and endorsement. The goal of the Alliance's application is to expand and deepen the success of their outstanding charter management system by adding two new schools annually to their existing 20 middle and high schools. The Alliance has an intelligent and proven "smart growth" plan that identifies and opens schools in underserved communities most in need of high performing schools, including the Los Angeles County communities of South Los Angeles, Huntington Park, Westlake and East Los Angeles.

The Alliance is uniquely qualified to implement this program based on its superb track record in providing award winning, high quality academic programs in underserved communities. Their core values and educational strategies are carried out consistently across their schools. They have built a solid foundation and continue to innovate, learn and improve as they grow. In the past two years, they have expanded their use of technology to provide increased personalization in student learning and access to tools of the future for their students. They have been selected by the Gates Foundation to participate in The College Ready Promise to improve teacher effectiveness and were awarded an U.S. Department of Education "I-3" grant to improve teacher, student and principal leadership through the use of technology. They are financially sound, efficient and well-managed with superb leadership on both the Board and Staff.

With additional support from the U.S. Department of Education, the Alliance will bring continued commitment and consistency in building strong, high performing charter schools in the low-income, low-performing communities where it is needed most, successfully preparing students for college success.

Sincerely,



Theodore Mitchell  
President and CEO

August 5, 2011

The Honorable Arne Duncan  
Secretary, United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Secretary Duncan,

The innovative Charter Schools Program for Replication and Expansion of High Quality Charter Schools application being submitted by Alliance College-Ready Public Schools has our support. The organization has been an important partner to Teach For America in Los Angeles where we are working to ensure students in the second largest school system in the country receive the education they deserve. Teach For America corps members and alumni can be found at every level of the Alliance – leading students to success in its classrooms, leading its schools, and leading from within its organization. As one of the most well respected charter partners in the region, the Alliance has our support to accelerate its growth in scale and impact.

The Alliance has an intelligent and proven “smart growth” plan that identifies and opens schools in underserved communities most in need of high performing schools, including the Los Angeles County communities of South Los Angeles, Huntington Park, Westlake and East Los Angeles. The organization is uniquely qualified to implement this program based on its track record providing high quality academic programs in underserved communities. Their core values and educational strategies are carried out consistently across their schools.

The organization has built a solid foundation and continues to innovate, learn and improve as it grows. In the past two years, they have expanded their use of technology to provide increased personalization in student learning and access to tools of the future for their students. They have been selected by the Gates Foundation to participate in The College Ready Promise to improve teacher effectiveness and were awarded an U.S. Department of Education “I-3” grant to improve teacher, student and principal leadership through the use of technology.

With additional support from the U.S. Department of Education, I believe the Alliance will bring continued commitment and consistency in building strong, high performing charter schools in the low-income, low-performing communities where it is needed most, successfully preparing students for college success.

Sincerely,

A handwritten signature in black ink that reads "Matt Kramer". The signature is written in a cursive, flowing style.

Matt Kramer  
President, Teach For America



August 8, 2011

The Honorable Arne Duncan  
Secretary  
United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Secretary Duncan,

The innovative Charter Schools Program for Replication and Expansion of High Quality Charter Schools application being submitted by Alliance College-Ready Public Schools has my full support and endorsement. The goal of the Alliance's application is to expand and deepen the success of their excellent high performing charter management system by adding two new schools annually to their existing 20 middle and high schools. The Alliance has an intelligent and proven "smart growth" plan that identifies and opens schools in underserved communities most in need of high performing schools, including the Los Angeles County communities of South Los Angeles, Huntington Park, Glassell Park and East Los Angeles.

The Alliance is uniquely qualified to implement this program based on its exemplary track record in providing award winning, high quality academic programs in underserved communities including California Distinguished School Awards, EPIC Silver and Gold Academic Gains Awards, and Gates Millennium Scholarship Award winners. Their core values and educational strategies are carried out consistently across their schools. They have built a solid foundation and continue to innovate, learn and improve as they grow.

In the past two years, Alliance schools have expanded the use of technology as a tool in blended learning classrooms to provide increased personalization in student learning, real-time access to data for students and teachers access and access to tools of the future for their students. They were selected by the Bill & Melinda Gates Foundation to participate in The College Ready Promise to improve teacher effectiveness and were awarded a U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology. They are financially sound, efficient and well managed with superb leadership on both the Board and Staff.

With additional support from the U.S. Department of Education, the Alliance will bring continued commitment and consistency in successfully preparing students for college success by building strong, high performing charter schools in high poverty, low-performing communities where good schools are needed most.

Sincerely,

A handwritten signature in black ink that reads "Elise Buik". The signature is written in a cursive, flowing style.

Elise Buik  
President & CEO  
United Way of Greater Los Angeles

## WEINGART FOUNDATION

August 8, 2011

The Honorable Arne Duncan  
Secretary, United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Secretary Duncan,

The innovative Charter Schools Program for Replication and Expansion of High Quality Charter Schools application being submitted by Alliance College-Ready Public Schools has my full support and endorsement. The goal of the Alliance's application is to expand and deepen the success of their excellent high performing charter management system by adding two new schools annually to their existing 20 middle and high schools. The Alliance has an intelligent and proven "smart growth" plan that identifies and opens schools in underserved communities most in need of high performing schools, including the Los Angeles County communities of South Los Angeles, Huntington Park, Glassell Park and East Los Angeles.

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With additional support from the U.S. Department of Education, the Alliance will bring continued commitment and consistency in successfully preparing students for college success by building strong, high performing charter schools in high poverty, low-performing communities where good schools are needed most.

Sincerely,



Fred J. Ali  
President and Chief Financial Officer

*Judy Ivie Burton*

**RESUME**

2010

**Work**

Alliance College-Ready Public Schools  
2023 South Union Avenue  
Los Angeles, California 90007  
(213) 943-4933 Fax (213) 943-4931

**Home**

10607 Andora Avenue  
Chatsworth, California 91311  
(818) 998-3968 Phone and Fax  
E-mail: jburton@laalliance.org

**BACKGROUND SUMMARY**

Currently serving as President/CEO of Alliance College-Ready Public Schools, a non-profit charter management organization. Innovative educational leader with career emphasis in successful school improvement and educational reform in the Los Angeles Unified School District (LAUSD) as local district Superintendent, central office and school level administrator, instructional and special programs adviser, coordinator, and classroom teacher. National speaker on "Comprehensive Reform in Low Performing Schools," "Urban School Education Reform," "Decentralization" and "School-Based Budgeting." Most recent previous service as LAUSD Local District B Superintendent.

**PROFESSIONAL EXPERIENCE**

- 2003 – Present      President/CEO, Alliance College-Ready Public Schools  
Leader of non-profit charter management organization that has launched 16 of 20 planned highly successful small charter schools in low performing, overcrowded target communities within the LAUSD area in the past 6 years and has raised more than \$100 million in public and private grants for operations, facilities, professional development and scholarships. Four Alliance high schools are 2009 California Distinguished Schools. Alliance high schools are performing higher than the California and LAUSD average.
- 2000 – 2003      Superintendent, LAUSD Local District B  
Served as the Superintendent of Local District B in the Los Angeles Unified School District. Led the largest of eleven local districts with 81 pre K – 12 schools and early education centers serving more than 83,000 students in the north and east valley school communities. Responsible for leading instructional reform and professional development to improve student achievement. Responsible for oversight of \$20 million dollar budget and programs including parent outreach, special education, health services, food services, finance/procurement and facilities services as well as the development of 7 new school construction projects, including 3 senior high schools, 1 middle school, 2 elementary schools and 1 primary school. Member of LAUSD General Superintendent's Cabinet.
- 1993 – 2000      Assistant Superintendent, LAUSD Office of School Reform  
Responsible for improving student achievement through developing, implementing and supervising pathways to education reform in 755 Pre K-12 LAUSD schools including: 35 Charter schools, 427 Los Angeles Alliance for Education Reform Now (LEARN) schools, 262 School-Based Management schools, 60 Comprehensive School Reform Demonstration schools, and 22 Pre K-12 Annenberg Challenge Grant Families of Schools.
- Provided district-wide leadership and direction in establishing District implementation of State Public Schools Accountability Act (SB1X). Liaison to State and Federal Departments of Education for Immediate Intervention /Underperforming Schools Program and Comprehensive School Reform Demonstration Programs for low performing schools. Developed and supervised district-wide implementation and training for decentralized decision-making and stakeholder involvement in school-based budgeting, staffing and school improvement.
- Evaluated performance of Cluster Administrators. Initiated and supervised LAUSD implementation of \$53 million Los Angeles Annenberg Metropolitan Project involving 22 Pre K-12 Families of Schools. Disseminated best practices in education reform as producer of *Learning Hour* television series with KLCS-TV.

- 1992 – 1993 Assistant Director, Urban Learning Centers, Los Angeles Educational Partnership  
Directed implementation of Los Angeles Urban Learning Center Project, funded by New American Schools \$20 million grant awarded to Los Angeles Unified School District, United Teachers Los Angeles (UTLA), and Los Angeles Educational Partnership (LAEP). Coordinated involvement of business, university, and school district communities for the implementation of *break the mold* concepts in school reform for nationwide dissemination.
- 1991 – 1992 Elementary District Administrator  
Administrative District 1 in South Los Angeles. Responsible for supervision of instruction and operations in 14 schools. Evaluated performance principals. Led development of District 1 strategic plan.
- 1984 –1991, 1992 Principal  
Martin L. King, Jr. Elementary. Implemented “Ten Schools Program”, a multi-million dollar pilot program designed to restructure teaching methodology, staffing, class size and funding to improve achievement and parent participation in ten predominately African American and Hispanic schools with a history of having the lowest achievement in LAUSD. West Vernon Avenue Elementary. Predominately Hispanic and Black Title I school of 1,100. Implemented “Eastman Bilingual Pilot. Hart Street Elementary School, Region D.
- 1986 Associate University Instructor  
California State University, Los Angeles (CSULA). Taught California School Finance in Graduate School of Education Masters Program.
- 1982 – 1984 Assistant Principal  
Malabar Elementary School, Region G in East Los Angeles. Predominately Hispanic Title I school of 1,200. Led improvement of ESL and bilingual instruction.
- 1980 – 1982 Assistant Field Coordinator of Compensatory Education  
Administrative Office, Region G. Supervised implementation of Chapter I, School Improvement, and Bilingual Programs in 56 schools.
- 1971 – 1980 Bilingual Advisor, Coordinator and Classroom Teacher  
Administrative Regions G and E. Trained teachers and administrators in bilingual/ESL instruction. Coordinator of School Improvement and Bilingual Programs. Director, Reading Achievement Center, Grades 3-6. Teacher, K - 2.

### **EDUCATION**

1992	A. B. D.	Doctoral Program, Educational Management, University of La Verne
1989	Certificate	Graduate School of Ed, Principal’s Institute on Education Reform, Harvard University
1980	M. A.	Education, California Lutheran College
1980	Credential	Administrative Services, K-12, California Lutheran College
1978	Credential	Bilingual Certificate of Competence in Spanish, State of California
1971	Credential	Teacher, K - 9, Adult, University of California, Los Angeles (UCLA)
1970	B. A.	Spanish Major, French Minor, University of California, Los Angeles (UCLA)

### **PROFESSIONAL AND COMMUNITY SERVICE EXPERIENCES**

2010	Winner	2010 Irvine Foundation Leadership Award
2007-Present	Member	Harvard Principals Center, Advisory Board
2007-Present	Member	LAUSD Board of Education, Innovation/Charter School Committee
2006-Present	Advisor	Mayor’s Education Advisory Committee
2006-Present	Board Member	Unite-LA
2000-2002	Commissioner	Mayoral Appointment LA Commission on Children, Youth and Their Families
1993-2003	Chairperson	LAUSD Task Forces: Accountability; Reading; School-Based Budgeting
1992	Trustee	LEARN Accountability and Assessment Task Force
1990	President	LAUSD Elementary Principals’ Organization
1989	Appointee	Superintendent’s LAUSD Central Council for School-Based Management
1987	Nominee	Chamber of Commerce, Principal of the Year

### **PERSONAL**

Second Language: Fluent Oral and Written Spanish. Special Interests: Horses, Reading, Golf, and Skiing

**DAVID HYUN, MBA**

**13031 Villosa Place, #123**  
**Playa Vista, California 90094**  
**(626) 222-0854**

- EDUCATION:** Bachelor of Science, Business Administration/Finance  
**California State University, Northridge**  
**May 1997**
- Master of Business Administration, Finance  
**Pepperdine University, Malibu**  
**May 2006**
- CERTIFICATION:** Certified Public Accountant Candidate  
 Passed all 4 parts of the exam ~ Pending Certification
- EXPERIENCE:**
- January 2009-  
 Present *Alliance College Ready Public Schools, Los Angeles, California (Charter School Management Organization)*  
**Chief Financial Officer**
- Oversee the accounting department to ensure proper maintenance of all accounting systems and function; supervise finance staff.
  - Ensure maintenance of appropriate internal controls and financial procedures.
  - Ensure timeliness, accuracy, and usefulness of financial and management reporting for federal and state funders, foundations, and board of directors; oversee the preparation and communication of monthly and annual financial statements.
  - Coordinate audits and proper filing of tax returns.
  - Ensure legal and regulatory compliance regarding all financial functions.
  - Oversee cash flow planning and ensure availability of funds as needed.
  - Oversee financing strategies and activities, as well as banking relationships.
  - Oversee budgeting, and the implementation of budgets, so as to monitor progress and present operational metrics both internally and externally.
  - Participate in the ongoing strategic planning process as an integral member of the senior management team.
- August 2008-  
 December 2008 *DLC, Inc., Los Angeles, California (Consulting Firm)*  
**Consultant**
- October 2007-  
 June 2008 *JSM Capital, LLC, Los Angeles, California (Developer, Construction with over \$200 million in Assets)*  
**Vice President of Finance/Controller**
- Managed the full financial and accounting operations including accounts payable, accounts receivable, general ledger, job cost, payroll, and treasury.
  - Ensured that financials were prepared in accordance with Generally Accepted Accounting Principles (GAAP).
  - Developed and implemented the Treasury function, supervised cash management, and established procedures and controls over cash transactions.
  - Responsible for all functions of human resource, legal, office management and information technology.
  - Functioned as the principal liaison with independent accountants on tax matters.
  - Managed and oversaw the Construction Loan Draws for 14 Construction Projects and 3 Predevelopment Draws.
  - Partnered with the banks to ensure timely funding for loan draws.
  - Collaborated with Title Company with issues on funding due to invalid lien filings.
  - Participated in the negotiation meetings with our bankers. I also assist in reviewing term sheets.
  - Created, implemented and maintained accounting policies and procedures, financial reporting, and ad hoc reports.
  - Managed, supervised, and mentored staff of fourteen.
- July 2002-  
 October 2007 *Playa Capital Company, LLC, Playa Vista, California (Master Developer of over 5,800 residential units, commercial, retail)*  
**Accounting Manager/Assistant Controller/Finance Manager**
- Responsible for general ledger, job cost, accounts payable, accounts receivable, cash management and fixed assets.
  - Responsible for internal and external reporting including monthly financial review packages and executive summaries for Executive/Management team, monthly Board package and investor reporting.

- Reviewed inter-company transactions and consolidated financial statements on a monthly basis.
- Coordinated and supervised the year end audit including audit schedule preparation, restatement adjustments, and interaction with the audit team.
- Prepared year end financial statements including disclosure footnotes in accordance with GAAP as part of the annual audit process.
- Reviewed budgets/forecasts, analyzed and explained major variances and submitted recommendations for corrective action, as required.
- Assisted the V.P. of Finance in the preparation and review of budgets and financial planning.
- Prepared waterfall distribution calculations for ownership distribution.
- Prepared land residual value schedules for executive management.
- Developed month-end, quarter-end and year-end close checklists to ensure adequate controls were in place and that stringent timelines were met.
- Performed research on accounting and GAAP issues, including capitalization and interest costs, accounting for the sales of real estate, and accounting for costs and initial rental operations of real estate.
- Reviewed comprehensive cash flow analysis prepared by joint ventures.
- Assisted in the oversight of price and profit participation agreements with joint venture partners.
- Participated in joint ventures' design, construction, and ownership meetings.
- Oversaw the shared cost allocation programs between various entities.
- Oversaw the supplemental fee agreements with the city of Los Angeles.
- Responsible for the reconciliation of all property taxes with the city of Los Angeles.
- Administered, supported and maintained the company's accounting software application (Timberline).
- Prepared ad hoc reports utilizing Open Database Connectivity (ODBC), Microsoft Excel, and Microsoft Access.
- Managed, supervised, and mentored staff of six.

December 2000-  
July 2002

*Trammel Crow Company, Los Angeles, California (National Developer, Property Management, Broker)*

**Senior Accountant**

- Prepared and conducted detailed analysis of monthly financial packages including budget variance explanations.
- Reviewed and approved monthly managers' reports including accounts receivable analysis and property condition reports.
- Prepared year-end actual/estimate CAM and operating expenses.
- Trained and supervised temporary employees, junior accountant and assistant property managers.
- Prepared monthly journal entries, including supporting documentation and appropriate descriptions.
- Streamlined the closing procedure of several reporting entities month-end close.
- Reviewed and approved monthly rent rolls, accounts payables, and miscellaneous billings.

May 1999-  
December 2000

*Westfield Corporation, Los Angeles, California (Worldwide Developer, Management)*

**Staff Accountant/Revenue Accountant/Senior Accountant**

- Analyzed and maintained the general ledger and prepared detailed support schedules including budget variance explanations, balance sheet analysis, and accounts receivable analysis.
- Reviewed and explained the minimum rent variance reconciliations.
- Explained major month-to-date and year-to-date variances and performed month-end and year-end closes.
- Prepared monthly financial statement supporting schedules and review square footage analyses.
- Reviewed and approved system set up of recurring charges for all tenants to ensure all charges and rent steps are correct.
- Reviewed billing reports, schedules, termination calculations, and prepare bank reconciliation.
- Convened monthly A/R meetings to discuss the status deferred liabilities.
- Responsible for fixed asset additions, maintenance, retirements, depreciation and "roll-forward" schedules.
- Prepared monthly and quarterly sales and use tax returns.
- Analyzed, reviewed and journalized monthly provisions for bad debt.
- Assisted in preparation and maintenance of shopping town centers' budgets and projections.

August 1995-  
May 1999

*Clifford Electronics, Inc, Chatsworth, California*

**Accountant**

- Performed all accounting functions including journal entries, accounts payable, receivable, and bank reconciliations.

- Assisted in general ledger close including foreign currency translation of foreign subsidiaries.
- Assisted system analyst in preparation and implementation of new computer system.
- Assisted controller with special projects.

**COMPUTER**

**KNOWLEDGE:** Microsoft Excel (MOS Expert Certified), Microsoft Word, WordPerfect, Power Point, Microsoft Access (MOS Certified), UNIX, DOS, Crystal Report, CTI Real Estate System (AS 400), MRI, Prolog, and Timberline

**REFERENCES:** Available upon request.

*Marcee Seegan*  
 42 Stagecoach Rd.  
 Bell Canyon, CA 91307  
 (818) 888-6034  
[marcee.seegan@lausd.net](mailto:marcee.seegan@lausd.net)

**EDUCATIONAL  
BACKGROUND**

CALIFORNIA STATE UNIVERSITY, LOS ANGELES, 1973  
 Master of Education

UNIVERSITY OF CALIFORNIA AT LOS ANGELES, 1970  
 Bachelors Degree in Social Welfare, Minor in Sociology

**CREDENTIALS**

Administrative Services K-12, Life  
 Standard Elementary K-6, Life  
 Orthopedically Handicapped/Cerebral Palsied K-12, Life  
 Learning Handicapped Specialist K-12, Life  
 Severely Handicapped Specialist K-12, Life  
 Resource Specialist Certificate K-12, Life  
 Los Angeles Unified School District Spanish Fluency, Level C

**PROFESSIONAL  
EXPERIENCE**  
 (2011-present)

**CHIEF ACADEMIC OFFICER**

Alliance College-Ready Public Schools  
 Supports and drives educational performance at Alliance  
 Serves as chief instructional leader and communicates academic vision for the organization  
 Oversees curriculum, instruction, assessment and professional development at all 20 Alliance schools  
 Supports and builds principal leadership skills and school leadership teams  
 Recruits all academic staff; principals, directors, vice presidents

(2010-2011)

**VICE PRESIDENT OF SCHOOLS**

Alliance College-Ready Public Schools  
 LAUSD Charter School, grades 6<sup>th</sup> – 12<sup>th</sup>  
 Assist in evaluating standards based instructional programs in all eighteen middle and high schools using TCRP (The College Ready Promise) Teacher Evaluation Rubric  
 Supervise and evaluate all eighteen middle and high school principals  
 Assist principals with their Charter Per Pupil spending budgets  
 Interview and assist with hiring Alliance principals and assistant principals  
 Assist with collaboration between IT, Facilities, Operations, Fiscal and Human Resources when opening new school sights  
 Provide Leadership Academy professional development to all Alliance administrators  
 Assist in the Development and implementation of a new Intern Principal Academy  
 Assist all principals in their recruitment of new students and enrollment procedures

(2008-2010)

**DIRECTOR, MIDDLE SCHOOL SERVICES**

Los Angeles Unified School District – Local District 1

Assist in planning; implementing, monitoring, and evaluating standards based instructional programs in all middle schools, span, magnet and special education schools

Supervise and evaluate six middle schools, one magnet K-12 school, one span K-8 school, and 5 special education centers serving students ages 3 - 22 years old.

Assist grade level, leadership and Personnel Learning Environment teams with analyzing all data from California Standards Test and content based Periodic Assessments.

Supervise ELD, QEIA and Title 1 categorical programs at middle schools  
Mentor and coach principals and assistant principals.

Plan, organize and present Professional Development for all principals and assistant principals.

Led No Child Left Behind Program Improvement Validation Visits and assisted schools with writing plans for improvement.

Assist principals with their school budgets.

Assist with expulsions and culmination appeals.

Interview and assist with hiring of new principals and assistant principals.

Assist schools with special education compliance.

Resolve grievances at the District level.

Assisted in WASC review of the magnet K-12 school.

Assist with implementation of Response to Instruction and Intervention (RTI) in all Middle Schools.

(2007-2008)

**DIRECTOR, ELEMENTARY SCHOOL SERVICES**

Los Angeles Unified School District – Local District 1

Assisted in planning, implementation, monitoring, and evaluating standards based instructional programs in all Pre K – 5 schools.

Supervised and evaluated twenty-three elementary principals, including Title 1, Reading First and Getting Results Schools.

Assisted schools grade level and leadership teams with analyzing all data from California Standards Test and content based Periodic Assessments.

Mentored and coached all principals and assistant principals.

Planned, organized and presented Professional Development for all principals and assistant principals.

Resolved grievances at the District level.

Assisted with opening of a new elementary school.

Assisted schools with special education compliance.

Interviewed and selected principals and assistant principals.

Led No Child Left Behind Program Improvement Validation Visits and assisted schools with writing plans for improvement.

Assisted principals with their school budgets.

Assisted with Charter School programs sharing space with elementary school campuses.

(2004-2007)

**DIRECTOR, SPECIAL EDUCATION RELATED SERVICES**

Los Angeles Unified School District – Division of Special Education

Coordinate and supervise District wide related services for students with disabilities (35,000 students) K-12.

Provide technical support to Associate Superintendent, Special Education, in area of related services

Supervise Administrative Coordinator

Supervise Coordinator of Adapted Physical Education, Assistive Technology, Speech and Language, Occupational and Physical Therapy  
 Provide leadership and direction to Related Services Administrator Specialists/Seniors, and to eight hundred related service providers  
 Supervise Carlson Home and Hospital Program  
 Monitor progress and achievement of Modified Consent Decree outcomes with regard to related services  
 Supervise the provision of related services and documentation of MediCal reimbursable services  
 Facilitate the integration of related services into general and special education programs to meet student needs in the least restrictive environment  
 Coordinate, plan and implement professional development for all related service providers  
 Coordinate, plan and implement professional development for all APEIS, APSSS, APSCS, and bridge coordinators on related service programs  
 Use current research to develop and implement innovative service delivery models  
 Communicate pertinent related service information to all Special Education Support Unit Administrators, all Local District Superintendents, School Service Directors and Principals  
 Oversee all budgets for related service, including costs analysis for all related services positions  
 Meet regularly with related service advisory committee group  
 Negotiate with UTLA and AALA re: waivers, grievances, interventions

(2001 – Present)

**PART TIME PROFESSOR, CALIFORNIA STATE UNIVERSITY  
 NORTHRIDGE**

In collaboration with California State University Northridge Education Leadership Policy Studies (ELPS), teach Los Angeles Unified School District Administrative Cohort classes on a semester and summer basis  
 ELPS 650 Contemporary Administration and Leadership  
 ELPS 661 Principals and Practices of Curriculum Development  
 ELPS 662 Admin. & Supervision Teaching Personnel and Instruction  
 ELPS 665 Organization & Administration of Elem. and Sec. Education  
 ELPS 669 Organization and Administration of Special Education  
 ELPS 670 Seminar in Contemporary Issues in Education Administration  
 ELPS 672 Human Relations  
 ELPS 676 School Community Relations  
 ELPS 685 Induction Plan, Tier II  
 ELPS 686 Assessment of Candidate Competency, Tier II  
 ELPS 689 Action Research, Tier II  
 ELPS 695C Field Based Leadership, Tier II

(2000-2004)

**DIRECTOR, ELEMENTARY SCHOOL SERVICES**

Los Angeles Unified School District - District A  
 Assisted in planning, implementation, monitoring, and evaluating standards based instructional program in all pre-K to 5 schools  
 Assisted in embedding Institute of Learning principles in all schools  
 Supervised and evaluated twenty-two elementary principals, including Year Round and Reading First Schools  
 Mentored and coached all principals and assistant principals  
 Provided Professional Development to all schools  
 Planned, organized and presented Professional Development for all principals

- Assisted principals and schools in interpreting data to inform classroom instruction  
 Assisted Reading First School principals with summary of improvement actions  
 Participated in regularly scheduled Learning Walks at all schools and monitored feedback letters  
 Provided intervention and conflict management to principals and schools  
 Reviewed data analysis of Open Court assessments with all principals  
 Served as liaison between schools and District programs and initiatives  
 Established and maintained communication with parents and the community  
 Provided operational support to all schools  
 Oversaw planning and design of new District A elementary schools  
 Supervised and evaluated the health and human resource coordinator  
 Supervised and evaluated immediate clerical staff  
 Served as Local District liaison for Health and Human Services  
 Served as Local District 504 Designee, handling all 504 appeals  
 Negotiated on a regular basis with UTLA and AALA
- (1999-2000)      **COORDINATING SPECIALIST, SCHOOL SUPPORT SERVICES** Unit-West Valley, Los Angeles Unified School District - Clusters 1,2,5,6  
 Developed and implemented Professional Development PreK-12  
 Coordinated special education services and instructional programs  
 Assisted K-12 schools with special education and 504 implementation  
 Assisted in appeals and due process  
 Supervisor of a staff of twenty, including twelve program specialists  
 Site Administrator for all special education programs
- (1994 – 2000)      **PRINCIPAL**  
 Los Angeles Unified School District – Pomelo Drive Elementary  
 10/10 API School  
 Phase 2 LEARN School  
 Art Prototype School  
 Coordinated alignment of all grades to State and District standards  
 Coordinated and implemented Professional Development K-5  
 Established, coordinated and implemented parent TEAM Pomelo  
 Coordinated and implemented reading intervention program  
 Designed and implemented a Pomelo School Report Card  
 Co-authored grade level grading rubrics  
 Coordinated and implemented collaborative special education program  
 Designed and implemented Pomelo Readers and Pomelo Math Masters  
 Wrote weekly parent newsletter, Thoughts for Thursday  
 Implemented Calm Parenting Classes  
 Daily attendance average 97.6%  
 District 4 Grant, 1999  
 El Camino Family Grant, 1999  
 Proposition K Recreational Grant, 1999
- (1984-1994)      Los Angeles Unified School District – West Valley Elementary  
 Supervised staff of seventy five for school population of two hundred  
 Coordinated and implemented curriculum for severely handicapped  
 Mainstreamed hundreds of students to general education programs  
 Established, coordinated and implemented curriculum councils  
 Received District School Beautiful Award  
 Sponsor of District's Program for the Severely Handicapped  
 Sponsor of District's New Curriculum for the Severely Disabled

Sponsor of District's Inclusion Program

(1983-1984)

**ASSISTANT PRINCIPAL**

Los Angeles Unified School District – McBride Elementary School

(1980-1983)

**PROGRAM SPECIALIST, SPECIAL EDUCATION**

Los Angeles Unified School District – Area 10 and Valley Unit

(1977-1980)

**RESOURCE SPECIALIST TEACHER**

Los Angeles Unified School District – University High School

(1976-1977)

**MATHEMATICS AND READING LABORATORY TEACHER**

Los Angeles Unified School District – Miller High School

(1975-1976)

**CONSULTANT TO SPECIAL EDUCATION DIVISION**

Los Angeles Unified School District – Special Education Division

(1971-1975)

**CLASSROOM TEACHER, SPECIAL EDUCATION**

Los Angeles Unified School District – Lowman Elementary School

**PROFESSIONAL  
GROWTH**

Special Education Leadership Academy - 2007

Special Education Legal Consortium Meetings– 2004, 2005, 2006, 2007

District to District Sharing Washington DC Meetings – 2005, 2006

Special Education State SELPA Meetings -2006, 2007

IntelliTools Learning Technology Training - 2006

Co-Teaching in the Inclusive Classroom Training - 2006

Modified Consent Decree Training – 2004, 2005

Institute of Learning Training – 2000 - 2004

Crisis Training – 2000, 2004

Reading First Training - 2003

Chanda Smith Training - 2000-02

Open Court Training - 2000-02

Cognitive Coach Training – 2002

Designs for Learning – 2001, 2008

English Language Development Training -2000, 2008

LEARN Leadership Training – 1995-1997

Response to Intervention Training – 2007, 2009

TCRP (The College Ready Promise) initiative Training 2010-2011

## STEPHEN SYNOTT

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Glendale, CA 91201

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SSHoya@aol.com

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**PROFILE**

Dynamic Senior Executive with over 20 years of General Management, Financial and Operations experience. Demonstrated success providing strategic vision and turnaround management through instituting and embedding a performance culture along with organization, operational, and fiscal reform. Skilled at communication and alignment of vision with employees and clients. Proven track record of high ambition/breakthrough strategic planning, building strong teams for executional excellence, and innovative product development and go-to-market methods, including especially noteworthy website efforts.

**EXPERIENCE****UnitedHealthcare – Glendale, CA****2006 – 2008*****President, Small Business***

Responsible for a \$14 billion revenue P&L, leading nationwide line of business strategy and initiatives.

- Led development of comprehensive turnaround plan, annual capital budgets, and annual and long range strategic plans. Reduced longstanding trend of membership decline in half. Remediated unprofitable products returning them to profitability. Developed new products and websites that contributed to turnaround efforts.
- Instituted product innovation process and industry leading products (Edge and Multi Option) with consumer focused features. Made Health Insurance more accessible to those currently uninsured. Improved over 100,000 new members in the first year.
- Established financial metrics, reporting, and discipline to remediate product portfolio and regulate financial performance. Achieved significant improvement in the balance between price and volume.
- Developed state of the art systems and customer facing programs that provided for enhanced retention, increased sales, and increased ease of doing business.
- Developed new programs to enhance sales management and effectiveness. Provided mechanism to objectively rate the performance of sales people.

**Wellpoint Health (Blue Cross of California) - Thousand Oaks, CA****1998- 2006*****General Manager of Small Group, Western Region 2005-2006******General Manager of Individual, Western Region 2002-2005***

Responsible for full P&L, strategy, product development, operations and capital for Small Group (\$1.9 billion in annual revenues) and the Individual segment (\$1.4 billion in annual revenues).

**Wellpoint Health (Continued)**

- Developed industry and award winning products and web sites including “Tonik.” First year sales were the best in Blue Cross history:
  - 75% of sales were previously uninsured
  - 66% were automatically processed with instant online decision, reducing enrollment time from weeks to minutes.
  - 70% of sales were to the target market.
- Led Individual segment to record growth and record profitability after 3 years of declining membership and eroding profit. Grew membership by 100,000. Achieved profit growth significantly above initial projections.
- Led Small Group to highest annual growth in 5 years, exceeding plan and achieving record membership.
- Developed strategy and communication program (“Everybody is Somebody”) that allowed all associates to understand and articulate core strategies unaided and in their own words. Associates gained understanding of where they fit into the strategies and how their daily work was relevant and connected. Effectively communicated strategies to all shared partners inside and outside the company.
- Through comprehensive and cutting edge research, developed an improved understanding of customers and the market. Enabled creation of new and modified programs that reduced uninsured.
- Developed comprehensive, *state of the art* web strategy that totally transformed the customer experience for buying insurance and guided consumer through all aspects of the insurance process.
- Formed the “Blue Crew”, an all volunteer group of over 100 associates to increase visibility in the community. Participants performed health and community volunteer work on weekends.
- Served as Media spokesperson for several new innovations, appearing on CBS national news, The Daily Show, local TV, national NPR radio, and numerous newspaper and magazines.

***CFO, VP Finance: Blue Cross of California 2000-2002***

***CFO, VP Finance: Wellpoint Large Group Division 1999-2000***

***VP Finance: Wellpoint Corporate 1999***

***VP Finance, Individual, Small Group and Senior: Blue Cross of California 1998***

Responsible for planning, forecasting, strategic planning, internal and external reporting, capital and cash flow for several Wellpoint Divisions. Served in a series of increasingly responsible positions.

- Established new planning, forecasting and strategic planning processes that dramatically decreased timelines and increased accuracy of these crucial processes. Reduced annual budget preparation time by 2 months. Decreased staff while improving accuracy and accommodating increases in business.

**Wellpoint Health (Continued)**

- Developed and monitored “Profit Improvement Programs” that provided accurate projections, corrective actions, and timelines for improved profitability.
- Created a more efficient, skilled and less costly finance department.
- Doubled risk management recovery efforts to over \$100MM. Efforts accounted for substantial portion of total net income.
- Streamlined and added business insight to monthly internal reporting package for CEO and Chairman.

**Aramark Services****1985-1998*****CFO, VP of Finance and Administration, Aramark Magazine and Book Services******Regional VP of Operations Aramark Magazine and Book Services******Corporate Controller, Aramark Uniform Services***

Key member of executive team, crafting and implementing turnaround strategy for a \$500MM subsidiary of Aramark, a \$6.5B managed service company. Responsible for P&L for 6 markets, including all aspects of operations, sales, delivery, warehousing, merchandising, service and office.

- Upgraded finance department by creating and developing a business and planning analysis department which developed acquisition target lists, improved forecast accuracy and implemented new business performance metrics. Improved cash collections 30%.
- Assisted in development of initiatives that reduced operating expenses by \$10MM.
- Provided strategic planning and project oversight for complete overhaul of the operating and financial systems.
- Crafted and implemented action plans that reduced rate of loss by 50% in 9 months and break even in 12.

**PRIOR EXPERIENCE****Conrac Corporation, Stamford, CT****Arthur Andersen & Co – Washington DC****EDUCATION****Bachelor of Science in Business Administration, Georgetown University, 1979****Graduated Cum Laude/Deans List****CPA, State of Connecticut**

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**Los Angeles, CA 90045**  
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**(310)641-7519**  
**csuitor64@yahoo.com**

**PROFESSIONAL SUMMARY:**

Successful nonprofit development executive with 25 years experience and solid understanding of diverse fund development strategies, including annual fund, major and planned gifts, special events, corporate partnerships and sponsorships, foundation and government grants. Demonstrated ability to grow and diversify revenue streams, nurture and build donor loyalty and increased giving, motivate and train both staff and volunteer fundraisers in effective relationship-based, mission-driven fundraising. A strategic thinker, innovative program developer, persuasive public speaker with ability to connect with diverse audiences. An effective closer.

**EMPLOYMENT:**

- 2007 - 2011      **UNITED WAY OF GREATER LOS ANGELES**      **Los Angeles, CA**  
 Los Angeles office of the nation's largest community-based nonprofit.  
**Vice President of Development**  
*Responsibilities:*
- Provide overall direction and management of fund development programs, raising \$55 million annually from workplace campaigns, corporate and foundation grants, annual fund and major gifts.
  - Develop new strategies, reorganize and lead 25-member department to better serve donor needs, build relationships and increase giving to the organization.
  - Provide overall strategic direction and leadership to the organization by serving on the executive management team.
  - Serve as the lead staff liaison to the board of directors for fund development strategies.
  - Serve as spokesperson at public events and with top corporate and individual donors.
- Significant Accomplishments:*
- Increased revenue to core mission by 4% in first year and maintained flat revenue during 2008-2010 economic downturn.
  - Developed a million dollar matching fund to offset challenges of the economic recession.
  - Increased six figure individual donor gifts to United Way from one to seven in a year's time.
  - Launched the Emerging Leaders Council of young professionals giving \$1,000 to the United Way and secured 100 new members within the first year.
  - Increased donor retention by more than 10% through development of systematic recognition and stewardship of donors.
  - Diversified revenue streams from traditional workplace campaigns to increase foundation and individual donor giving by 150% and 35% respectively.
  - Created innovative "How to Ask" leadership development training for volunteer workplace fundraisers, increasing revenue in key corporate workplace accounts.
  - Trained lead volunteers and staff in cultivation, solicitation and stewardship of donors.
  - Revitalized and rebuilt Campaign Cabinet, increasing volunteer solicitors for United Way.
- 1994 - 2007      **LIBERTY HILL FOUNDATION**      **Santa Monica, CA**  
 Los Angeles-based public foundation supporting social change through grantmaking, technical assistance and leadership development, media advocacy and research, and philanthropic education and services.  
**Director of Development**  
*Responsibilities:*
- Provide overall direction and management of diversified fund development program that includes annual campaigns, major and planned gifts, special events and fee-for-service activities.

*Significant Accomplishments:*

- Led significant growth and diversification of Liberty Hill fund development program, including:
  - Increased annual revenue from \$720,000 to \$6 million and assets from \$1M to \$15M.
  - Expanded and diversified within every revenue stream, including individual donors, foundation and corporate partners, events and fees for service.
  - Increased individual donor base from 200 to more than 1,000 with top giving ranges increasing from \$50,000 to more than \$1 million.
  - Conceptualized, developed and led \$6 million endowment campaign.
  - Developed and built the City of Angels planned giving society.
  - Obtained 100% board participation in fundraising increasing opportunities for participation and board fundraising training.
  - Oversaw professionalization of marketing materials and messaging.

1991 - 1994      **CENTRAL AMERICAN RESOURCE CENTER (CARECEN)**      **Los Angeles, CA**  
 Nation's largest legal and social service agency serving immigrants from Central America.

**Director of Development***Responsibilities:*

- Lead three-member development department, raising \$1.5 million annually from foundation, corporate and government grants, events, and individual donor solicitation

*Significant Accomplishments:*

- Increased annual revenue three-fold from \$500,000 to \$1.5M.
- Launched organization's capital campaign, including feasibility study and securing lead gift.

1986 - 1991      **COMMITTEE IN SOLIDARITY WITH THE PEOPLE OF**  
**EL SALVADOR (CISPES)**      **Los Angeles, CA**  
 National grassroots advocacy organization working to change U.S. policy in El Salvador.

**Director of Los Angeles Chapter (1990 - 1991)****Development Director for Southwest Regional Office (1987 - 1990)****Regional Organizer for Southwest Office (1986 - 1987)***Responsibilities:*

- Take on progressively more responsibility and leadership, managing staff and dozens of volunteers, conducting legislative and public awareness campaigns to affect U.S. policy in Central America, leading international fact-finding delegations to El Salvador and conducting grassroots and major donor fundraising drives.

**EDUCATION: UNIVERSITY OF CALIFORNIA, SANTA BARBARA**

**Bachelors of Arts Degree in History, 1989**

Graduated Cum Laude. Member Phi Beta Kappa.

**OTHER EXPERIENCE:**

2009 - 2011      **Guest Lecturer at UCLA Anderson Business School and California State University: Northridge**

2009 - Present      **Southern California Leadership Network: Member, Board of Directors**

2009 - 2010      **Liberty Hill Foundation: Member, Community Funding Board**

2006 -2007      **New Roads School: Parent Representative to the Board of Trustees**

1997 - 1999      **ACLU of Southern California: Member, Board of Directors**

1996 - 1997      **Center for the Study of Political Graphics: Member, Board of Directors**

**Fluent in Spanish**

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## SPENCER C. STYLES

### OBJECTIVE

To serve an outgoing accounting department as an effective leader by providing timely and accurate financial information to top level management, refining the internal control framework, and providing training to staff to support individual growth as well as improve department efficiency.

### EDUCATION/CREDENTIALS

- University of Wisconsin – Whitewater  
B.B.A – Accounting, Mathematics Minor
- University of Wisconsin – Whitewater  
Master of Professional Accountancy - Finance
- Certified Public Accountant –California

### WORK EXPERIENCE (MOST RECENT POSITION LISTED FIRST)

#### Alliance for College-Ready Public Schools – Los Angeles, CA; 1.5 years; Current Position: Controller

- Directed and oversaw all accounting activities for the Organization, schools and subsidiaries.
- Directed and prepared tax returns or reports for government regulatory agencies
- Oversaw the budget preparation process and actively managed budgets compliance for both the Organization, schools and subsidiaries
- Worked with financial institutions to raise additional capital as required for expansion
- Worked with principals and school leaders to ensure financial information is properly communicated
- Oversaw financial aspects of grant reporting for both governmental and private funding
- Managed and mentored the department staff of 13 to ensure efficiency, compliance and proper internal controls
- Studied long-range economic trends and projected Organization's prospects for future growth and expansion. Estimated requirements for capital, land, buildings, and an increased in the work force
- Prepared financial ratios and reports for Board of Directors and Chief Financial Officer and monitored debt covenant compliance

#### SingerLewak LLP – Los Angeles, CA; 1.5 years; Exit Position: Senior Accountant

- Assumed full responsibility for supervising engagements, including SEC, privately held and not-for-profit clients, using established firm policies and procedures
- Supervised and provided training to staff members and semi-senior accountants on assigned engagements, offered guidance and direction, gave constructive criticism of working papers and prepared evaluation reports
- Performed the broadest range of accountant tasks so that direct participation of managers or partners is kept to a minimum
- Communicated engagement's progress, problems, resolutions, financial information, tax activity and other business concerns to the client
- Coordinated all phases of engagements: planed engagements, budgeted time and expenses, monitored actual performance against budget, reviewed working papers for accuracy and completeness and resolved accounting and auditing problems as they arise
- Prepared or reviewed financial statements, notes, schedules, management letters, and tax returns for later discussion between manager or partner and the client and ensured that all are prepared in accordance with generally accepted professional and firm standards
- Proficient with *McGladry and Pullen* audit methodology and *CaseWare*

#### Schenck Business Solutions - Milwaukee, WI; 3.0 years; Exit Position: Senior Accountant

- Planned, scheduled, and conducted field audits for privately held companies, employee benefit plans, not-for-profit organizations, governmental districts and performed litigation support, internal control consulting, foreign currency translations, due diligence and Sarbanes-Oxley 404 implementation
- Assigned work to staff based on knowledge and capabilities, lead audit fieldwork, reviewed staff work papers and provided guidance
- Presented financial statements and internal control recommendations at board of director meetings
- Proficient with *Profx* Engagement and paperless audits, *Profx Cents* Analytical Software, Microsoft Office, DSW Depreciation Solutions
- Researched new audit standards, drafted firm-wide training materials for implementation of risk-based audits

VALERIE BRAIMAH, MA Ed. Policy

[valeriebraimah@yahoo.com](mailto:valeriebraimah@yahoo.com)

323-219-1633

*Professional with over 12 years experience in K-12 public education. Proven track record of effective positive change and raising student achievement as a teacher, school leader, and consultant/support provider.*

## WORK EXPERIENCE

**VICE PRESIDENT OF INSTRUCTION:** Alliance College Ready Public Schools. February 2010-Present

The Alliance College Ready Public Schools is a charter management organization operating a successful network of small high-performing 9-12 and 6-8 public charter schools in underachieving, low-income communities in California that will graduate students ready for success in college.

- Manage of the Alliance home office instructional team – focused on refining the strategic direction and support provided to schools in each area of service (e.g. special education, data analysis and accountability, college counseling, professional development, etc.)
- Implementation Lead for The College Ready Promise – a \$12 million grant from the Gates Foundation focused on improving teacher effectiveness through better evaluation and support for teachers, and the creation of career paths that keep great teachers where they are most needed – in the classroom.
- Provide direct support to schools including strategic planning and professional development.

**CHIEF LEARNING OFFICER:** Insight Education Group, Inc. (IEG). September 2004 – January 2010

Insight Education Group is a boutique educational consulting firm that provides school-based services including teacher professional development and coaching in standards-based instruction, instructional leadership training, and school evaluation and reform.

- Co-led IEG strategic direction and business development resulting in over \$2 million in revenue growth over 5 years.
- Managed and trained the team of Insight School Partnership Directors.
- Facilitated the IEG professional learning community – trained and oriented 11 new employees, ensured common understanding of IEG content and consistent service delivery across the company.
- Exited three CA School Assistance and Intervention Team (SAIT) schools from state and federal sanctions through increased student achievement.
- Provided training and coaching to over 30 instructional leaders in traditional public and charter schools, grades K-12. Support resulted in development of instructional visions, implementation timelines, teacher evaluation plans, professional development plans, and implementation of data-driven cycle of inquiry.
- Designed and facilitated professional development on instructional design, assessment, data analysis, and instructional strategies. Trained over 1,500 teachers in five years, and provided coaching to ensure effective implementation of standards-based instruction.
- Taught demonstration high school English course at LEAP Academy (LAUSD charter school) utilizing Strategic Design for Student Achievement planning process. All students passed CAHSEE and over 80% attained proficiency on CST.
- Facilitated 25 principals, teachers, parents and community stakeholders in the development of the Pasadena Unified School District Excellent Middle Schools Plan, resulting in the implementation of research based practices (block schedule, teacher teaming, advisory, etc.) in all district middle schools.
- Designed Middle School Math and Elementary Content Seminar Manuals for The New Teacher Project “Teaching For Results” program. Manuals reflect state-of-the art assessment and instruction practices and are used for teacher credentialing courses in multiple states.
- Facilitated charter school design and consultation resulting in the approval of five charter petitions in LAUSD.

**LEADERSHIP DEVELOPMENT COORDINATOR/ DISTRICT EVALUATOR:** Leadership Public Schools. August 2003-

PR/Award # U282M110015

August 2004

Leadership Public Schools is a Charter Management Organization operating multiple high schools in the San Francisco Bay Area. The emphasis of the schools is leadership development for youth.

- Designed and piloted performance-based assessment models
- Coordinated academic support programs (hire and train staff, select curriculum, conduct data-driven student placement)
- Authored youth leadership development curriculum and trained over 50 charter high school teachers on effective implementation
- Designed and implemented leadership program evaluation

REGIONAL PROGRAM DIRECTOR: Youth Community Service (YCS). November 2000-July 2003

YCS is a non-profit organization focused on engaging youth in service through direct opportunities and teacher training.

- Facilitated professional development and implementation of high-quality service-learning in nine schools with 124 teachers
- Acquired and managed 6 California Department of Education grants totaling \$300,000
- Wrote and published the Service-Learning Leadership Development (SLLD) Training Guide, used to train over 300 service learning leaders state-wide
- Hired, trained, and supervised eight summer program staff to serve over 200 students in a service-learning camp

STAFF RESEARCH ASSOCIATE: Service-Learning Research and Development Center (SLRDC), University of California, Berkeley. November 1999-November 2000

SLRDC is a UC Berkeley think tank dedicated to conducting research and program evaluation to support the expansion of high-quality service learning in K-16 education.

- Led local and national program evaluation (qualitative and quantitative) – wrote interview protocols, statistical analysis, design of measurement instruments;

#### TEACHING EXPERIENCE

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3<sup>rd</sup> grade - Parker Elementary School, Oakland Unified School District, Oakland, California.

- Planned for, managed, and instructed of a self-contained class of 20 third graders, and mixed-age reading course for 2<sup>nd</sup>-5<sup>th</sup> grade students.
- Co-Chaired of the Climate Committee and the Curriculum Committee
- Served as school cluster leader for the Math Matters program.
- Founder and coordinator of the Parker School Girl's Sports Program.

11<sup>th</sup> grade ELA – LEAP Academy High School, Los Angeles Public Charter School

- Taught demonstration/laboratory ELA course – Developed course using research-based backward design method and documented all lessons and units for dissemination and training with other teachers.
- Hosted visiting teachers and facilitated professional development on instructional design and delivery in standards-based environment.

#### ADDITIONAL INFORMATION

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- Bilingual French-American speaker, conversational in Spanish.
- Certified: Facilitating Group Decision Making, (3 day seminar) Communities at Work
- Math Matters Coordinator: Lead professional development and school reform in math instruction at Parker Elementary School. Oakland, CA.
- Certified: Standard English Proficiency Program: Certified in effective instructional methods for African American and Language Learning students.

## PROFESSIONAL PRODUCTIVITY AND COMMUNITY SERVICE

Published (contributing writer) Occasional Paper: Empowerment Zone Strategies For Baltimore. Johns Hopkins University Institute For Policy Studies, Occasional Paper Series. Fall, 1995

Published "Backward Design for Language Instruction" The IALLT Journal of Language Learning Technologies (2005). International Association for Language Learning Technology. Vol. 37, Number 1.

SECRETARY, BOARD OF DIRECTORS: Youth In Focus [www.youthinfocus.net](http://www.youthinfocus.net) Oakland, CA. Executive

EDUCATION

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Master of Arts in Policy Studies with a concentration in Education Policy, Johns Hopkins University, Baltimore, MD.

Elementary Education Credential Program, San Francisco State University, San Francisco, CA.

Bachelor of Arts Degree in Political Science; Johns Hopkins University, Baltimore, MD.

## Vireak Chheng

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Telephone: (213)700-9931

E-mail: [vireak@sbcglobal.net](mailto:vireak@sbcglobal.net)

**Objective**

To improve the access and use of technology in school settings in-order to streamline communication between all parties and to create the infrastructure necessary for educators to expose students to non-traditional and traditional learning opportunities through the use of technology.

**Education**

Bachelor of Science, Engineer  
California State University, Northridge

- Major: Computer Engineering

**Related coursework:** PowerSchool 4.3.9, PowerGrade 5.1.4.0, Exchange 2003, SQL, Windows Server 2003, Windows XP Professional, Active Directory, Labview 8, ASP, Java Database Programming, Motorola HC12, Flex 10K, SQL, MIPS assemble language, Pep7, VHDL, Electronics I

**Skills/Abilities**

- Administer PowerSchool for three schools
- PowerSchool University 2004
- Up to date with PowerSchool University 2007
- CAHSEE and CELDT Pre-ID Labels
- Student and Parent Login for PowerSchool Accounts
- GPA calculations for students within PowerSchool.
- Designed and managed information technology infrastructure that services approximately 1200 users.
- Managed three information technology specialists while serving as the I.T. Coordinator
- Wrote grant proposals for fundraising and implemented EETT and E-Rate grants.
- Implemented an After School Program that serviced approximately 250 students and supervised 12 staff members.
- Motivated independent worker and productive team player who will take initiative on projects.

**Communication**

- Designed and provided training for PowerSchool and SchoolCity usage.
- Corresponded with leadership groups at multiple school sites to coordinate installation of technology infrastructure.
- Daily interactions with teachers about incorporation of technology in the classroom.

**Leadership Roles**

- Chairperson of Technology Committee at Camino Nuevo Charter Academy.
- Vice president of Intelligent Ground Vehicle Club
- Implemented program that supported students in areas of academic need.

**Experience**

**Data Systems Administrator**, CNCA, Los Angeles (*June 2005- current*)

**I.T. Coordinator**, CNCA, Los Angeles (*April 2003-June 2005*)

**After School Coordinator**, Camino Nuevo Charter Academy, Los Angeles (*April 2002 – June 2003*)

**Americorp Member**, Local Initiative Support Corporation, Los Angeles (*April 2001 - June 2002*)

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**PROFESSIONAL EXPERIENCE:**

**Alliance for College-Ready Public Schools**

**April/2005 - Present**

**Director, Parent-Community Engagement**

- Manage parent engagement and community outreach activities for 16 alliance charter schools.
- Develop and deliver curricula for parent education programs at alliance schools.
- Train and lead professional development and other training activities.
- Provide technical assistance to assist schools in planning and implementing parent engagement activities.
- Develop evaluation tools and oversee the collection and analysis of data to ensure program quality and accountability.
- Develop a marketing plan and execute outreach strategies to fulfill enrollment at new schools.
- Engage community stakeholders to work in partnership with each school site.
- Prepare proposals, reports for schools, funders and board of directors.
- Plan special conferences and events.

**Children's Center of the Antelope Valley, Early School Readiness Initiative**

**08/2004 – April/2005**

**Transition Coordinator**

- Coordinated, implemented and monitored community-wide transition activities and services in the Antelope Valley.
- Promoted and ensured community awareness of program.
- Developed parent education curricula and other training materials.
- Planned and conducted parent education workshops.
- Referred families to appropriate community services and programs.
- Collaborated with several districts to integrate and lead transition efforts.
- Planned and implemented kindergarten round-up activities and early school readiness summer bridge programs.
- Oversaw the evaluation of transition efforts.

**Families In Schools**

**03/2002 – 06/2004**

**Assistant Director/Director of Program Implementation/Parent Education Coordinator**

- Oversaw the development, implementation and evaluation of parent education programs.
- Provided technical assistance to schools and school districts.
- Developed curricula, program, and training materials.
- Trained teachers, district and school staff members in early literacy and college preparation strategies.
- Oversaw and coordinated large-scale events, trainings and conferences.
- Developed program budgets and directed the use of funds.
- Researched funding opportunities from corporations, foundations, and various government entities.
- Wrote grants and participated in fund development efforts.
- Created reports for funders, school districts and FIS Board of Directors.
- Recruited schools and school districts for participation in FIS programs.
- Supervised program and administrative staff.

**University of California, Los Angeles**

**08/1995 – 03/2002**

**Senior Administrative Analyst/UC – Los Angeles Basin Initiative, (UC-LABI), 01/1999 – 03/2002**

- Served as the Coordinator for the UC-LABI, a system wide early outreach effort involving eight UC campuses (UC Berkeley, UC Davis, UC Irvine, UC Riverside, UC San Diego, UC Santa Barbara, UC Santa Cruz and UC Los Angeles) to provide educational resources to educationally disadvantaged students from LA County.
- Managed a \$2.5 million budget; grant administration process and distribution of funds.
- Provided grantees technical assistance and monitored their progress.
- Directed multi-camps outreach programming and special projects.
- Promoted UC-LABI programs and activities.
- Collected and analyzed program data to prepare executive briefings and special reports.
- Managed the Central Office and supervised 2-5 staff members.
- Supported evaluation and data management activities.

**Administrative Analyst/Inter-University Consortium (IUC), 04/1998 – 12/1998**

- Served as the event planner and assistant to the Director.
- Determined conference goals and objectives, including program design and content.
- Developed detailed conference plans.
- Prepared budget reports and monitored program costs.
- Negotiated contracts with prospective conference venues.
- Directed and supervised the activities of 8-12 individuals.
- Measured program effectiveness and prepared regular evaluation reports.
- Prepared grant proposals and special reports.
- Designed communication materials and program reports.

**Senior Public Administrative Analyst/Chicano Studies Research Center, 08/1996 – 03/1998**

- Served as the National Director for the Latino Leadership Opportunity Program (LLOP), an undergraduate training program in policy advocacy and leadership development.
- Directed strategic planning efforts.
- Established evaluation mechanisms.
- Developed and implemented a standard national curriculum.
- Developed budget projections and initiated program expenditure controls.
- Prepared quarterly financial and annual reports.
- Served as the development officer.
- Supervised 8 staff members at different universities.
- Planned and conducted local and national meetings.
- Directed undergraduate research and lobbying efforts with local and state officials.
- Counseled undergraduates regarding educational opportunities and career options.

**Management Services Officer/Chicano Studies Research Center, 04/1996 – 08/1996**

- Managed all staff, academic, administrative, and research functions for the Center.
- Supervised the administration of several sponsored research grants.
- Developed and implemented short and long-range organizational and operational goals.
- Developed Center policies and procedures.
- Managed all financial functions for the Center.
- Supervised seven full-time staff members.
- Prepared quarterly briefings and year-end reports.
- Organized meetings and special events.

**Administrative Assistant III/ Academic Senate, 08/1995 – 03/1996**

- Provided administrative support to the Academic Senate's Council on Academic Personnel (CAP).
- Analyzed and prepared all faculty dossiers.
- Disclosed to the appropriate personnel the status of dossiers under review.

- Maintained and updated CAP's database and official files.
- Researched and analyzed year-end statistical data and assisted with the preparation of the annual report.

**LA County Department of Health Services,****06/1994 – 07/1995****Administrative Intern/Mid Valley Comprehensive Health Care Center**

Primary responsibility was serving as a Special Assistant to the Assistant Hospital Administrator. Other duties included:

- Completed special projects and on-going assignments, including program monitoring.
- Researched data and financial statistics to compile regular reports.
- Coordinated various programs and identified business indicators for managerial decision-making.
- Created and maintained a database for costs related to earthquake recovery and reimbursement.

**University of California, Los Angeles****Administrative Assistant III/Olive View UCLA-Medical Center, School of Medicine 07/1992 – 12/1993**

- Managed all aspects of Academic Personnel for the Department of Medicine, Emergency Medicine and Ambulatory Care.
- Initiated the hiring process for new faculty recruits.
- Analyzed and assembled dossiers for faculty appointments, promotions and merit increases
- Advised faculty on academic policies, benefits and eligibility.
- Produced procedural manuals.
- Conducted training workshops.
- Collected and audited intern and resident timecards for the entire hospital.
- Reported timecard variances and reconciled payroll ledgers.

**SKILLS:**

- Expert in Parent Engagement
- Excellent leadership and program management skills
- Outstanding presentation and training skills
- Excellent relationship building skills
- Fluent in Spanish

**EDUCATION:**

- University of Southern California, M.P.A./Masters of Public Administration – 1995
- University of California, Los Angeles, B.A./History – 1991

**NICOLE P. MURPHY**

960 19<sup>th</sup> Street, Apt. B

Santa Monica, CA 90403

Tel: 310-200-2443

Email: [nicpm821@gmail.com](mailto:nicpm821@gmail.com)

Education:

**LOYOLA MARYMOUNT UNIVERSITY** Los Angeles, CA

Preliminary Administrative Services Credential, December 2010

Charter School/Small Learning Communities Leadership Certificate, May 2011

**UNIVERSITY OF SOUTH CAROLINA** Columbia, SC

Master of Education, December 1997

Educational Specialist of Secondary Counselor Education, December 1997

**UNIVERISTY OF SOUTH CAROLINA** Columbia, SC

Bachelor of Arts in Psychology, May 1995

Experience:

07/07-Present

**ALLIANCE COLLEGE-READY PUBLIC SCHOOLS** Los Angeles, CA

*Director of College Success*

- Support Alliance school counselors in implementing American School Counselors Association (ASCA), comprehensive, data-driven school counseling program
- Coordinate and lead school counselors and cross school planning for college-entrance
- Provide professional development opportunities to college counselors through monthly group meetings
- Work with Alliance administrators to ensure student's and family's developmental counseling needs are properly serviced
- Develop resources and programs to ensure all students are prepared for college and financial aid application processes
- Liaison to Accion College-Readiness, College and University admissions and outreach programs, as well as the Hispanic Scholarship Fund (HSF)
- Responsible for creating Alliance monthly scholarship newsletter for distribution to 18 Alliance schools
- Train, & support Alliance counselors in implementing Naviance Succeed online platform, to streamline counseling services & increase individual student-counselor contact
- Annually review, adjust, and improve Alliance-wide counseling support services
- Support Alliance schools through Western Association of Schools and Colleges (WASC) accreditation process
- Develop an interwoven Alliance, University of California, and National Collegiate Athletic Association (NCAA) course approval process, to ensure all Alliance schools provide a rigorous, college-preparatory academic program

**TOTAL EDUCATION SOLUTIONS**

South Pasadena, CA

08/03-06/07

*Los Angeles, Area Coordinator*

- Delivered comprehensive special education services to support all students' disabilities (RSP, OT, PT, SPL, APE, DHH, Cls.)
- Hired and trained 30 employees to service 42 schools
- Directly supervised employees at nine schools
- Ensured clients were compliant with special education state and federal laws
- Prepared schools for Los Angeles Unified School District's District Validation Review (DVR), Special Education Program Audits
- Helped triple the bottom line for the Charter Special Education Services Division over 3 years

**LEARN.COM**

Los Angeles, CA

07/02-07/03

*E-Learning Consultant*

- Sold Learn.com's full-service of online training and learning products: Learning Management Systems, online content, e-Agents, and e-learning suite
- Helped negotiate and structure terms of transactions
- Prospected 30-50 corporations daily to create leads/sales
- Traveled countrywide to present Learn.com at individual corporations and at tradeshow

**UNIVERSITY HIGH SCHOOL**

Los Angeles, CA

07/00-07/02

*Guidance Counselor*

- Supported teachers in writing letters of recommendation for colleges and scholarship committees
- Served as the Advanced Placement Testing Coordinator (administered 12 different AP Exams)
- Collaborated with probation officers and social workers to support students personal success
- Counseled students regarding their academic, personal-social and career development, including all components of the college application and financial aid processes

**SAN MARINO HIGH SCHOOL**

San Marino, CA

07/99-06/00

*Guidance Counselor*

- Worked with independent college counselors to support student's admission to Ivy League and other top academic colleges and universities
- Counseled students regarding their academic, personal-social and career development, including all components of the college application and financial aid processes

**PROVIDENCE HIGH SCHOOL**

Charlotte, NC

07/96-06/99

*Guidance Counselor*

- Served as the Scholarship Coordinator, heading school site scholarship selection committee, and developed the school's monthly scholarship newsletter
- Served as New Student Transition Coordinator, helping new students connect with their peers, identify school site resources, and get invested in the school community
- Counseled students regarding their academic, personal-social and career development, including all components of the college application and financial aid processes
- Served as Assistant Coach for the Varsity Cheerleading Team, conditioning the team to prepare for football and basketball seasons, as well as regional competitions

## Credentials/Certificates:

Pupil Personnel Services Credential

Preliminary Administrative Services Credential

Charter School/Small Learning Communities Leadership Certificate

## Additional:

American School Counselor Association (ASCA) member

California School Counselors Association (CASCA) member

National Middle School Association (NMSA) member

National Association of College Admissions Counselors (NACAC) member

Western Association College Admissions Counselors (WACAC) member

# SHAUN M. ROBLES

8613 Higuera Street

Culver City, CA 90232

714-749-9364

[SHAUN@OAKPORTAL.NET](mailto:SHAUN@OAKPORTAL.NET)

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## Summary of Qualifications

Twelve years of diverse network, computer and management experience with increasing responsibility and achievements successfully designing, installing, configuring, troubleshooting and managing servers, workstations, and networks. Ability to handle highly sensitive, confidential information in a professional manner; work effectively in a team environment; take on multiple tasks with ease; complete projects while utilizing minimal resources; interface professionally with top level management; strong communication skills; Solid troubleshooting and technical support skills. Exceptional understanding of concepts and theories, with the ability to apply them at a high level.

## Technical Experience

ACRPS, Los Angeles, California

August 2009-Current

### Director of Technology

PEROT SYSTEMS, Anaheim, California

March 2008-August 2009

### Senior Network Specialist

- Supported 1,000+ Wintel servers in local datacenter
- Managed Exchange 2007 environment consisting of 6 mailbox clusters, supporting 25,000+ users.
- Responsible for designing & documenting growing infrastructure throughout 12 geographic locations.
- Tasked with drafting quarterly and annual infrastructure budget
- Frequently met with executives to communicate initiatives & manage client needs.

REPUBLIC SERVICES, Anaheim, California

November 2005-March 2008

### Network Administrator

- Supported Cisco MPLS network which connected 183 sites & 13,000+ users
- Supported Exchange environment consisting of multiple virtual servers placed across multiple clusters
- Supported Windows 2000/2003 application/file servers
- Managed western region IT budget and projects
- Oversaw Tier 2 Field Support Engineers
- Provided 3<sup>rd</sup> level support for desktop users
- Responsible for disaster recovery preparation, testing & failovers to the western region
- Assisted in the deployment & support of a multi-site enterprise Cisco VoIP installation
- Responsible for asset, policy & patch management within the western region

ALL COVERED, Los Angeles, California

March 2004-November 2005

### Consultant

- Designed, managed & performed over 50 Windows 2003 network deployments
- Recovered over 20 downed Exchange Servers
- Maintained & managed 18 networks on a reoccurring basis
- Responsible for all aspect of clients technology needs
- Managed client projects, many with strict guidelines and budgets
- Prepared Strategic Business Reviews & analysis for present & future infrastructure growth

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GIGANTE USA, Santa Ana, California

December 2002-March 2004

## Network Manager

- Designed, implemented and administered Active Directory on a Windows 2000/2003 Network.
- Managed LAN/WAN consisting of both Cisco 1700 and 2600 routers.
- Built, and deployed 15 servers into production, including Exchange 2000, MAS200, Kronos, HQPMM, 2 file servers, and 9 Domain Controllers.
- Responsible for maintaining systems, identify and eliminate security faults, and plan for future growth.
- Supported 1,100+ users on platforms ranging from Windows 98, 2000, XP, and IBM Supermarket Application
- Negotiated purchasing, planned, designed, and managed installation of systems in 4 new ground-up locations
- Systems ranging from Windows/POS/CCTV/ Fire/Security
- Accountable for IT Department Budget for 2003 and 2004

ALL SERVICE COMPUTER RENTAL, Santa Monica, California

February 2001-December 2002

## Manager of Operations

- Created Business Model for California operations
- Scouted and leased office space
- Interviewed and hired personnel
- Set up all office functions and logistics
- Supervised 4 field techs, while reporting to the VP located in the NY corporate office
- Worked with clients on a daily basis regarding business and technical matters, such as configuring, installing, and supporting all workstations and printers for MTV Networks.

UNIVERSAL MUSIC GROUP, Universal City, California

January 1999-February 2001

## Manager Of End-User Support - Contractual

- Managed EIS productivity, projects, and assets, for a group of 315 users. Provided technical analysis for Application Integration, and testing of various applications in a networking environment
- Provided tier 4 support to desktop users.

## Education

University of Phoenix, October 2013

Bachelors of Science in Business with concentration in Information Systems

GPA: 4.0

## Skills

- Wintel Servers
- Microsoft Exchange Server
- TCP/IP Routing
- WAN/LAN Technologies
- Active Directory
- Firewalls
- VPN
- Remote Access
- Disaster Recovery
- Apple Product Line
- Antivirus Suites
- Wireless Technologies
- PDAs



## **BOARD OF DIRECTORS**

### **Judy Ivie Burton, President & CEO**

As the President and CEO, Judy Burton brings expertise in successfully leading and operating public schools. A major emphasis in her work has been improving student achievement for all students with particular focus on students of poverty in underachieving communities. Ms. Burton has successfully impacted students at risk through best practices in leadership development, teacher professional development, and parent community engagement. She launched the Alliance College-Public Schools, a non-profit charter management organization whose mission is to open and operate a network of high performing middle and high schools in Los Angeles. Ms. Burton succeeded in opening the first high school in 2004 and has successfully grown the network to 12 high schools and 6 middle schools in 2010. In addition to leading the achievement of exemplary achievement results, Ms. Burton has led the acquisition, renovation or construction of 12 permanent school sites for Alliance schools and has raised \$46,000,000 over the past 6 years in private contributions and public grants and an additional \$67,000,000 in public grants for the construction of two new high school facilities.

Prior to her current position, Ms. Burton served as Superintendent of Local District B in the Los Angeles Unified School District where she led the largest of 11 local districts with 83 pre K–12 schools and early education centers serving more than 80,000 students in the North and Northeast San Fernando Valley school communities. She also served as the Assistant Superintendent where she headed the Office of School Reform for the Los Angeles Unified School District. Ms. Burton led the implementation of reform efforts throughout the Los Angeles Unified School District including administration of Charter Schools, School-Based Management, LEARN, and Comprehensive School Reform Demonstration Programs (CSRDP) in 780 Pre K-12 schools. She is widely recognized at state and national levels for her leadership in the LAUSD implementation of the \$53 million Annenberg Challenge Grant involving more than 200 schools in 22 Pre K-12.

Ms. Burton is a nationally recognized speaker on urban school reform issues. Her leadership in educational reform throughout her career as a teacher, principal, consultant, and Assistant Superintendent has guided the implementation of systemic reform and built collaborations with parents and community members, teachers, the business community, and universities researching the impact of reform. The James E. Irvine Foundation and the Harvard Southern California Club acknowledged Ms. Burton with 2010 Education Leadership awards.

**Anthony P. Ressler, Co-Chairman**

Mr. Ressler co-founded Ares Management LLC in 1997, the general partner of the Ares Funds, including Ares Leveraged Investment Funds I-X, Ares Total Value Fund, the Ares Capital Corporation and other managed accounts, and the Ares Corporate Opportunities Fund (ACOF). He also co-founded Apollo Management, L.P. in 1990 and served as a Senior Vice President in the High Yield Bond Department of Drexel Burnham Lambert Incorporated. He serves on several boards including: Allied Waste Industries, Inc., Samsonite Luggage (Chairman), Ares Capital Corporation (Co-Chairman) and several private companies. He is a member of the Board of Trustees of the Center for Early Education, the Los Angeles County Museum of Art, the Small School Alliance, the Asia Society of Southern California as well as Right to Play. Mr. Ressler is also one of the founding members of the Board of the Painted Turtle Camp. He received his BSFS from Georgetown University and his MBA from Columbia University.

**Frank Baxter, Co-Chairman**

Frank E. Baxter is chairman emeritus of the global investment bank Jefferies and Company Inc. He returns to the Alliance board, which he chaired, after serving as ambassador to Uruguay from November 2006 to January 2009. He also has served as chairman of After-School All Stars, board member of the California Institute of the Arts, a member of the governor's Commission for Jobs and Economic Growth, vice chairman of the L.A. Opera board and chairman of the executive committee of the L.A. Museum of Art. He was a trustee for the University of California Berkeley Foundation and the I Have a Dream Foundation, L.A. Chapter. He is a former director of the NASD, served on the NASDAQ board and was director of the Securities Industry.

**Harold Williams, Vice Chairman**

Mr. Williams is counsel to the law firm of Skadden, Arps, Slate, Meagher & Flom. He brings experience leading education reform efforts and influence in the Los Angeles region. He is also President Emeritus of the J. Paul Getty Trust, where he served as president and CEO for 17 years. Prior to assuming his position with the Trust, Mr. Williams was the Chairman of the U.S. Securities and Exchange Commission and has served as Dean and Professor of Management of the Graduate School of Management, UCLA, and Chairman of the Board of Norton Simon, Inc. Mr. Williams serves on the Board of the Alliance for Excellent Education in Washington D.C.; he is Chair of the Board of Visitors of the UCLA School of the Arts; Director, Southern California Public Radio – KPCC; Co-chair of the Blue Ribbon Committee for Arts Education, LAUSD; Director, Center for Governmental Studies; Director, National Center for Public Policy and Higher Education; and Trustee, Committee for Economic Development. He was a member of the Regents of the University of California, and the Los Angeles Annenberg Metropolitan Project. Mr. Williams received his JD from Harvard Law School.

**Gayle Miller, Secretary**

Ms. Miller is the retired President of Anne Klein II, a leading designer sportswear manufacturing company in the United States. She brings business management and leadership expertise as well as experience on how to engage parents and communities in education causes. She also serves as Vice President of Program Development for a non-profit foundation she co-founded to develop and implement programs for inner-city children and parents. Over the past twelve years they have developed a values-based curriculum that has been used as an “after school program” in public and private schools and incorporated into the daily schedule of courses taught in many other schools in the Los Angeles area. Ms. Miller was also a board member of the Los Angeles Annenberg Metropolitan Project (LAAMP).

**Alan Arkatov**

Alan Arkatov is the President of Changing.edu, which creates the framework for new educational content and delivery systems by effectively blending the positive aspects of interactive games into PK-12 curriculum. Alan was formerly a Partner and the Chief Strategy Officer for The Rogers Group, and served as President and CEO of Burson-Marsteller’s Southern California region and Chairman of its National Education practice. He is the past President of the eEducation Group, where he served as the Chief e-Learning and strategic consultant to many of the nation’s leading Universities and School Districts. Mr. Arkatov was the Founder and Chairman of OnlineLearning.net. As a State Commissioner and former Chair of the California Postsecondary Education Commission (CPEC), he oversaw the planning and coordination of the Community College, State College and UC systems. Mr. Arkatov served as President of LA’s Commission for Children, Youth, and Their Families and was an appointee to the Congressional Web Education Commission. He is a former television producer and political media consultant, and helped create, produce and market the successful media campaigns for United States Senate, gubernatorial, mayoral and presidential campaigns as vice president of Doak, Shrum, and Associates. Mr. Arkatov attended USC and is a graduate of the University of Pennsylvania.

**Judge David S. Cunningham III**

David S. Cunningham, III is an L.A. Superior Court judge. He was a principal in the firm of Meyers Nave Riback Silver & Wilson. He has over two decades of experience in redevelopment law and condemnation matters. Mr. Cunningham also has extensive experience in police work, having presided over 250 use of force cases while serving on the Board of Police Commissioners, the civilian oversight body over the Los Angeles Police Department. He was one of five citizen members appointed by the Mayor of the City of Los Angeles and served as the Commission's president for two years. He is also an appointed member of the Los Angeles Sheriff’s Equity Oversight Panel. Mr. Cunningham began his legal career as an attorney in the



Honors Program with the U.S. Department of Justice. After leaving the Justice Department in 1983, he clerked for the Honorable Terry J. Hatter, Jr., U. S. District Judge for the Central District of California in Los Angeles. In 1984, Mr. Cunningham joined the Beverly Hills office of the national law firm of Finley, Kumble, Heine, Underberg, Manley & Casey, where he represented public entities and publicly traded companies in real estate acquisitions, including condemnation-related matters. He has also been a member of the LAUSD Governance Commission, the LA Urban League Board of Directors, the LA Business Council, and the Watts Health Foundation Community Trust. He is currently a member of the Board of Directors for the Midnight Mission. Mr. Cunningham has a BA in Economics from the University of Southern California and JD from New York University School of Law.

### **Luis de la Fuente**

As Associate Director for New Business Development at the Broad Foundation, Mr. De la Fuente works to identify, evaluate and develop new investments in organizations and in products and services that have the potential to significantly impact and improve the performance of K-12 public education. Before the foundation he was at McKinsey & Company in Florham Park, N.J., where he was an associate, consulting for corporations in the pharmaceutical, manufacturing and non-profit sectors. He previously worked as a post-doctoral research associate at Stanford University, has a bachelor's degree in molecular and cell biology from the University of California, Berkeley and a Ph.D. in developmental biology from the University of California, San Francisco.

### **David I. Fisher**

Mr. Fisher is Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company, as well as an officer and director of numerous affiliated companies. He is a portfolio manager for US, non-US, global and emerging market assets and has been responsible for the organizations international investing activities since 1982. Mr. Fisher serves on many Boards of Trustees including the J. Paul Getty Trust, Harvard Westlake School, UCLA School of Public Policy CalArts, The Lowe Institute, and The Institute of International Finance, Inc. He brings finance and business expertise, innovation and community leadership to our Board of Directors.

### **Cecil R. House**

Mr. House is senior vice president of operations support, safety and chief procurement officer for Southern California Edison. Prior to joining Edison in April 2006, He was vice president of customer operations at Public Service Electric & Gas Company (PSEG), New Jersey's largest electric and gas utility, in charge of revenue management, customer service, field operations, marketing, demand side management, account management and energy acquisition settlement



functions. Prior to that, he was vice president of Supply Chain Management at PSEG. Prior to joining PSEG, House was vice president of Business Development at Automatic Data Processing Inc. (ADP). Earlier in his career with ADP, he was vice president and assistant general counsel. Before joining ADP, he was a partner at the law firm of McDermott, Will & Emery in New York and an associate in the law firm of Debevoise & Plimpton.

### **Stewart Kwoh**

Mr. Kwoh is the President and executive Director of the Asian Pacific American Legal Center of Southern California the largest and most diverse legal assistance and civil rights organization targeting Asian Pacific Americans in the United States. He is also Vice-Chair of the Board of Directors for the National Asian Pacific American Legal Consortium, the country's first national Pan Asian civil rights organization. Mr. Kwoh is a trustee of the Methodist Urban Foundation, California Consumer Protection Foundation, The California Endowment and The California Wellness Foundation. Mr. Kwoh earned his BA and law degrees at UCLA.

### **Harry Levitt**

Mr. Levitt is Executive Vice President of MullinTBG, and a partner and business developer in a national executive benefits consulting firm with offices in Los Angeles, Chicago and New York. Mr. Levitt consults with large public and private corporations in the design, funding, securitization and administration of leading-edge non-qualified executive benefit plans. He frequently speaks and publishes articles on executive benefits and compensation topics.

### **Meyer Luskin**

President of Scope Industries, Mr. Luskin graduated from high school in Los Angeles. He served two and one-half in the U.S. Air Force during WW2, including time overseas. He has a Bachelor of Arts degree from UCLA and a Master of Business Administration from Stanford University, with ten years in the investment industry.

He is founder of several companies and on the board of directors of various entities, including companies on the New York Stock Exchange, American Stock Exchange, and NASDAQ. Currently a member of the board of directors of OSI, Inc., a NASDAQ company in the security and health care industries, he also serves on their executive, audit, and compensation committees. He is also a board member of Myricom, Inc., a computer and network infrastructure company and serves on the audit committee. Formerly, Chair of Stamet Inc., a high pressure solid pump manufacturer. He is member of the Santa Monica-UCLA Medical Center and Orthopedic Hospital board of advisors (formerly chair of the board), and presently, C.E.O. and Chairman of Scope Industries, formerly a public company, that now recycles waste food into an animal feed ingredient.



He helped found the Luskin Center for Innovation at UCLA and helped to start the Luskin Children's Clinic at the orthopedic hospital in Santa Monica.

**Richard Merkin, M.D.**

Dr. Merkin is the CEO and founder of Heritage Provider Network. He has over thirty years experience in managing clinically focused, administrative service organizations in health care delivery and physician network development. Dr. Merkin pioneered the development of medical networks responsive to the changing health care marketplace throughout California. His leadership has inspired the formation of over 25 group models and IPA structures in California and New York. Many of the medical groups have been recognized for their performance and service to the community, with awards including: the Health Plan Certificate of Excellence for Health Education Programs, the Physician's Recognition Award in Continuing Medical Education from the American Medical Association, the Health Plan Wellness Award and the California Task Force Employer Excellence Award. Dr. Merkin received the Marquis Award for Health Care from the Southern California Foundation for Health, Education and Research. He graduated from the University of Miami, School of Medicine.

**Neal Millard**

Mr. Millard is a practicing partner at Musick Peeler & Garrett LLP. He is extremely active in the public financing of charter and private schools and universities. Mr. Millard is an Adjunct Professor of Law at the USC Law Center. He is also active in local government and was elected as a trustee to the Altadena Library Board. He was appointed by the Los Angeles County Board of Supervisors to serve as a member of the Judicial Procedures Commission for the County of Los Angeles, serving as the chair of the commission from 2000 to 2002. He is on the board of the La Canada Flintridge Educational Foundation and previously served on the boards of Public Counsel, Inner City Law Center and the Los Angeles County Bar Foundation. He is secretary to the After School All Stars, Los Angeles, an after-school program serving at risk children. Mr. Millard received his AB degree from UCLA and his JD degree from the University of Chicago.

**Theodore R. Mitchell**

Mr. Mitchell assumed the role of CEO of NewSchools Venture Fund in the fall of 2005 after having served on the NewSchools Board of Directors for seven years. Previously, he served as president of Occidental College from 1999 to 2005. A former deputy to the president at Stanford and vice chancellor at UCLA, Mr. Mitchell is a national leader in the effort to provide high quality education for all students and has long been active in California and Los Angeles educational reform initiatives. Immediately prior to his presidency at Occidental, he served as vice president for education and strategic initiatives of the J. Paul Getty Trust. Ted is also an



education advisor to California Senator Dianne Feinstein and served as a senior education advisor to then-Los Angeles Mayor Richard Riordan. He serves on the boards of a variety of nonprofit education organizations. Ted graduated from Stanford with BAs in Economics and History, and also earned an MA in History and a Doctorate in Education at Stanford.

### **Dale Okuno**

Dale was born and raised in Pasadena CA where he still lives with his wife and two children. He began his career as a life insurance agent in his father's agency of Transamerica Occidental Life. As an advisor he earned his Chartered Life Underwriter designation, Series 7, Series 24 and Registered Investment Advisor and qualified as a Life Member of the Million Dollar Round Table. He later became a general agent and in 1984 was awarded Transamerica's President's Cup award for agency management.

In the mid 1980's, in an effort to increase his agency's marketing power and streamline office operations, Dale initiated the development of a software application that pioneered the category known as "contact management" software – creating E-Z Data, Inc. and serving as its CEO. Today its Web based product, called SmartOffice, sets the industry standard for Customer Relationship Management solutions especially designed for insurance agents, investment advisors, insurance companies, general agents and broker dealers. In October 2009 E-Z Data was acquired by Ebix, Inc. (EBIX), a leading international supplier of on-demand software and e-commerce services to the insurance industry.

Dale is a board member of Pacific Commerce Bank, Puroast Coffee Company, and a few software technology companies. He is chairman of the Pasadena Jazz Institute and also supports the Music Center of Los Angeles and various charities.

### **William G. Ouchi, Ph.D.**

Dr. Ouchi is the Sanford & Betty Sigoloff Professor in Corporate Renewal at The Anderson Graduate School of Management at UCLA. He previously served as Vice Dean and as Chair of the Strategy and Organization Area of the school. He serves as a member of prominent boards including Williams College, KCET public television, First Federal Bank of California. He was the Chairman of the LAUSD Advisory Committee on Finance Reform and is past-chair of the Los Angeles Educational Alliance for Restructuring Now (LEARN). Professor Ouchi is also an advisor to the Joint Senate-Assembly Committee on Preparing California for the 21st Century, and is a member of the Consumer Advisory Committee of the U.S. Securities and Exchange Commission. Between 1993 and 1995 he served as advisor and then as Chief of Staff to Mayor Richard Riordan in Los Angeles. Dr. Ouchi received his MBA at Stanford, and his Ph.D. at the University of Chicago.

**Virgil Roberts**

Mr. Roberts is the managing partner for the entertainment industry law firm of Bobbitt & Roberts. He brings legal expertise and has unique experience in working with at-risk communities. He is the former President of Solar Records and is a board member for the California Teacher Credentialing Commission and the LA Education Alliance for Restructuring Now. Mr. Roberts is also Treasurer of the Los Angeles Private Industry Council; Vice Chairman of the Public Education Fund Network; a Trustee of the Committee for Economic Development; and former Chairman of the Board of the Los Angeles Annenberg Metropolitan Project (LAAMP). Currently, Mr. Roberts is Chairman of the Board of the California Community Foundation. He also serves on the Board of Community Build, and is a Trustee of Occidental College and the Marlborough School. Mr. Roberts holds a law degree from Harvard Law School.

**Dr. Darline P. Robles**

Dr. Robles is currently a Professor of Clinical Education at the Rossier School of Education, University of Southern California. She recently retired as the superintendent of the Los Angeles County Office of Education (LACOE) where she served eight years. As the top education leader of the nation's most populous and diverse county, she ensured the financial and academic stability of 80 school districts that serve more than two million preschool and school-age children, and oversaw \$16 billion in school district funding and a staff of nearly 4,000. As chief of the Salt Lake City School District from 1995-2002, Dr. Robles was recognized for raising student achievement, significantly reducing the dropout rate, and securing vital resources for needy schools. Earlier, as Superintendent of the Montebello Unified School District, she saved that district from a state take-over by returning it to financial stability within two years. The California native formally began her 30-year education career in Montebello as a teacher, then coordinator of bilingual and bicultural education, and also served as an elementary and intermediate school principal. Dr. Robles received her Bachelor of Arts degree in history from California State University, Los Angeles; her Master's Degree in education from Claremont Graduate School; and her Doctorate in education policy and administration from the University of Southern California. In October 2009, she was named one of the Top 100 Influential Hispanic Americans by Hispanic Business Magazine, and in March 2010 was a "Women of the Year" recipient by the L.A. County Commission for Women. Dr. Robles is committed to public service and serves on many local and national boards. She was recently named to the President's Advisory Commission on Educational Excellence for Hispanics.

**Araceli Ruano**

Attorney Araceli Ruano is a community leader dedicated to education, arts, and environmental issues. She serves as president of the L.A. County Arts Commission, a trustee of the California Institute of the Arts (CalArts), a council member of the Roy and Edna Disney/CalArts Theatre



(REDCAT), a trustee of the Mexican American Bar Foundation and has served on numerous prestigious boards. Most recently, she was chief executive officer of ALAS, a foundation devoted to improving health and education for children in Latin America. Prior to her legal career at an international law firm, she was senior policy advisor to Al Gore's presidential campaign in 2000 and worked at the White House as assistant political director to the vice president and policy advisor to Tipper Gore.

### **J. Fredrick Simmons**

Mr. Simmons joined Freeman Spogli & Co. in 1986. Freeman Spogli is a private equity firm dedicated exclusively to investing with management in retail, direct marketing and distribution companies. Since its founding in 1983, Freeman Spogli has invested approximately \$2.5 billion in 42 companies with aggregate transaction values of about \$16 billion.

Prior to joining Freeman Spogli & Co., Mr. Simmons spent eight years with Bankers Trust Company. From 1978-1982, he served in the Commercial Banking Group in New York City, lending to middle market companies. From 1982-1986, he was based in Los Angeles and managed a lending group specializing in structuring and funding leveraged buyouts.

Mr. Simmons graduated cum laude from Williams College in 1978 with a BA in philosophy. He received his master's degree in business administration from New York University in 1982, with an emphasis in accounting. He has served on the Board of Directors of several public and private companies, and presently serves on the Board of PETCO Animal Supplies, Inc. and Smile Brands, Inc. Mr. Simmons is also Chairman of the Board of LAMP Community, a Los Angeles-based nonprofit organization that works to permanently house homeless men and women living with severe mental illness.

### **Eva Stern**

Ms. Stern is a clinical social worker and educator with a broad based perspective of educational reform that emphasizes the need for engaging students, teachers, and the community. As chair of InsideOUT Writers, a creative writing program for at risk and incarcerated youth, she brings experience in managing a non profit that focuses on youth learning in adverse environments. Ms. Stern has also served as chair of Parents who Care, a community based drug education organization. She supports a wide range of programs in education and the arts through the Marc and Eva Stern Foundation. She has a bachelor's degree in education from Hunter College and masters in social work from USC.

**Ronald Sugar**

Chairman Emeritus of Northrop Grumman Corporation, Ronald Sugar is a director of Chevron Corporation, trustee of the University of Southern California, director of the Los Angeles Philharmonic Association, member of the UCLA Anderson School of Management's board of visitors, director of the World Affairs Council of Los Angeles, and national trustee of the Boys and Girls Clubs of America.

**C. Fredrick Wehba**

Mr. Wehba serves as Chairman of BentleyForbes and is a standing member of the firm's Executive Committee. In this position, he contributes to the strategic development and oversight of the firm's business goals and operational platform. Mr. Wehba, along with members of the Wehba family, founded BentleyForbes in 1993. Since that time the firm has completed commercial real estate transactions valued in excess of \$3.5 billion in markets across the U.S. Prior to founding BentleyForbes, he gathered nearly 40 years experience in several industry sectors, including retail services as a successful owner and operator of grocery stores in the Midwest, product manufacturing and commercial real estate as a private developer and investor. A noted philanthropist, Mr. Wehba is currently serving or has served on the Board of Directors for the following organizations: The Boy Scouts of America, California Baptist University, Westside Community Church, First Baptist of Beverly Hills, The Institute for Social and Economic Policy in the Middle East - part of the John F. Kennedy School of Government at Harvard University, The Dove Foundation, The Associates For Breast Cancer Studies - part of John Wayne Cancer Institute, in addition to the Alliance. He is listed in The Who's Who of American Business Leaders. Mr. Wehba is involved in over 30 charities around the United States, has served on boards of various churches and founded Westside Community Church.

**SENIOR ADVISORS****Robert F. Erburu**

Mr. Erburu retired as chairman of the board of The Times Mirror Company in 1996. He brings expertise in non-profit strategy and experience in working with many foundations. Mr. Erburu was a trustee and chairman of the J. Paul Getty Trust and current chairman of the Board of Trustees of the National Gallery of Art. Mr. Erburu is a founding member of the board of directors for the Tomas Rivera Center, a national Hispanic policy institute, and was a member of the Board of Directors of the Los Angeles Annenberg Metropolitan Project (LAAMP). He is a Life Director of the Independent Colleges of Southern California; and he was the founding co-chair of the board of directors of the Pacific Council on International Policy and is its current chair. He is an honorary trustee of the Brookings Institution. Mr. Erburu is also a member of the boards of the Ahmanson Foundation, the Carrie Estelle Doheny Foundation, The William and



Flora Hewlett Foundation, the Fletcher Jones Foundation and The Ralph M. Parsons Foundation. Mr. Erburu served as a director of The Times Mirror Foundation until his retirement and served as a director of the Pfaffinger Foundation from 1985 to 1997. Mr. Erburu earned a J.D. from Harvard Law School.

### **Antonia Hernández**

Ms. Hernández is President of the California Community Foundation and former President and General Counsel of the Mexican American Legal Defense and Educational Fund (MALDEF), a national litigation and advocacy organization that uses the law, community education and research to protect the civil rights of the nation's 29 million Latinos. She has special expertise in working with at-risk communities and engaging parents and communities. She also brings experience in managing the politics of education reform. An expert in civil rights and immigration issues, Ms. Hernández worked in the U.S. Senate Judiciary Committee as Staff Counsel and drafted bills and briefed committee members on national issues. Ms. Hernández formerly served as a Board of Directors for the Federal Reserve Bank of San Francisco, Los Angeles Branch and the Los Angeles Annenberg Metropolitan Project. Ms. Hernández earned her J.D. at the UCLA School of Law. She was admitted to the State Bar of California, Washington D.C. Bar, the United States Courts for the Ninth Circuit, and the U.S. Supreme Court.

### **Paul C. Hudson**

Mr. Hudson is currently President and CEO of Broadway Federal Bank, the oldest and the only publicly traded African American bank west of the Mississippi. Prior to joining Broadway Federal in 1980, he practiced law with the Washington D.C. firm of Wilmer, Cutler and Pickering. In 1975, he returned to Los Angeles to join the law firm established by his father, Hudson, Sandoz and Brown. He is a member of the State of California and District of Columbia bars. Mr. Hudson is a past President of the Los Angeles NAACP and serves on numerous boards, including the California Community Foundation, Los Angeles Orthopedic Hospital Foundation, American Red Cross, Phillips Graduate Institute, and serves as Chairman of Community Redevelopment Agency Board of Commissioners and Community Build, Inc. Mr. Hudson has previously served on the boards of the Los Angeles Metropolitan Transportation Authority, LA County Hospital Commission, California Business Roundtable, Southern California Edison Advisory Board, LA Chamber of Commerce, California State University at Los Angeles Foundation, Fulfillment Fund, and LA County Economic Development Corporation, to name just a few.

**Dan Katzir**

Mr. Katzir, Managing Director, Broad Foundation, has worked with numerous school districts, universities, corporations and community organizations to improve leadership in urban K-12 schools. Katzir is former Executive Director of the UCLA School Management Program, a university-based nonprofit school leadership initiative run jointly by UCLA's School of Education and School Of Management. Katzir was the founding Los Angeles Regional Director for Sylvan Learning Systems and was the Chief Operating Officer for Teach for America. Katzir was also a consultant with Bain & Company, an international management-consulting firm that assists Fortune 500 companies with business strategy and operational performance. Katzir received his B. A. from Dartmouth College and M. B. A. from Harvard Business School.

**Greg Sommers**

Mr. Sommers is a Senior Program Officer at the Bill & Melinda Gates Foundation, working on the foundation's Effective Teacher strategy. In his work at the foundation he has supported districts and school networks across California, Oregon, and Colorado to improve education outcomes for high school students. Prior to joining the Gates Foundation, Greg was a Director of Investment and Consulting Services at New American Schools, a national nonprofit organization that spearheaded and supported comprehensive school reform efforts across the country. Greg also was a high school and middle school special education teacher in the Fairfax County Public School system, where he developed an adolescent literacy program for students reading significantly below grade level. He received his Master of Teaching and Bachelor degrees from the University of Virginia and earned an MBA at the Ross School of Business at the University of Michigan.

**Robert E. Wycoff**

Mr. Wycoff retired as President and Chief Operating Officer of ARCO in 1993, after forty years. He brings business management expertise as well has experience in driving education reform initiatives. During his time at ARCO and continuing after his retirement, Mr. Wycoff has been engaged in a number of Los Angeles-area community organizations. He was a charter member of LEARN, a coalition seeking to reform and restructure the Los Angeles public school system. He also served on the Board of Governors of LAAMP, an organization closely paralleling the goals of LEARN. He also served on the California Commission on Higher Education.

Schools Operated by Applicant (as of 8/9/11)

**MAILING ADDRESS FOR ALLIANCE SCHOOLS: Home Office: 1940 South Figueroa Street, Los Angeles, CA 90007**

**High Schools**

	<b>School Name / Grades / School Year Opened</b>	<b>Address / School Community</b>	<b>Principal / Lead Team Contact Information</b>	<b>School Codes</b>
1.	<b>Alliance Dr. Olga Mohan High School</b> (Formerly College-Ready Academy High School #4) Grades: 9-12 Year Opened: 2006-2007	644 W. 17 <sup>th</sup> Street, Los Angeles, CA 90015 (LAUSD: Jefferson HS area)	Principal: Janette Rodríguez Director of Instruction: Loreen Flores  <a href="mailto:jrodriguez@laalliance.org">jrodriguez@laalliance.org</a> Telephone: 213-342-2870 Fax: 213-342-2871 <a href="http://www.collegeready4.com">www.collegeready4.com</a>	CDS 19-64733-0111500 State Charter #0790 LAUSD Location Code # 8823 EIN# 72-1616709 EDD# 292-0018-5 Corporation: 2878048
2.	<b>Alliance College-Ready Academy High School #5</b> Grades: 9-12 Year Opened: 2007-2008	1729 W. Martin Luther King, Jr. Boulevard, Los Angeles, CA 90062 (LAUSD: Manual Arts MS area)	Principal: Dean Marolla Assistant Principal: Robert Delfino Assistant Principal: Miguel Gamboa <a href="mailto:dmarolla@laalliance.org">dmarolla@laalliance.org</a> Telephone: 213-342-2874 Fax: 213-342-2875 <a href="http://www.collegeready5.org">www.collegeready5.org</a>	CDS 19-64733-0111492 State Charter #0789 LAUSD Location Code # 8824 EIN# 72-1616709 EDD# 292-0055-7 Corporation: 2878049
3.	<b>Alliance College-Ready Academy High School #7</b> Grades: 9-12 Year Opened: 2007-2008	2941 West 70 <sup>th</sup> Street, Los Angeles, CA 90043 (LAUSD: Crenshaw HS and Dorsey HS areas)	Principal: Rosalio Medrano Assistant Principal: Linda Lee <a href="mailto:rmedranor@laalliance.org">rmedranor@laalliance.org</a> Telephone: 323-905-1210 Fax: 323-905-1215 <a href="http://www.collegeready7.org">www.collegeready7.org</a>	CDS 19-64733-0114942 State Charter #0926 LAUSD Location Code # 8502 EIN# 51-0581153 EDD#292-0038-3 Corporation: 2878050
4.	<b>Alliance Gertz-Ressler High School</b> (Formerly College-Ready Academy High School) Grades: 9-12 Year Opened: 2004-2005	2023 S. Union Avenue, Los Angeles, CA 90007-1326 (LAUSD: West Adams Prep HS area)	Principal: James Waller, III Assistant Principal: Merri Garcia Director of Instruction: Juan Pineda <a href="mailto:jwaller@laalliance.org">jwaller@laalliance.org</a> Telephone: 213 -745-8141 Fax: 213-745-8142 <a href="http://www.gertzresslerhigh.org">www.gertzresslerhigh.org</a>	CDS 19-64733-0106864 State Charter # 0645 LAUSD Location Code # 8626 EIN# 20-0846362 EDD#242-0925-6 Corporation: 2575144
5.	<b>Alliance Environmental Science &amp; Technology High School</b> (Formerly College-Ready Academy High School #10) Grades: 9-10 Year Opened: 2009-2010	2930 Fletcher Drive, Los Angeles, CA 90065 (LAUSD: Franklin HS area)	Principal: Howard Lappin Assistant Principal: Melissa Chew Director of Instruction: Stephanie Mclroy <a href="mailto:hlappin@laalliance.org">hlappin@laalliance.org</a> Telephone: 323-739-0560 Fax: 323-739-0565 <a href="http://www.esathigh.org">www.esathigh.org</a>	CDS 19-64733-0117606 State Charter #0929 LAUSD Location Code # 8215 EIN# 94-3476918 EDD# 300-5075-1 Corporation #: 3001893
6.	<b>Alliance Health Services Academy High School</b> (Formerly College-Ready Academy High School #8) Grades: 9-10 Year Opened: 2009-2010	12226 S Western Avenue, Los Angeles, CA 90047 (LAUSD: Washington HS area)	Principal: Erik Elward Assistant Principal: N/A <a href="mailto:eelward@laalliance.org">eelward@laalliance.org</a> Telephone: 323 /972-9010 Fax: 323 /905-1578 <a href="http://www.hsahs.org">www.hsahs.org</a>	CDS 19-64733-0117598 State Charter #0927 LAUSD Location Code #8213 EIN# 94-3476912 EDD# 300-5072-8 Corporation #: 3001891
7.	<b>Alliance Heritage College-Ready Academy High School</b> Grades: 9-12 Year Opened: 2005-2006	10101 S. Broadway Street, Los Angeles, CA 90003 (LAUSD: Locke HS area)	Principal: Davida Fountain Telephone: 323 920-6125 Fax: 323 -920-6950 <a href="http://www.heritagecollegeready.org">www.heritagecollegeready.org</a>	CDS 19-64733-0108894 State Charter #0714 LAUSD Location Code # 8646 EIN# 01-0833578 EDD# 252-5057-2 Corporation: 2727213

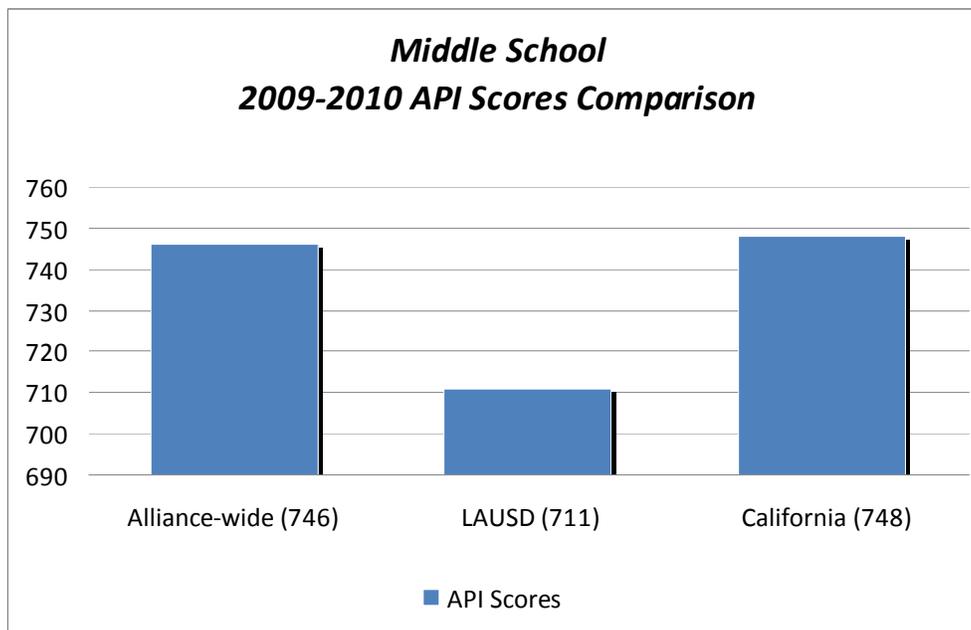
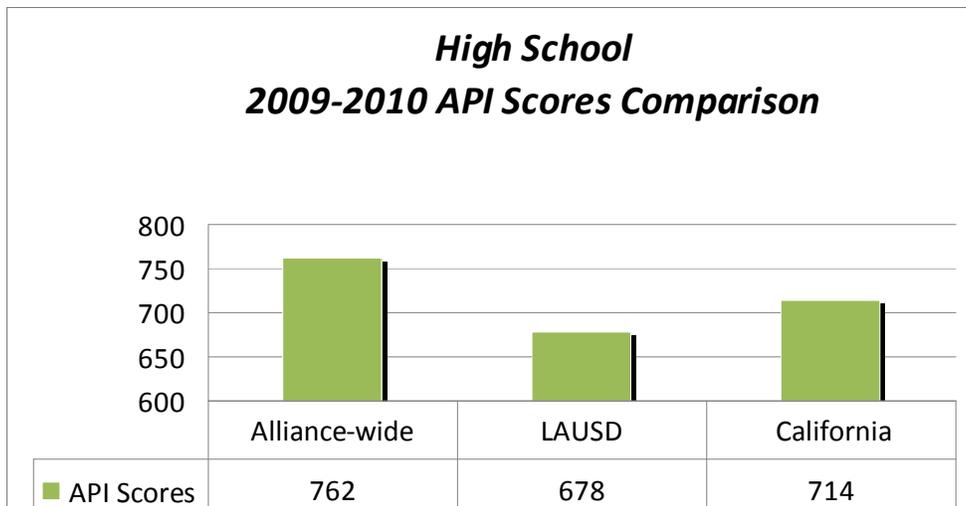
**Schools Operated by Applicant (as of 8/9/11)**

	<b>School Name / Grades / School Year Opened</b>	<b>Address / School Community</b>	<b>Principal / Lead Team Contact Information</b>	<b>School Codes</b>
8.	<b>Alliance Huntington Park College-Ready Academy High School</b> Grades: 9-12 Year Opened: 2005-2006	2071 Saturn Avenue, Huntington Park, CA 90255-3635 (LAUSD: Huntington Park HS area)	Principal: Laura Galván Assistant Principals: Christina Powers Assistant Principals: Ani Meymarian <a href="mailto:lgalvan@laalliance.org">lgalvan@laalliance.org</a> Telephone: 323 /923-1588 Fax: 323 -923-1589 <a href="http://www.huntingtonparkjaguars.org">www.huntingtonparkjaguars.org</a>	CDS 19-64733-0108936 State Charter #0718 LAUSD Location Code # 8647 EIN# 01-0833582 EDD# 252-5086-1 Corporation: 2727214
9.	<b>Alliance William and Carol Ouchi High School</b> (Formerly College-Ready Academy High School #6) Grades: 9-12 Year Opened: 2006-2007	5356 S. 5 <sup>th</sup> Avenue, Los Angeles, CA 90043 (LAUSD: Manual Arts HS and Crenshaw HS areas)	Principal: Dea Tramble Director of Instruction: Stephen Bisuano Director of Instruction: Monique Burgess <a href="mailto:dtramble@laalliance.org">dtramble@laalliance.org</a> Telephone: 323 /596-2290 Fax: 323 /596-2295 <a href="http://www.ouchihs.org">www.ouchihs.org</a>	CDS 19-64733-0111641 State Charter #0784 LAUSD Location Code # 8825 EIN# 51-0581153 EDD# 292-0044-1 Corporation #: 2878050
10.	<b>Alliance Marc and Eva Stern Math &amp; Science School</b> Grades: 9-12 Year Opened: 2006-2007	5151 State University Drive, CSULA, Mail Code 8981-06, Lot 2, Los Angeles, CA 90032 (LAUSD: Garfield HS and Roosevelt HS areas)	Principal: Kirsten Woo Assistant Principals: Evelyn Licea Assistant Principals: Sergio Pesqueira Director of Instruction: Darron Evans <a href="mailto:kwoo@laalliance.org">kwoo@laalliance.org</a> Telephone: 323 /987-2144 FAX: 323 /987-2149 <a href="http://www.sternmass.org">www.sternmass.org</a>	CDS 19-64733-0111658 State Charter #0788 LAUSD Location Code # 8826 EIN# 51-0581156 EDD#266-3233-1 Corporation: 2878046
11.	<b>Alliance Media Arts and Entertainment High School</b> (Formerly College-Ready Academy High School #8) Grades: 9-10 Year Opened: 2009-2010	5156 Whittier Boulevard, Los Angeles, CA 90022 (LAUSD: Garfield HS area)	Principal: John Fox, PhD Assistant Principal: Angie Flores <a href="mailto:jfox@laalliance.org">jfox@laalliance.org</a> Telephone: 323 /859-0750 Fax: 323 /859-0758 <a href="http://www.meadahs.org">www.meadahs.org</a>	CDS 19-64733-0116509 State Charter #0928 LAUSD Location Code # 8214 EIN# 94-3476915 EDD# 301-3319-3 Corporation #: 3001892
12.	<b>Alliance College-Ready Academy High School #11</b> Grades: 9 Year Opened: 2010-2011	10720 Wilmington Avenue, Los Angeles, CA 90059 (LAUSD: Jordan HS area)	Principal: Dr. Clarence Miller Assistant Principal: Erin Craig <a href="mailto:clmiller@laalliance.org">clmiller@laalliance.org</a> Telephone: 323/744-2122 Fax: 323/744-2123	CDS 19-64733-0121285 State Charter #1161 LAUSD Location Code #7759 EIN# 27-3723511 EDD# _____ Corporation: _____
13.	<b>Alliance College-Ready Academy High School #16</b> Grade: 9 Year Opening: 2011-2012	1575 W. 2 <sup>nd</sup> Street, Los Angeles, CA 90026 (LAUSD: Belmont HS area)	Principal: Carmen Vazquez- Mancini <a href="mailto:cvazquez-mancini@laalliance.org">cvazquez-mancini@laalliance.org</a> Telephone: 310/427-4837 Fax: 213/342-2871	CDS 19-64733-123141 State Charter #1164 LAUSD Location Code # EIN# _____ EDD# _____ Corporation: _____
14.	<b>Alliance Technology and Math Science High School</b> (Formerly College-Ready Academy High School #13) Grade: 9 Year Opening: 2011-2012	2050 N. San Fernando Road, Los Angeles, CA 90065 (LAUSD: Marshall HS, Franklin HS, and Eagle Rock HS areas)	Principal: Dr. Michelle Tubbs Assistant Principal: Richard Thomas <a href="mailto:mtubbs@laalliance.org">mtubbs@laalliance.org</a> Telephone: 323-276-5545 Fax:	CDS 19-64733-121293 State Charter #1162 LAUSD Location Code # 7760 EIN# 27-3723566 EDD# _____ Corporation: _____

**Schools Operated by Applicant (as of 8/9/11)**  
**Middle Schools**

	<b>School Name / Grades / School Year Opened</b>	<b>Address / School Community</b>	<b>Principal / Lead Team Contact Information</b>	<b>School Codes</b>
15.	<b>Alliance Christine O'Donovan Middle Academy</b> (Formerly College-Ready Middle Academy #3) Grade 6-8 Year Opened: 2008-2009	5355 S. 4 <sup>th</sup> Avenue, Los Angeles, CA 90043 (LAUSD: Horace Mann MS area)	Principal: Edith Navarre Assistant Principal: Michael Colby Dean of Students: Stacey Brewer <a href="mailto:enavarre@laalliance.org">enavarre@laalliance.org</a> Telephone: 323 /294-3172 Fax: 323 /292-7384 <a href="http://www.odonovanacademy.org">www.odonovanacademy.org</a>	CDS 19-64733-0116533 State Charter #0969 LAUSD Location Code # 8006 EIN# 80-0222304 EDD# 290-2079-9 Corporation: 3154195
16.	<b>Alliance College-Ready Middle Academy #4</b> Grades: 6-7 Year Opened: 2009-2010	9717 S. Main Street, Los Angeles, CA 90003 (LAUSD: Bethune MS area)	Principal: Alejandro Gomez Director of Instruction: Eva Flores <a href="mailto:agomez@laalliance.org">agomez@laalliance.org</a> Telephone: 323 /451-3009 Fax: 323-455-1655	CDS 19-64733-0120030 State Charter #1096 LAUSD Location Code # 5160 EIN# 94-3477000 EDD# 301-3326-8 Corporation: 3198795
17.	<b>Alliance College-Ready Middle Academy #5</b> Grades: 6-7 Year Opened: 2009-2010	2635 Pasadena Avenue, Los Angeles, CA 90031 (LAUSD: Nightingale MS area)	Principal: Suzette Martinez <a href="mailto:storres@laalliance.org">storres@laalliance.org</a> Telephone: 323 /987-1680 Fax: 323 /987-1687	CDS 19-64733-0120048 State Charter #1097 LAUSD Location Code # 5161 EIN# 94-3477005 EDD# 300-5082-7 Corporation: 3198796
18.	<b>Alliance Richard Merkin Middle School</b> Grades: 6-8 Year Opened: 2005-2006	2023 S. Union Avenue, Los Angeles, CA 90007-1326 (LAUSD: Liechty MS area)	Principal: Donna Jacobson Assistant Principal: Leticia Vallejo <a href="mailto:djacobson@laalliance.org">djacobson@laalliance.org</a> Telephone: 213 -748-0141 Fax: 213 -748-0142 <a href="http://www.merkinms.org">www.merkinms.org</a>	CDS 19-64733-0108902 State Charter #0715 LAUSD Location Code # 8100 EIN# 01-0833588 EDD# 52-5113-3 Corporation #: 2727215
19.	<b>Alliance Jack H. Skirball Middle School (Skirball)</b> (Formerly College-Ready Middle Academy #2) Grades 6-8 Year Opened: 2007-2008	603 E. 115 <sup>th</sup> Street, Los Angeles, CA 90059-2322 (LAUSD: Gompers HS area)	Principal: Joy May-Harris Assistant Principal: Toria Williams <a href="mailto:jmayharris@laalliance.org">jmayharris@laalliance.org</a> Telephone: 323 -905-1377 Fax: 323 -905-1378 <a href="http://www.skirballmiddle.org">www.skirballmiddle.org</a>	CDS 19-64733-0111518 State Charter #0779 LAUSD Location Code # 8115 EIN# 51-0581154 EDD#292-0042-5 Corporation: 2878047
20.	<b>Alliance College-Ready Middle Academy #7</b> Grades: 6 Year Opened: 2010-2011	2941 W. 70 <sup>th</sup> Street, Los Angeles, CA 90043 (LAUSD: Crenshaw HS and Dorsey HS areas)	Principal: Mr. Luis Ramirez Assistant Principal: NA <a href="mailto:luramirez@laalliance.org">luramirez@laalliance.org</a> Telephone: 323/920-4388 Fax: 323/920-4527	CDS 19-64733-0121277 State Charter #1160 LAUSD Location Code #7758 EIN# 27-3739336 EDD# _____ Corporation: _____

**STUDENT ACADEMIC ACHIEVEMENT  
ALLIANCE COLLEGE-READY SCHOOLS**



API SCORES Three Year Trend				
HIGH SCHOOLS (HS)	Opened	2007-08	2008-09	2009-10
California High School API	N/A	689	702	714
LAUSD High School API	N/A	762	665	678
Gertz-Ressler High School	2004	778	827	853
Heritage College-Ready Academy HS	2005	642	650	717

Huntington Park College-Ready Academy HS	2005	716	781	778
Dr. Olga Mohan High School	2006	812	846	833
Marc & Eva Stern Math & Science School	2006	792	788	789
William and Carol Ouchi High School	2006	804	799	795
College-Ready Academy HS #5	2007	N/A*	649	715
College-Ready Academy HS #7	2007	N/A*	610	614
Environmental Science & Technology HS	2009	--	--	N/A*
Health Services Academy High School	2009	--	--	N/A*
Media Arts & Entertainment Design HS	2009	--	--	N/A*
College-Ready Academy HS #11	2010	--	--	--

\* N/A: CA does not issue an API score for first year schools.

<b>MIDDLE SCHOOLS</b>	<b>Opened</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>California Middle School API</b>	N/A	<b>720</b>	<b>754</b>	<b>748</b>
<b>LAUSD Middle School API</b>	N/A	<b>746</b>	<b>694</b>	<b>711</b>
Richard Merkin Middle School	2005	727	747	775
Jack H. Skirball Middle School	2007	N/A*	739	730
Christine O'Donovan Middle Academy	2008	--	N/A*	734
College-Ready Middle Academy #4	2009	--	--	N/A*
College-Ready Middle Academy #5	2009	--	--	N/A*
College-Ready Middle Academy #7	2010	--	--	--

<b>Adequate Yearly Progress (AYP) Proficient or Advanced in English</b>			
<b>AYP English for Students with Special Needs</b>	<b>Alliance-wide</b>	<b>LAUSD</b>	<b>California</b>
<b>2010 AYP Proficient or Advanced in English</b>	43.4%	43.4%	53.9%
Socioeconomically Disadvantaged	43.4%	38.4%	41.1%
English Learners	40.5%	28.4%	35.6%
<b>Adequate Yearly Progress (AYP) Proficient or Advanced in Math</b>			
<b>AYP MATH</b>	<b>Alliance-wide</b>	<b>LAUSD</b>	<b>California</b>
<b>2010 AYP Proficient or Advanced in Math</b>	49.7%	48.0%	56.3%
Socioeconomically Disadvantaged	49.7%	44.1%	46.3%
English Learners	49.8%	38.3%	45.6%

**2009-2010 Alliance High School Performance Accountability**

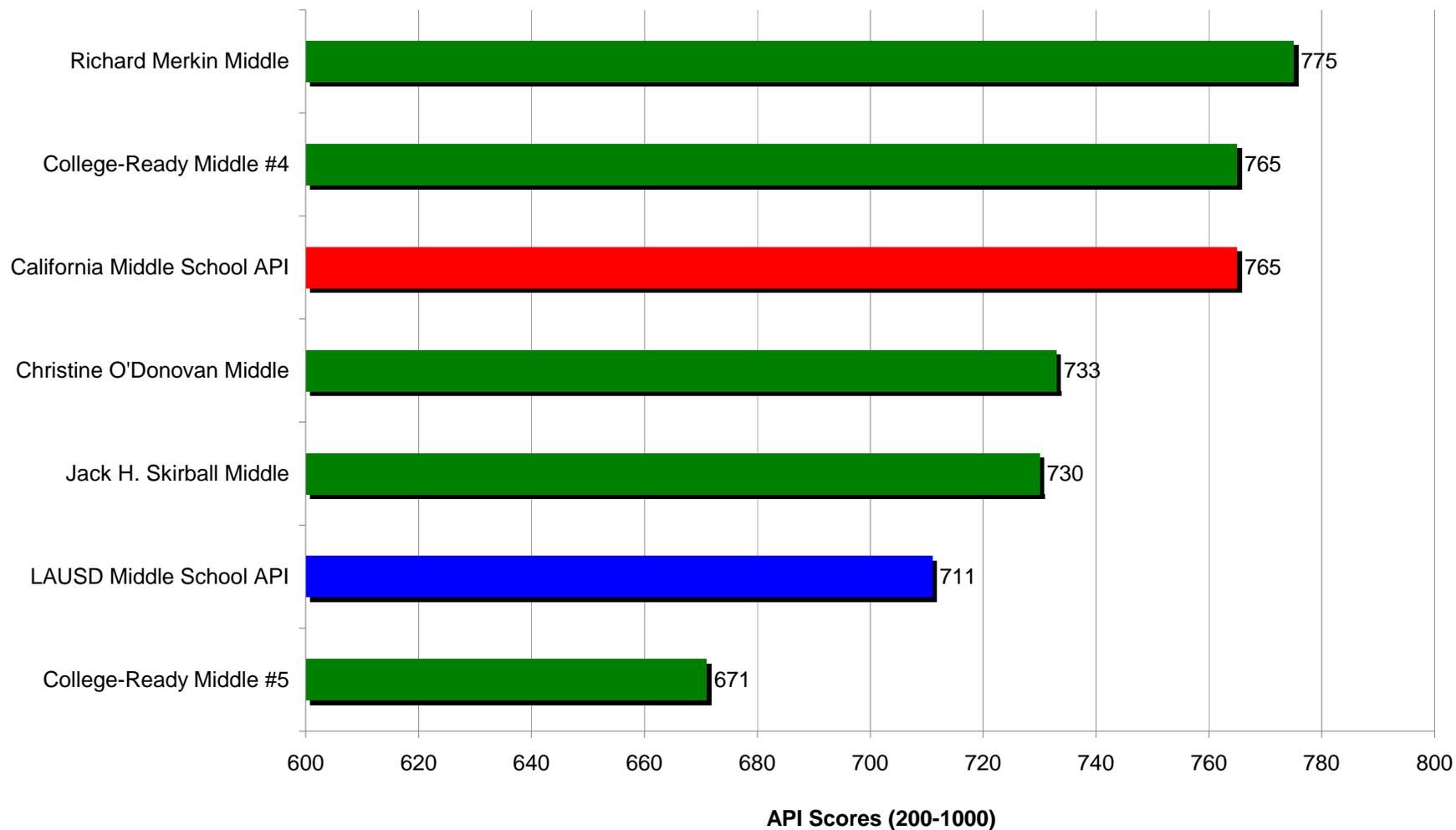
<u>Accountability Metrics - Mission Outcome Goals</u>	CRAHS 5	CRAHS 7	ESAT	GRHS	Health Services	Heritage	HPCRAHS	Media Arts	Mohan	Ouchi	SMASS	% Schools Met Target
<b>1. Academic Achievement (Academic Performance Index - API):</b>												
a. 1 <sup>st</sup> Year: <b>650</b> 2 <sup>nd</sup> Year: <b>675</b> & Meet School & Subgroup Growth Targets 3 <sup>rd</sup> Year: <b>700</b> & Meet School & Subgroup Growth Targets	Yr 3 715 Yes	Yr 4 614 No	Yr 1 859 Yes	Yr 6 853 Yes	Yr 1 667 Yes	Yr 5 717 Yes	Yr 5 778 Yes	Yr 1 664 Yes	Yr 4 883 Yes	Yr 4 795 Yes	Yr 4 789 Yes	<b>91%</b>
b. Outperform closest neighboring school students would have otherwise attended on API score.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<b>100%</b>
c. 08-09 State & Similar Schools Rank of at least 6 or higher	CA: 2 Sch: 9 No	CA: 2 Sch: 7 No	na	CA: 9 Sch: 10 Yes	na	CA: 2 Sch: 8 No	CA: 8 Sch: 10 Yes	na	CA: 10 Sch: 10 Yes	CA: 8 Sch: 10 Yes	CA: 8 Sch: 10 Yes	<b>63%</b>
<b>2. Academic Achievement (CA Standards Test - CST):</b>												
a. Annually <b>increase %</b> of students advanced/proficient on CA Standards Tests (CST) in <b>English Language Arts</b> .	+10% Yes	+4% Yes	na	+3% Yes	na	+8% Yes	+0% No	na	+11% Yes	-3% No	+2% Yes	<b>75%</b>
b. Annually <b>increase %</b> of students advanced/proficient on CA Standards Tests (CST) in <b>Math</b> .	+3% Yes	+0% No	na	-2% No	na	+12% Yes	+8% Yes	na	+11% Yes	+2% Yes	+3% Yes	<b>75%</b>
c. Outperform nearest neighboring schools that students would have otherwise attended in <b>average % advanced/proficient</b> on CST in English and Math.	E: 15% M: 3% Yes	E: 14% M: 2% Yes	E: 36% M: 10% Yes	E: 20% M: 6% Yes	E: 18% M: 1% Yes	E: 12% M: 1% Yes	E: 24% M: 5% Yes	E: 31% M: 9% Yes	E: 15% M: 2% Yes	E: 21% M: 3% Yes	E: 26% M: 7% Yes	<b>100%</b>
d. Annually <b>decrease average % of students Far Below Basic</b> on CST in English and Math from year to year and in comparison to neighboring schools.	E: -6% M: -12% Yes	E: +2% M: +8% No	na	E: +0% M: -2% No	na	E: +0% M: +13% No	E: +1% M: +3% No	na	E: +0% M: -7% No	E: +1% M: 0% No	E: +0% M: +1% No	<b>13%</b>
e. NSVF – Average % advanced/proficient in English & Math, for schools open 3+ years, is higher than average proficiency for CA highest-performing sub-group	E: No M: No	E: No M: No	na	E: No M: No	na	E: No M: No	E: No M: No	na	E: No M: No	E: No M: No	E: No M: No	<b>0%</b>

<u>Accountability Metrics - Mission Outcome Goals</u>	CRAHS 5	CRAHS 7	ESAT	GRHS	Health Services	Heritage	HPCRAHS	Media Arts	Mohan	Ouchi	SMASS	% Schools Met Target
(ASIAN adv/prof: E=74%, M=65%).												
<b>3. Graduation Rate:</b>												
a. <u>High Schools:</u> 90% of students entering as 9th graders who are continuously enrolled graduate within four years (students will pass CAHSEE, pass A-G courses, earn 250 unit graduation requirements), OR	na	na	na	81%	na	81%	79%	na	74%	47%	64%	0%
b. <u>Middle Schools:</u> 90% of students entering as 6 <sup>th</sup> graders continuously enrolled culminate middle school in 3 years.												
c. 90% of students will take and pass the California High School Exit Exam (CAHSEE) by end of grade 12. (% passed for Next Graduating Class of 2010 or 2011) 3 more chances to pass.	2011 78%	2011 80%	na	2010 100%	na	2010 100%	2010 100%	na	2010 100%	2010 100%	2010 100%	100%
<b>4. College-Attendance and Readiness:</b>												
a. 90% of high school graduates accepted in 4-year colleges.	na	na	na	85%	na	90%	84%	na	93%	83%	84%	33%
b. <u>High Schools:</u> Less than 15% of graduates attending college are enrolled in remedial courses in English or math.												
c. <u>Middle Schools:</u> 80% of grade 8 students culminate ready for high school (passed Algebra and ready for geometry).	na	na	na	TBD (12/2010)	na	TBD (12/2010)	TBD (12/2010)	na	TBD (12/2010)	TBD (12/2010)	TBD (12/2010)	TBD
<b>5. Adequately Yearly Progress (AYP)</b>												
a. Meet Federal school-wide and subgroup target criteria	11/18 No	5/6 No	18/18 Pending	18/18 Pending	11/20 No	18/18 Pending	14/18 No	9/18 No	18/18 Pending	18/18 Pending	14/18 No	TBD
<b>% of Applicable Outcome Goal Accountability Targets Met By School</b>	6 of 10 60%	3 of 10 30%	3 of 4 75%	9 of 12 75%	3 of 4 75%	7 of 12 58%	6 of 12 50%	3 of 4 75%	8 of 12 67%	6 of 12 50%	7 of 12 58%	

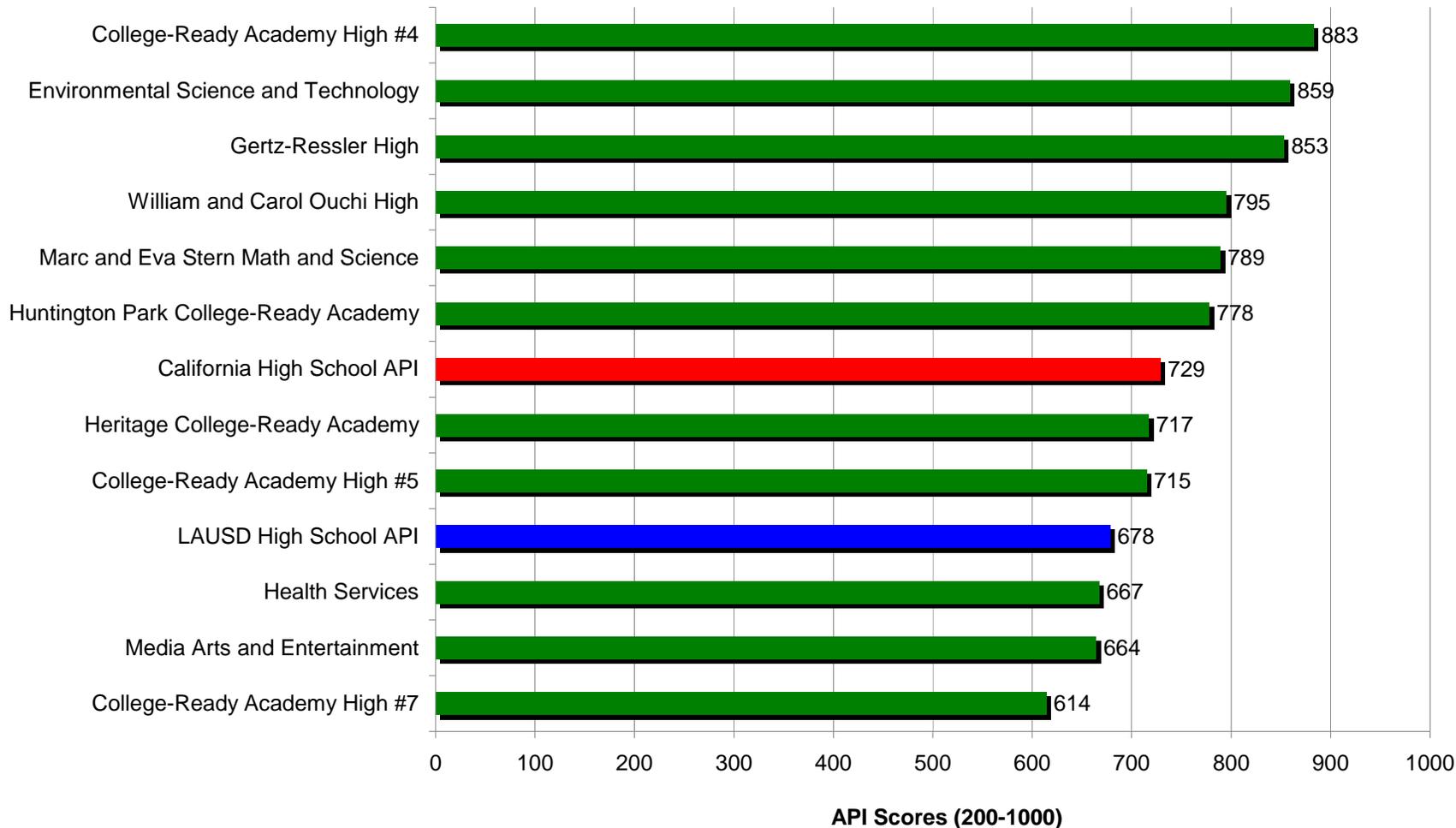
## 2009-2010 Alliance Middle School Performance Accountability

<u>Accountability Metrics - Mission Outcome Goals</u>	CRMA 4	CRMA 5	Merkin	O'Donovan	Skirball	% Schools Met Target
<b>1. Academic Achievement (Academic Performance Index - API):</b>						
d. 1 <sup>st</sup> Year: <b>650</b> 2 <sup>nd</sup> Year: <b>675</b> & Meet School & Subgroup Growth Targets 3 <sup>rd</sup> Year: <b>700</b> & Meet School & Subgroup Growth Targets	Yr 1 765 Yes	Yr 1 671 Yes	Yr 5 775 Yes	Yr 2 733 Yes	Yr 3 730 Yes	100%
e. Outperform closest neighboring school students would have otherwise attended on API score.	Yes	No	Yes	Yes	Yes	80%
f. 08-09 State & Similar Schools Rank of at least 6 or higher	na	na	CA: 5 Sch: 10 No	CA: 4 Sch: na No	CA: 5 Sch: 10 No	0%
<b>2. Academic Achievement (CA Standards Test - CST):</b>						
f. Annually <b>increase %</b> of students advanced/ proficient on CA Standards Tests (CST) in <b>English Language Arts</b> .	na	na	+4% Yes	-3% No	-5% No	33%
g. Annually <b>increase %</b> of students advanced/ proficient on CA Standards Tests (CST) in <b>Math</b> .	na	na	+7% Yes	+1% Yes	+2% Yes	100%
h. Outperform nearest neighboring schools that students would have otherwise attended in <u>average % advanced/proficient</u> on CST in English and Math.	E: 14% M: 15% Yes	E: 35% M: 35% No	E: 36% M: 30% Yes	E: 34% M: 21% Yes	E: 15% E: 16% Yes	80%
i. Annually <b>decrease average % of students Far Below Basic</b> on CST in English and Math from year to year and in comparison to neighboring schools.	na	na	E: +1% M: -1% No	E: +0% M: -1% No	E: +5% M: +3% No	0%
j. NSVF – Average % advanced/proficient in English & Math, for schools open 3+ years, is higher than average proficiency for CA highest-performing sub-group ( <b>ASIAN adv/prof: E=74%, M=65%</b> ).	na	na	E: No M: No	na	E: No M: No	0%
<b>3. Graduation Rate:</b>						
d. <b>High Schools:</b> 90% of students entering as 9th graders who are continuously enrolled graduate within four years (students will pass CAHSEE, pass A-G courses, earn 250 unit graduation requirements), OR	na	na	85%	na	76%	0%
e. <b>Middle Schools:</b> 90% of students entering as 6 <sup>th</sup> graders continuously enrolled culminate middle school in 3 years.						
f. 90% of students will take and pass the California High School Exit Exam (CAHSEE) by end of grade 12. (% passed for Next Graduating Class of 2010 or 2011) 3 more chances to pass.	na	na	na	na	na	na
<b>4. College-Attendance and Readiness:</b>						
d. 90% of high school graduates accepted in 4-year colleges.	na	na	na	na	na	na
e. <b>High Schools:</b> Less than 15% of graduates attending college are enrolled in remedial courses in English or math.	na	na	40% Ready for Geometry	na	29% Ready for Geometry	0%
f. <b>Middle Schools:</b> 80% of grade 8 students culminate ready for high school (passed Algebra and ready for geometry).						
<b>5. Adequately Yearly Progress (AYP)</b>						
b. Meet Federal school-wide and subgroup target criteria	9/17 No	8/17 No	14/17 No	12/17 No	12/21 No	0%
<b>% of Applicable Outcome Goal Accountability Targets Met By School</b>	3 of 4 75%	1 of 4 25%	5 of 11 45%	4 of 8 50%	4 of 11 36%	

### 2010 Academic Performance Index (API) Alliance Among Top Performing Middle Schools in Los Angeles Unified School District



### 2010 Academic Performance Index (API) Alliance Among Top Performing High Schools in Los Angeles Unified School District

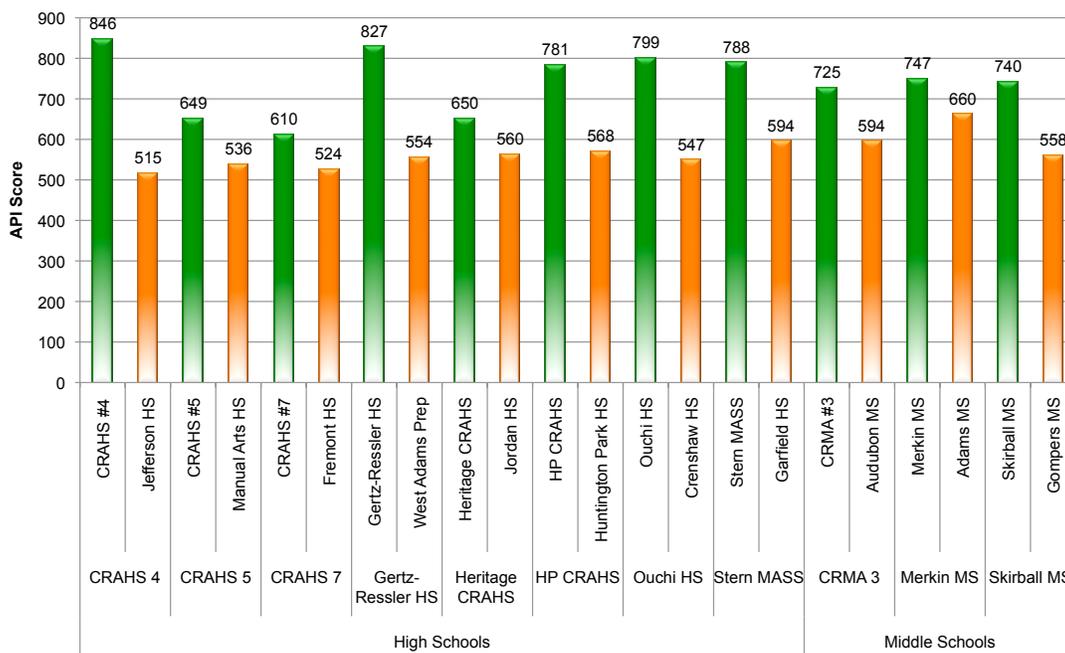


## Improving Student Achievement – Schools and Alliance

### Academic Performance Index (API)

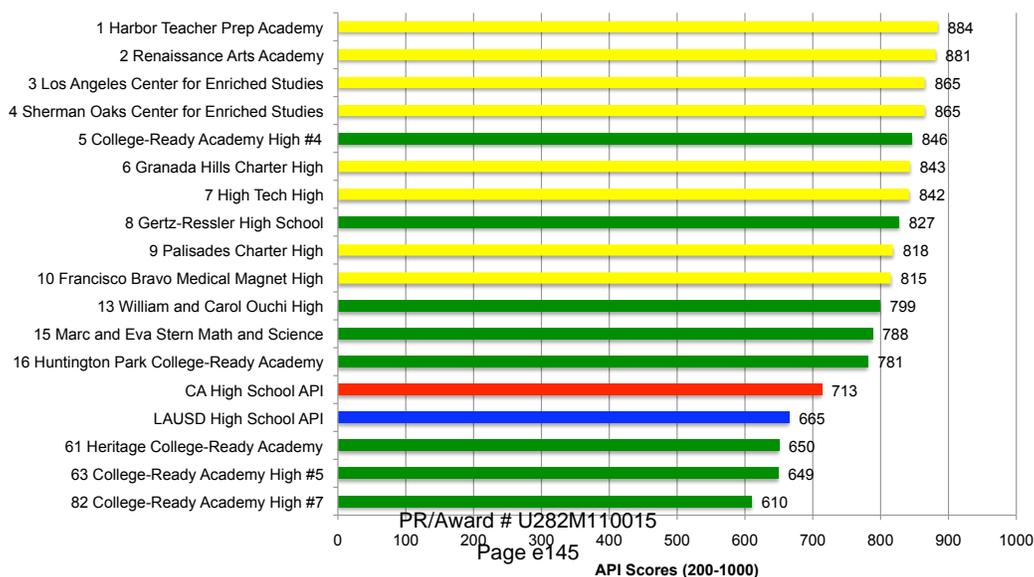
For five years, Alliance schools continue to be at the top of the list of high performing schools in Los Angeles. For the second year, two Alliance schools achieved API scores over 800, becoming part of only 12 high schools in LAUSD at 800 or above. 100% of Alliance schools significantly outperformed the nearest school that students would have otherwise attended. The 2009 Alliance high school median API was higher than the median API for California and LAUSD high schools.

**2009 API Score Comparison Between Alliance Schools and Nearest Local LAUSD Schools**



Among the top 12 LAUSD charter high schools, only two charter schools performed higher, both in affluent communities. Alliance high schools were #3 (College-Ready Academy HS #4), #6 (Gertz-Ressler HS), #10 (William and Carol Ouchi HS), #11 (Stern MASS), and #12 (Huntington Park CRAHS). These schools were also included in the top 13% of high performing high schools amongst LAUSD. Huntington Park CRAHS had the highest API growth of 65 points amongst Alliance schools and was in the top 5% of highest API growth amongst all LAUSD schools.

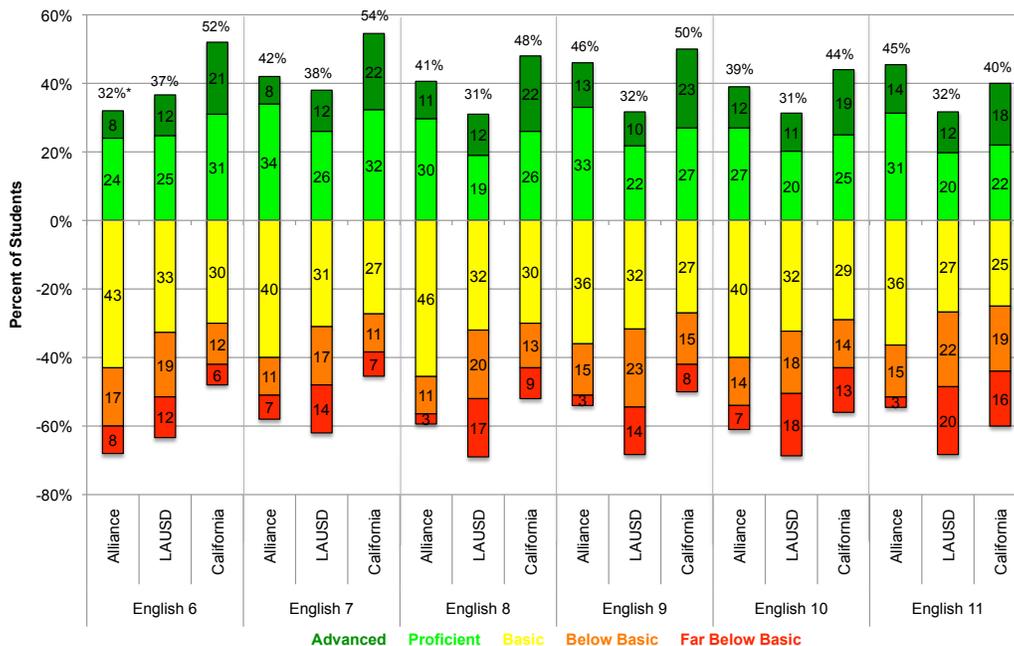
**2009 Academic Performance Index (API)  
Alliance Among Top Performing High Schools in Comparison to California and LAUSD**



**Increasing Percent of Student Proficiency in English/Language Arts and Mathematics**

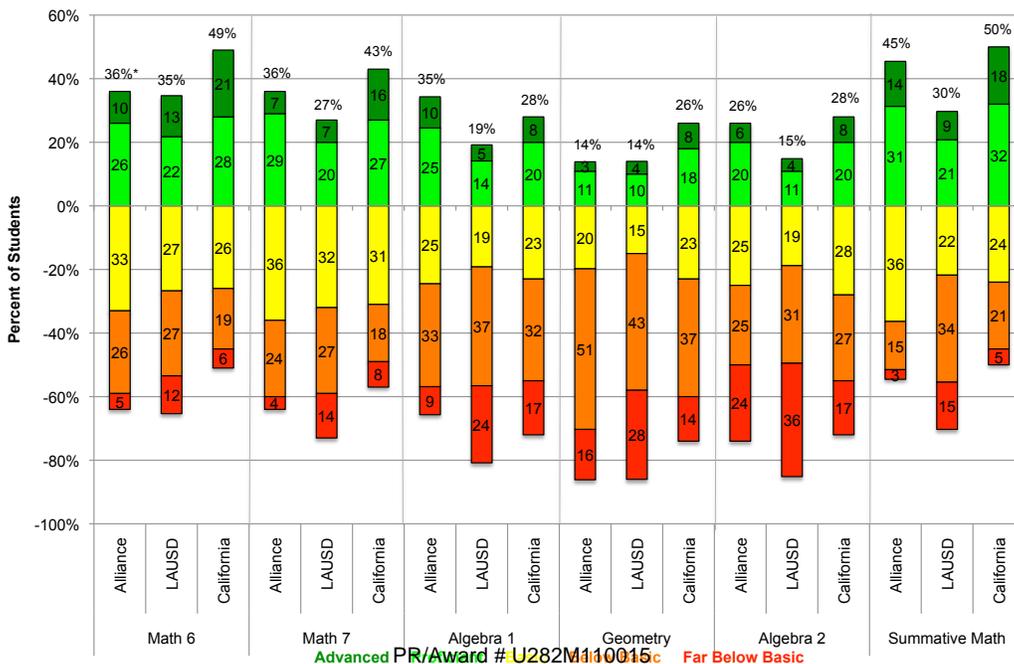
Alliance students continue to show advanced/proficiency growth on the California Standards Test (CST). Overall, students outperformed their neighborhood peers in English/Language Arts (ELA) and grade 11 students outperformed their California peers on average in ELA Grade 11. Alliance-wide, 42% of the students reached proficiency in ELA, which was a growth of 7% from last year. Schools with the highest ELA gain include William and Carol Ouchi HS (15%), College-Ready Academy HS #4 (11%), Gertz-Ressler HS (10%), Stern MASS (9%), and Richard Merkin MS (6%).

**2009 CST ELA Alliance, LAUSD, and California Comparison**



Alliance students also outperform their LAUSD peers in mathematics and other California students taking Algebra 1. Alliance-wide, 27% of the students were advanced/proficient in math, which was a 16% growth from 2007. Schools with the highest math gain included Gertz-Ressler HS (17%), Huntington Park CRAHS 15%), and Richard Merkin MS (13%).

**2009 CST Math Alliance, LAUSD, and California Comparison**



While Alliance students are gaining in proficiency on an annual basis, the Far Below Basic (FBB) band also decreased at a steadier rate than LAUSD and throughout California. In ELA, 5% of Alliance students were FBB while LAUSD had 16% and California had 10%. In math, Alliance had a 13% FBB students, which was lower than LAUSD's 21% yet higher than California by 1%. Schools that decreased both in ELA and math include Gertz-Ressler HS and Richard Merkin MS. Five additional schools decreased the FBB band in at least one subject area.

### Graduation and College-Readiness

In June 2009, Heritage CRAHS and Huntington Park CRAHS celebrated their first graduating senior classes, while Gertz-Ressler HS commenced its second and Richard Merkin MS promoted its second eighth grade class. Over 74% of graduating students sustained their entire secondary education at Alliance high schools and 88% remained enrolled at Richard Merkin MS for three years. In preparation for the upcoming senior graduation in June 2010, over 95% of the Class of 2010 have already fulfilled their California High School Exit Exam (CAHSEE) requirement.

To make students college-ready, students participated in Advanced Placement (AP) courses. 121 seniors took a total of 273 AP exams in May. 54% of those seniors took two or more exams and 29 seniors took between 4-6. Throughout the Alliance, 543 students in grades 10-12 took 998 AP exams offered in 12 different subject areas. Of the total students, 54% scored a 3, 4, or 5 (out of 5) on at least one exam.

All students are required to take at least one college entrance test upon graduation to fulfill Alliance and college application requirements. SAT Reasoning Test composite scores school-wide ranged from 1149 to 1409, which is lower than the nation's average SAT Reasoning score was 1509. Alliance school's ACT composite scores ranged from 15-17, which is lower than the nation's average of 21.1 points and California's at 20.8. Alliance averages differ than those of the nations because regardless of whether students plan on attending 4-year colleges, 2-year colleges, or other post-secondary pursuits, every student is expected to take a college entrance test. Percentages of Alliance students exceeding the nations' average are SAT Reasoning=11%, SAT Subject Tests=19%, and ACT=7%.

### Federal Adequate Yearly Progress

Adequate Yearly Progress (AYP) meets federal No Child Left Behind requirements by the California Department of Education setting annual proficiency targets in ELA and math (CST for middle school and CAHSEE for high school) school-wide and by significant subgroups. High schools have an additional component of a minimum graduation rate. Five of 11 Alliance schools met all AYP targets. With increasing accountability measures, schools are rising to the challenge by targeting at-risk students and forming mandatory enrichment classes after school and on Saturdays.

## **Enabling Accountability Metrics**

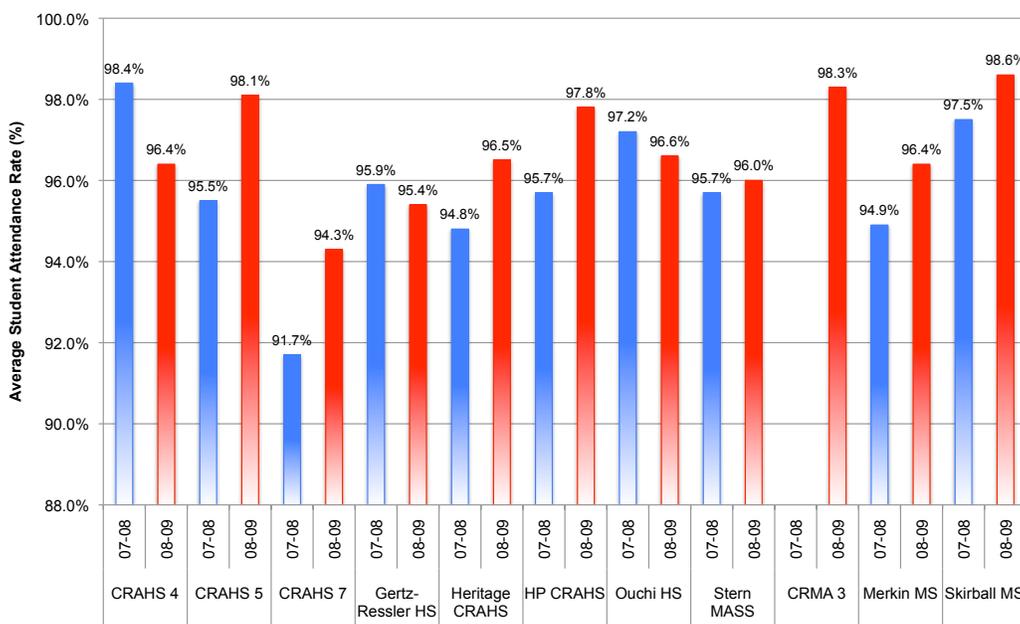
### Quality Instruction

Last year, College-Ready Academy HS #4, Gertz-Ressler HS, William and Carol Ouchi HS, and Stern MASS were named California Distinguished Schools. New Leaders for New Schools' Effective Practice Incentive Community (EPIC) recognized College-Ready Academy HS #4 and Gertz-Ressler HS as Silver-Gain Schools for their significant gains in student achievement. To increase teacher effectiveness, Alliance teachers continue to consistently demonstrate proficient implementation of Alliance quality instruction criteria.

**Student Attendance and Enrollment**

Ten of 11 Alliance schools met or exceeded the 95% annual average daily attendance rate and 5 of 11 schools met the 100% sustained budgeted enrollment for 2008-2009. Currently in the 2009-2010 school year, there are 5568 enrolled students, comprising of 107% of our enrollment target.

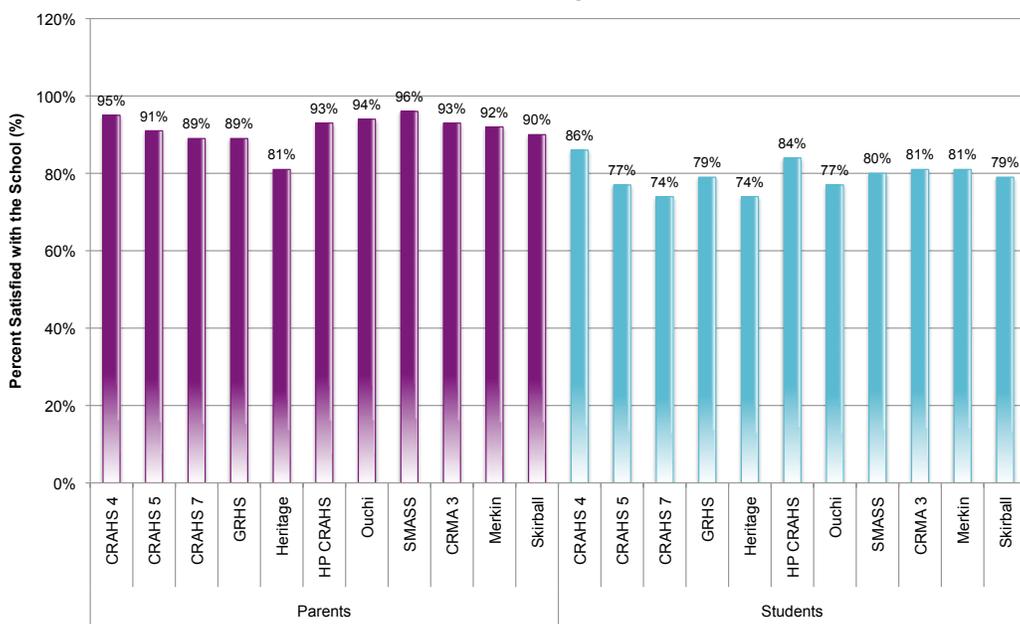
**Average Daily Student Attendance Comparison Between 2007-2008 and 2008-2009 School Years**



**Parent, Student, Teacher Satisfaction and Sustainment**

Parent and student responses to satisfaction surveys were overwhelmingly supportive of their schools. All schools exceeded the 75% return rate and 74-96% were satisfied from school to school.

**2008-2009 Alliancewide Parent and Student Satisfaction Survey Results**



School staff members were also satisfied with their school. Of teachers invited to return to the Alliance, 96% opened their classrooms for another year to Alliance students.

**Budget Narrative File(s)**

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

**Budget Narrative: Alliance Replication Project - CFDA 84.282M**

Each Alliance College-Ready Public Schools affiliated charter school is an independent non-profit public benefit corporation. Principals independently manage and operate their school with the support of the Alliance, a separate non-profit public benefit corporation. The principals' autonomy allows them to make important decisions based on the student population and community it serves using the Alliance core values and beliefs.

Daily operational and instructional support services are provided to schools via the Alliance Home Office. Services include accounting and financial management, human resources management, instructional development and management, development and communications, information and technology, facilities management, and general operations. Each Alliance Home Office department works closely with schools to provide essential functions needed to operate successful public charter schools. These functions are described in the application narrative.

Each newly replicated school will be allocated direct grant funding \$640,000 along with grant funded Home Office services of \$160,000 for a total of \$800,000. Grant funds will be drawn down by the Home Office and each school's designated share will remain restricted at the Home Office as a "Due to Beneficiary" liability until the new school opens a bank account. Once the school's bank account is available, the Home Office will transfer remaining funds to the new school and remove the liability.

***US Dept. of ED Funds***

- 1.) Personnel – Please see spreadsheets on the following pages for overview, Home Office, and sample school budgets. Costs include Home Office and school specific personnel.
- 2.) Fringe Benefits – The assumptions for computed benefits are:

State Teachers' Retirement System, certificated positions

8.25%

Public Employees' Retirement System, classified positions

10.71%

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**Budget Narrative: Alliance Replication Project - CFDA 84.282M**

OASDI, classified positions	6.20%
Medicare certificated positions	1.45%
Medicare classified positions	1.45%
Health and Welfare Benefits, certificated positions	10.00%
Health and Welfare Benefits, classified positions	10.00%
State Unemployment Insurance, certificated positions	1.00%
State Unemployment Insurance, classified positions	1.00%

- 3.) Travel – Costs to cover the travel for mandatory US Department of Education meeting plus travel costs for principals and new teachers to attend initial training.
- 4.) Equipment – Costs of new school equipment, including new instructional technology vital to providing student the necessary technology background to be successful.
- 5.) Supplies – Initial purchase of books and textbooks, instructional material, and other school supplies.
- 6.) Contractual – Contract with external evaluator, Teach For America (TFA) placement fees ,and management fees.
- 7.) Indirect Costs – Alliance College-Ready Public Schools is currently in the process of obtaining an approved indirect rate from the US Department of Education. As of August

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**Budget Narrative: Alliance Replication Project - CFDA 84.282M**

3, 2011, our negotiator at the US Department of Education, Frances Outland, has proposed a rate of 16.14%. As such, we have included indirect costs of 16%.

- 8.) Training Stipends – Stipends paid to new teachers for an initial 6 days of training prior to the start of the school year as well as 3 professional development days during the year.

***Non-Federal Funds***

The non-federal fund amounts include operational costs for the school until it has reached full stabilization (third year of operation for middle schools, fourth year for high schools) as well as the additional costs that will be incurred by the Home Office to open an additional 10 schools. The non-federal section includes the total operating costs for the schools while they are expanding.

While US Department of Education CSP guidelines do not require a match, Alliance has elected to include a substantial match using already committed foundation funds and state/local ADA funds.

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**SECTION A -BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Project Year 5 (e)</b>	<b>Total (1)</b>
1. Personnel	\$ 491,240	\$ 491,240	\$ 491,240	\$ 491,240	\$ 491,240	\$ 2,456,200
2. Fringe Benefits	115,341	115,341	115,341	115,341	115,341	576,705
3. Travel	3,000	3,000	3,000	3,000	3,000	15,000
4. Equipment	192,600	192,600	192,600	192,600	192,600	963,000
5. Supplies	307,433	307,433	307,433	307,433	307,433	1,537,165
6. Contractual	215,746	215,746	215,746	215,746	215,746	1,078,730
7. Construction	-	-	-	-	-	-
8. Other	-	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,325,360	1,325,360	1,325,360	1,325,360	1,325,360	6,626,800
10. Indirect Costs'	258,240	258,240	258,240	258,240	258,240	1,291,200
11. Training Stipends	16,400	16,400	16,400	16,400	16,400	82,000
12. Total Costs (lines 9-11)	<u>\$ 1,600,000</u>	<u>\$ 8,000,000</u>				

**SECTION B -BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Project Year 5 (e)</b>	<b>Total (1)</b>
1. Personnel	\$ 1,144,596	\$ 3,179,090	\$ 4,991,543	\$ 6,823,268	\$ 3,788,233	\$ 19,926,731
2. Fringe Benefits	257,950	706,310	1,110,032	1,518,312	850,372	4,442,976
3. Travel	19,922	46,026	71,709	98,715	87,830	324,201
4. Equipment	170,192	280,348	360,580	523,061	228,903	1,563,083
5. Supplies	53,211	680,255	1,167,690	1,710,013	670,469	4,281,638
6. Contractual	417,098	1,456,768	2,211,485	3,007,117	1,493,829	8,586,298
7. Construction	-	-	-	-	-	-
8. Other	236,983	364,848	460,328	557,464	401,966	2,021,589
9. Total Direct Costs (lines 1-8)	2,299,952	6,713,644	10,373,367	14,237,950	7,521,602	41,146,515
10. Indirect Costs'	91,910	282,561	435,428	588,294	282,561	1,680,754
11. Training Stipends	-	-	-	-	-	-
12. Total Costs (lines 9-11)	<u>\$ 2,391,862</u>	<u>\$ 6,996,206</u>	<u>\$ 10,808,795</u>	<u>\$ 14,826,245</u>	<u>\$ 7,804,163</u>	<u>\$ 42,827,270</u>

**SINGLE HIGH SCHOOL**

**SECTION A -BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total (1)
	I(a)	(b)	(c)	(d)	(e)	
1. Personnel	\$ 158,370	\$ -	\$ -	\$ -	\$ -	\$ 158,370
2. Fringe Benefits	37,036	-	-	-	-	37,036
3. Travel	-	-	-	-	-	-
4. Equipment	96,300	-	-	-	-	96,300
5. Supplies	143,125	-	-	-	-	143,125
6. Contractual	93,673	-	-	-	-	93,673
7. Construction	-	-	-	-	-	-
8. Other	-	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	528,504	-	-	-	-	528,504
10. Indirect Costs'	103,296	-	-	-	-	103,296
11. Training Stipends	8,200	-	-	-	-	8,200
12. Total Costs (lines 9-11)	<u>\$ 640,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 640,000</u>

**SECTION B -BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total (1)
	I(a)	(b)	(c)	(d)	(e)	
1. Personnel	\$ 459,548	\$ 953,258	\$ 1,528,666	\$ -	\$ -	\$ 2,941,472
2. Fringe Benefits	102,310	209,047	336,607	-	-	647,963
3. Travel	2,560	3,836	6,208	-	-	12,604
4. Equipment	109,084	58,802	66,321	-	-	234,206
5. Supplies	34,324	321,057	467,124	-	-	822,505
6. Contractual	199,360	515,229	719,886	-	-	1,434,475
7. Construction	-	-	-	-	-	-
8. Other	42,300	56,398	79,754	-	-	178,452
9. Total Direct Costs (lines 1-8)	949,485	2,117,627	3,204,565	-	-	6,271,677
10. Indirect Costs'	45,955	95,326	152,867	-	-	294,147
11. Training Stipends	-	-	-	-	-	-
12. Total Costs (lines 9-11)	<u>\$ 995,440</u>	<u>\$ 2,212,953</u>	<u>\$ 3,357,432</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 6,565,824</u>

**SINGLE MIDDLE SCHOOL**

**SECTION A -BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total (1)
	I(a)	(b)	(c)	(d)	(e)	
1. Personnel	\$ 158,370	\$ -	\$ -	\$ -	\$ -	\$ 158,370
2. Fringe Benefits	37,036	-	-	-	-	37,036
3. Travel	-	-	-	-	-	-
4. Equipment	96,300	-	-	-	-	96,300
5. Supplies	143,125	-	-	-	-	143,125
6. Contractual	93,673	-	-	-	-	93,673
7. Construction	-	-	-	-	-	-
8. Other	-	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	528,504	-	-	-	-	528,504
10. Indirect Costs'	103,296	-	-	-	-	103,296
II. Training Stipends	8,200	-	-	-	-	8,200
12. Total Costs (lines 9-11)	<u>\$ 640,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 640,000</u>

**SECTION B -BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total (1)
	I(a)	(b)	(c)	(d)	(e)	
1. Personnel	\$ 459,548	\$ 953,258	\$ -	\$ -	\$ -	\$ 1,412,806
2. Fringe Benefits	102,310	209,047	-	-	-	311,357
3. Travel	2,560	3,836	-	-	-	6,396
4. Equipment	48,484	38,097	-	-	-	86,581
5. Supplies	15,238	286,633	-	-	-	301,871
6. Contractual	184,933	491,232	-	-	-	676,165
7. Construction	-	-	-	-	-	-
8. Other	42,300	56,398	-	-	-	98,698
9. Total Direct Costs (lines 1-8)	855,371	2,038,502	-	-	-	2,893,873
10. Indirect Costs'	45,955	95,326	-	-	-	141,281
II. Training Stipends	-	-	-	-	-	-
12. Total Costs (lines 9-11)	<u>\$ 901,326</u>	<u>\$ 2,133,828</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,035,154</u>

High School/Middle School

Detailed Budget

1. Personnel	Amount	FTE %
Principal (yr 1)	43,000	43% See workplan
Principal (planning year)	25,000	100% april-june during planning year
AP	32,250	43% See workplan
Office Manager (yr1)	10,000	25% See workplan
Office Manger (planning year)	10,000	100% april-june during planning year
Parent Liasion/Community Outreach	29,120	100%
Summer Bridge	9,000	100% 6 teachers, 60 hours, \$25 per hour
<b>Total</b>	<b>158,370</b>	

2. Fringe Benefits	Amount	%
State Teachers' Retirement System	9,013	8.25%
Public Employees' Retirement System	5,261	10.71%
OASDI, classified positions	3,045	6.20%
Medicare certificated positions	1,584	1.45%
Medicare classified positions	712	1.45%
Health and Welfare Benefits, certificated	10,925	10.00%
Health and Welfare Benefits, classified	4,912	10.00%
State Unemployment Insurance, certificated	1,093	1.00%
State Unemployment Insurance, classified	491	1.00%
<b>Total</b>	<b>37,036</b>	<b>23.39%</b>

4. Equipment		unit cost	units
Classroom Furniture	67,500	75	900 150 students x 6 classes
SMART Boards	28,800	4,800	6 classrooms
<b>Total</b>	<b>96,300</b>		

5. Supplies		unit cost	units
Textbooks	30,000	40	750 150 students x 5 classes
Revolution Prep or "Other Test Prep	11,000		
Achieve 3000	20,000		
Ed Elements Initial Set-Up	20,000		
Other Student Software	11,250	15	750 150 students x 5 classes
Instr. Material	9,375	12.5	750 150 students x 5 classes
School Supplies	7,500	50	150 150 students
Recruitment Materials	9,000		including postage printing food for meetings
Initial Office Supplies	16,000		
Uniforms	9,000	60	150 150 students x 2 uniforms
<b>Total</b>	<b>143,125</b>		

6. Contractual		notes
Grant Evaluator	12,800	2% of grant funds
TFA Placement Fee	6,000	2 interns @ \$3k
Alliance Management Fee	74,873	
<b>Total</b>	<b>93,673</b>	

**TOTAL DIRECT COSTS 528,504**

II. Training Stipends

	# of Teachers	Days	Rate	Cost	Benefits
Teach Prof. Dev. (Aug)	5	6	\$ 150.00	\$ 4,500.00	\$ 931.50
Pupil Free Days (Nov, Feb, May)	5	3	\$ 150.00	\$ 2,250.00	\$ 521.10
					\$ 8,202.60

## HOME OFFICE

**SECTION A -BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total (1)
	(a)	(b)	(c)	(d)	(e)	
1. Personnel	\$ 174,500	\$ 174,500	\$ 174,500	\$ 174,500	\$ 174,500	\$ 872,500
2. Fringe Benefits	41,269	41,269	41,269	41,269	41,269	206,345
3. Travel	3,000	3,000	3,000	3,000	3,000	15,000
4. Equipment	-	-	-	-	-	-
5. Supplies	21,183	21,183	21,183	21,183	21,183	105,915
6. Contractual	28,400	28,400	28,400	28,400	28,400	142,000
7. Construction	-	-	-	-	-	-
8. Other	-	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	268,352	268,352	268,352	268,352	268,352	1,341,760
10. Indirect Costs'	51,648	51,648	51,648	51,648	51,648	258,240
II. Training Stipends	-	-	-	-	-	-
12. Total Costs (lines 9-11)	<u>\$ 320,000</u>	<u>\$ 1,600,000</u>				

**SECTION B -BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total (1)
	(a)	(b)	(c)	(d)	(e)	
1. Personnel	\$ 225,500	\$ 353,478	\$ 637,265	\$ 940,324	\$ 962,621	\$ 3,119,188
2. Fringe Benefits	53,330	83,597	150,712	222,385	227,658	737,684
3. Travel	14,801	33,234	52,709	73,508	75,038	249,290
4. Equipment	12,625	25,881	39,792	54,648	55,741	188,688
5. Supplies	3,650	23,004	43,314	65,003	66,727	201,698
6. Contractual	32,806	66,015	100,846	138,168	141,499	479,334
7. Construction	-	-	-	-	-	-
8. Other	152,384	167,452	183,178	200,559	204,570	908,143
9. Total Direct Costs (lines 1-8)	495,096	752,660	1,207,817	1,694,596	1,733,855	5,884,024
10. Indirect Costs'	36,396	57,051	102,855	151,768	155,367	503,437
II. Training Stipends	-	-	-	-	-	-
12. Total Costs (lines 9-11)	<u>\$ 531,492</u>	<u>\$ 809,711</u>	<u>\$ 1,310,672</u>	<u>\$ 1,846,365</u>	<u>\$ 1,889,222</u>	<u>\$ 6,387,461</u>

**Home Office**

**Detailed Budget**

1. Personnel

VP of Blended Learning  
 CIO  
 Data Analyst  
 Alumni Coordinator

**Total** 177,000

2. Fringe Benefits

	<u>Amount</u>	<u>%</u>
Employer 403(b) Contribution	8,850	5.00%
OASDI, classified positions	10,974	6.20%
Medicare classified positions	2,567	1.45%
Health and Welfare Benefits, classifi	17,700	10.00%
State Unemployment Insurance, cl:	1,770	1.00%

**Total** 41,861 **23.65%**

3. Travel

	<u>unit cost</u>	<u>units</u>
	3,000	1000
	-	0

**Total** 3,000

5. Supplies

New Teacher Orientation in Aug. 20,000 includes parking, facility usage, meals, supplies, printing, etc.

**Total** 20,000

6. Contractual

	<u>notes</u>
Grant Evaluator	6,400 2% of grant funds
Other Professional Development	8,091
Public Relations/Cmty Outreach	12,000

**Total** 26,491

**TOTAL DIRECT COSTS** 268,352



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# Business Plan, 2010

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## **For More Information Contact:**

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## Overview

Alliance College-Ready Public Schools (Alliance) is an independent non-profit charter management organization that will grow from 20 high performance small public high schools and middle schools created in Los Angeles in 6 years between 2004 to 2010. Ultimately the Alliance plans to grow to 50 middle and high schools in California that ultimately will serve 23,000 students.

Alliance's brand of high performance schools delivers a consistent educational environment and experience for students—preparing every student with the skills, experience, and knowledge to enter college. The measures for success are that all students continuously enrolled for at least four years will graduate from high school prepared for success in college as indicated by:

- Students passing University of California and California State University A-G course requirements with a grade of C or better
- Students taking and passing Advanced Placement Courses with a grade of C or better and passing AP Exams with a score of 3 or higher
- Students meeting college readiness criteria on exams including SAT, ACT and Early Assessment Program (EAP)
- 100 percent of the graduates accepted into college
- Fewer than 15% of students required to take remedial English or Math upon college entrance
- Middle school students enrolled for at least three years will culminate ready for success in high school indicated by taking and passing Algebra 1 by grade 8

Alliance guarantees a powerful learning experience for each student. Key attributes include:

- All Alliance schools provide small and personalized learning environments with a school size of 500 students for high schools and 450 students for middle schools. Within these schools, small learning communities of 100 - 125 students each are created, where no teacher works with more than 75 students per day in core academic areas, and 85 percent of teacher-student time is spent together within that small learning community. In addition, teachers will stay with students for at least two years. Each student will be known personally by at least one adult through advisory groups of 15 – 20 students.
- A significant part of learning is accomplished through interdisciplinary projects, bringing real-world applications into the classroom.
- Each student has a personalized learning plan that represents an agreed-to plan by teacher, student, and parent on how the student will learn and that insures no student will slip through the cracks.
- Every person in the system is held accountable for student success and uses data to appraise improvement efforts.
- A culture of high expectations of the abilities of all students permeates Alliance schools. This includes a belief that all students can and *will* succeed.

The Alliance organization has several important roles in the development and operation of its new schools:

- The Alliance's primary role is to ensure the effective and consistent operations of its schools and quality experience for each individual student. The Alliance provides its schools with operational services, resources, guidance, and oversight.
- The Alliance defines and implements key non-negotiable parameters that define the Alliance brand of schools. These parameters cover both the educational model and operational dimensions.
- The Alliance is the charter holder of record and local operator of its schools.

The Alliance is uniquely positioned to continue delivering the successful opening and operation of charter schools in the Los Angeles region. First, the Alliance has assembled a capable leadership team that has a clear vision and experience in launching and managing schools, as well as critical operational and finance expertise. Second, the CEO and board of directors of the Alliance are well-known movers and shakers within the Los Angeles community. CEO Judy Burton, a former area superintendent for LAUSD, knows how to successfully lead schools and has earned the trust and credibility of the community. The board is chaired by Tony Ressler, general Partner of Ares Investment Management, LLC and includes Richard Riordan, former Mayor of Los Angeles and former California Secretary of Education, a retired president of Anne Klein, a former US Ambassador to Uruguay, the chairman of Capital Group International, the CEO of NewSchools Venture Fund and President of the California State Board of Education, and the award-winning author of the influential book, Making Schools Work. These highly qualified individuals among many others on the Alliance board, have the expertise to provide solid direction and also the influence to make things happen. Third, the Alliance local presence, extended history, and credibility in the Los Angeles market and education reform efforts are invaluable to establishing and maintaining critical relationships with the school district and local communities.

## Need & Opportunity – Los Angeles and Surrounding Districts in California

The Federal “No Child Left Behind” Act (NCLB) is intended to offer hope to the millions of children and their families across America whose futures depend on the quality of schooling they receive in public schools today. This hope is embodied not only in accountability demonstrated through student achievement or high-quality teachers in every classroom, but also the option to choose better schools over failing schools when real performance is lacking. As a result of NCLB, all parents may influence the quality of education their children receive by making key decisions that determine how and where their children are schooled.

For children in urban areas, however, the ability to move to high-performing schools is severely curtailed by a lack of choices. As in other urban areas, the depth of low student achievement in Los Angeles is a significant challenge that makes the Alliance initiative all the more critical to present and future residents of the region. Consider, for example, the following facts from California State test results in 2009:

### Los Angeles Unified School District Profile

- 1,631,883 students in Los Angeles County of which with over 680,167 students are in the Los Angeles Unified School District
- Over 174,138 high school students
- 73 K-12 schools, with more than 91 on multi-track calendars
- 91.3% minority student population including 73.7% Hispanic student population and 10.9% African American student population
- Insufficient permanent space as nearly 28% of students in portable.

- On the 2009 English Language Arts California Content Standards Test (CST), 33% of LAUSD students were at proficient or advanced levels compared to 42% proficient Statewide.
- On the 2009 California Content Standards Test, 19% of LAUSD students were proficient or advanced in Algebra I compared to 28% Statewide. In Geometry, 14% of LAUSD students were proficient or advanced compared to 26% Statewide.
- A significant gap persists among racial ethnic groups on the 2009 California Content Standards Tests in all subject areas. In English language arts, 28% of African American and Hispanic students were at proficient levels compared to 68% of White students. In mathematics, 33% of African American and Hispanic students were at proficient levels compared to 62% of White students.
- 70% percent of LAUSD grade 10 students tested on the 2009 California High School Exit Exam passed mathematics and 67% passed English Language Arts compared to 80% and 79% statewide.
- While the accuracy of the dropout rate in LAUSD continues to be debated, most data sources, including a March 2005 study by Harvard researchers, put the LAUSD drop-out rate at around 26% in comparison to 18% Statewide.

The lowest-performing schools are located primarily in East, South, and Southeast Los Angeles, and Northeast San Fernando Valley, where Latino and African-American families living in greatest poverty reside.

Even the most capable educators will have limited success with students if there are no schools in which to house them. In Los Angeles, students at 34 schools are bused from their neighborhood schools to other parts of the city-some with commutes as long as an hour and a half-while students at another 91 schools must bear with multi-track calendars, with a school year shortened by 17 days.

Charter school management organizations like the Alliance hold tremendous promise for adding much-needed additional capacity to schools in the Los Angeles region and providing choices for students. With almost a million children already in charter schools nationally, some local school districts, including LAUSD, are responding positively to public charter schools through new charter-friendly policies.

Charter schools, including Alliance schools, are significantly outperforming non-charter schools in Los Angeles.

- On the 2009 Academic Performance Index the average score for LAUSD non-charter high schools was 620 compared to 701 for charter high schools in Los Angeles. The average LAUSD non-charter middle school API was 681 compared to 736 for charter middle schools in Los Angeles.
- See appendix 7 for Alliance School performance data.

## Solution

To meet the need of the Los Angeles region, the optimum solution requires both rapid capacity building to create additional student seats and highly effective learning environments that will generate large sustained performance gains for students. While LAUSD has significantly reduced the number of multi-track calendar schools, its campuses are still large, classrooms over crowded, and academic performance continues to lag behind California and the nation. The need expands beyond LAUSD to surrounding districts including but not limited to Inglewood, Compton and Lennox.

On the capacity front, what is required is an organization that can move quickly on the ground locally to generate local support from the communities, procure local resources, and efficiently coordinate the business process of launching and operating new schools.

On the learning environment front, what is required is an organization that has a method and process to implement effective learning models in its schools and to insure that the student experience within all of its schools is being delivered consistently. Providing a governance structure that sets clear performance, accountability, and educational model requirements for schools while creating an environment that encourages a high degree of local autonomy in decision-making is also essential.

On both fronts, the Alliance is in a unique position to take a leadership role in creating a new approach to education in Los Angeles. Building on its experience of successfully opening seven schools in its first six years in operation and on its roots in managing the Los Angeles Educational Alliance for Reform Now (LEARN) schools and the Los Angeles Annenberg Metropolitan Project (LAAMP), the Alliance has an unrivaled base of strong community support, extensive experience in education reform, and a network of partners and school relationships to continue getting the job done well.

## Mission & Vision

### Mission

The mission of Alliance College-Ready Public Schools, a nonprofit charter management organization, is to open and operate a network of small high-performing 9-12 and 6-8 public schools in historically underachieving, low income, communities in California that will annually demonstrate consistent student academic achievement growth and graduate students ready for success in college. This is being accomplished through consistent implementation of the Alliance five core values:

1. High expectations for all students
2. Small personalized schools and classrooms
3. Increased instructional time
4. Highly qualified principals and teachers
5. Parents as partners

## Vision

The Alliance will have created a network of 21 high-performing schools by the 2010-2011 school year and will ultimately create a network of up to 50 public schools. These schools will serve as highly accountable models of innovation with highly effective teachers who are guided by core principles based on what research has shown to be best educational practices.

The Alliance will consistently demonstrate student readiness for success in college by achieving an annual academic growth rate of 1 to 1.5 years in student results on state academic standards; by increasing student performance on college-readiness indicators including SAT, ACT, and EAP exams; by achieving a 100 percent success rate on passing high school exit exams; by dramatically reducing <sup>1</sup>dropout rates to less than 5 percent; and for students continuously enrolled for four years, less than 15% needing remedial English or Math in college. 100% our middle school students will demonstrate readiness for high school by culminating eighth having taken and passed Algebra.

The Alliance will expand the choice of excellent schools with a high success rate for parents in Los Angeles to surrounding communities in California whose children attend low-performing schools.

## Values/Beliefs

The Alliance is guided and known by our core values and beliefs, each of which reflects best practices researched in high-performing schools that consistently produce well-educated students prepared to enter and succeed in college.

### 1. High Expectations For All Students

- College Readiness for All Students - All students, including students in historically underachieving communities can learn successfully at high levels and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college. All students must pass A-G college entrance course requirements and be proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college. Middle school students must pass Algebra and core curriculum classes with a grade of C or better to be ready for success in high school.
- How Students Learn Best - Students learn best and are much more likely to be ready for success in college when they are taught by a highly effective teacher, every period of every day and when there is a rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding of concepts through real-life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning.
- English Learners – College-readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies must be provided for all students including students learning to speak English as a second language and for English only students who speak non-standard English.
- Authentic Ongoing Assessment – There must be multiple ongoing opportunities to measure student learning and to inform instruction through real-life projects, analysis of student work portfolios, interim assessments and student-led conferences as well as standardized on-demand assessments.
- Integrated Technology - Students and teachers must have adequate access to technology to use it effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high-performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents. Teachers must have immediate access to “real-time” student data to inform instructional practices.

### 2. Small Personalized Schools And Classrooms

<sup>1</sup> The Alliance considers a student as “dropped out” when the student is no longer in attendance and student has not transferred to another high school or middle school.

- Personalized Learning Environment - Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school.
- Student Engagement - Student voice is essential in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team. Students must be actively engaged in communicating their understanding or skills and concepts in classroom instruction.

### 3. Increased Instructional Time

- Increased Time for Learning – All students must have sufficient time in school to learn successfully with a minimum of up to 190 regular days of instruction and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time must be structured in longer blocks of time to allow for focused in-depth learning. Students will be provided increased time for learning through the use on online coursework for initial course credit and for credit recovery.

### 4. Highly Qualified Principals And Teachers

- Principal Leadership – Excellent schools must have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources. We believe that exemplary principals are developed through in-depth leadership training and through apprenticeship with principals who have demonstrated success in their schools.
- Highly Effective Teachers – Students learn best with teachers who know their subject field; are well trained to deliver rigorous instruction and can attend to the diverse needs of individual students. We believe that teachers work best in small collaborative teams with common planning time, where lessons are studied as a learning community and where accountability for student success is a the responsibility of each teacher. Individual teacher effectiveness is measured based on the students they teach gaining at least 1 to 1.5 years of academic growth annually; effective classroom teaching; feedback from parents and students; and attitudes and beliefs about student learning.
- Accountability for Results – Principals and teachers must be responsible and accountable to the school community for implementing the core values, beliefs and best practices of the Alliance education model insuring that each and every student gets what they need to achieve their individual and school performance goals. Principal and teacher compensation will be linked to student academic gains, effective implementation of school and classroom practices, instead of years of experience, degrees, and coursework.

### 5. Parents As Partners

- Parents as Partners - Parents must be meaningfully and actively engaged in their children's education and have a right to choose to send their children to excellent high-performing schools. Parents must be responsible and accountable for supporting their children's learning at school and at home. They must understand what it will take to prepare their children for college, and they must support the goals of the school and through their voice and through volunteering. Parents will provide annual survey feedback to the school and to the individual teachers of their children as part of the Alliance performance accountability system.

## Market

The long-term market is favorable to opening additional Alliance schools. Between the 1990 and 2000 censuses, Los Angeles County experienced the single largest absolute population growth in California and second largest county growth in the nation. According to 2006-08 Census Bureau estimates, the Los Angeles county's population is more than 9.8 million, an increase over 2000 census figures of 3.3 percent or 312,799 new residents. Los Angeles County's population is projected to reach over 11.5 million by the year 2020—over a 21 percent increase. The most populated city within the county is the city of Los Angeles with almost 3.75 million residents, or 38.2 percent of the county's total population. The 2010 Census will reveal significant changes in the populations of California and Los Angeles.

The Los Angeles Unified School District is the second largest district in the country with over 680,167 students in grades K-12. Despite falling district enrollment over the past five years, the majority of LAUSD schools far exceed the average school size of California schools. Additionally, despite a state mandate to end all year-round schools by Fall of 2012, LAUSD still has 91 schools on multi-track calendars, 34 schools that are plagued with involuntary busy, and over 190,000 students in portable facilities (many of which need to be removed by 2012).

### Target Communities

Preference for locating Alliance charter schools is in communities with large schools, where classrooms are overcrowded, resource-poor communities whose local schools are identified as Title I Program Improvement, NCLB low-performing schools, and communities with graduation and college-going rates significantly below the state average. The Alliance will expand its target communities to serve not only Los Angeles but also nearby communities and districts in California that have the greatest need.

Potential New Los County Communities

District	Schools	Enrollment	African American not Hispanic	Hispanic or Latino	English Learners	Graduates (prior year)	UC/CSU Elig Grads (prior year)	4 yr Drop Rate (prior year, grade 9-12)
LAUSD	861	687,534	10.7%	73.2%	32.1%	31,165	8,207	26.4%
Inglewood	21	14,934	39.7%	58.2%	27.3%	700	561	28.0%
Compton	40	27,369	22.9%	75.3%	51.4%	889	29	49.9%
Lennox	10	7,598	6.8%	91.9%	51.5%	199	171	5.6%
County total	2,057	1,631,883	9.5	62.6%	27.2%	92,240	30,090	21.0%
State totals	10,222	6,252,031	7.3	49.0%	24.2%	376,393	127,594	18.9%

The Alliance's highest priority is to serve communities within LAUSD and in neighboring districts in California that are aligned with its mission: where there is the greatest need for alternative choices. These communities are typically low-income, ethnically diverse, and urban.

Within California communities, the Alliance must focus on neighborhoods that best meet the following criteria:

- 1) **Availability of affordable land and facilities.** This is the single largest barrier to new schools, and the Alliance cannot expand its clusters of schools without addressing this issue. Since 2004, the Alliance has succeeded in providing facilities for its 16 schools currently in operation. Ten Alliance schools are in permanent sites (7 of 11 high schools and 3 of 5 middle schools) acquired through direct purchase, long term leases, through partnerships with other entities including Pacific Charter Schools Development; a 40-year land lease with California State University Los Angeles, and a the only one of its kind 25-year land lease through Proposition 39 with LAUSD.

The 25-year LAUSD lease and the CSULA lease agreement provide not only a permanent charter school sites but also provide a unique early college experience for students and helps to bridge the gap between teacher training institutions and classroom practice. These are huge accomplishments that set the stage for far reaching access for charter schools to acquire long-term agreements for unused district properties or university spaces that are too small for traditional high schools. Such long-term agreements open the door for investors to finance charter school facilities on district or university owned land.

- 2) **Ease of quality control.** The Alliance's ability to ensure that its schools consistently deliver high quality education is affected by geographic proximity to other Alliance schools and availability of qualified, talented personnel.
- 3) **Availability of philanthropic funding.** Because the Alliance requires gifts and grants to cover start-up costs for new schools, the Alliance's ability to attract local and national philanthropy is critical. The Alliance has succeeded in raising more than \$46 million in public and private grants and donations to support corporate and school start-up operations and facilities. Over the next five years, the Alliance must raise \$44.5 million to support school start up, corporate home office, and facilities.
- 4) **Favorable chartering environment.** Cooperation from at least one district, such as LAUSD, improves the chances that the Alliance can catalyze change in the existing system through the transfer of ideas. A cooperative district might also facilitate start-up operations by providing a facility at low cost, expediting student recruiting, and/or providing district services such as including charter schools in publicizing school choice alternatives for parents. Districts with overcrowded, underperforming schools tend to be the most open to charter schools as a way to alleviate the burden on existing schools. Strong community momentum and support for charter schools also helps create a favorable chartering environment.

Though the above criteria still apply going forward, however, the Alliance must consider other conditions for its facilities strategy given the current economic condition in California communities, and declining availability of land or facilities at affordable cost. Future facilities strategies must include the following provided that the Alliance model can consistently be implemented:

1. Long-term leasing instead of acquisition
2. Opportunities to acquire facilities through the LAUSD Public School Choice Initiative
3. Facilities and schools in areas outside of Los Angeles
4. Bond Financing with 0 upfront equity
5. Virtual Charter Schools

## Competition

The continued need for high performing schools and the shortage of dedicated student seats in the Los Angeles County area results in a large market for many new charter schools. However, within this market, competition exists in several forms:

- Competition among different charter school developers for limited facility sites.
- Competition for funding resources from local, state, and national sources. For example, the revolving loans and charter school startup grants from the state are available on a competitive and first-come, first-serve basis.
- Competition for political support and favor among thought leaders and communities in support of one charter school or charter management organization over another. Political support can drive the priorities and focus of community resources and energy to or away from a particular charter school effort.

Competition exists primarily from other established charter school networks as well as individual community-driven charter schools. Primary competitors include the following:

- Aspire Public Schools, established in 1998, currently operates 23 charter schools across California, including three in the Los Angeles region. Aspire has been primarily focused on K-5 and K-8 schools but are starting to operate high schools and 6-12<sup>th</sup> grade secondary schools. Aspire is partnering with the Alliance in a shared facility in Huntington Park that opened in 2005. Aspire is operating K-5 and 6-8 schools while the Alliance is operating a 9-12 school.
- Green Dot was created in 1999 to drive substantive reform in high schools throughout Los Angeles and ultimately the State of California. Green Dot opened its first school in 2000 and has since opened a total of 19 of which are in poor neighborhoods near low-performing LAUSD campuses. Greendot has announced plans to focus on taking over campuses for its growth instead of investing in acquiring facilities.
- The Knowledge Is Power Program (KIPP) started in 1994 and is dedicated to providing historically underserved students with the knowledge, skills, and character needed to succeed in top-quality high schools, colleges, and the competitive world beyond. Based on the overwhelming success of the KIPP Academies in the Bronx and Houston, the not-for-profit KIPP National was established to help start exemplary public schools based on Five Pillars of Character. The KIPP School Leadership Program recruits and prepares outstanding educators to open and run high-performing public schools. KIPP staff also provides ongoing support and training to school leaders and teachers at existing KIPP schools. Three KIPP schools are in Los Angeles. KIPP has announced plans to raise \$100 Million to expand its schools across the nation.
- Partnerships to Uplift Communities (PUC) established their first school in 1999 and currently operate ten charter schools including elementary, middle and high schools. Their focus is on developing secondary schools partnered with strong feeder elementary programs. They are currently focused on the communities of Northeast Los Angeles and the Northeast San Fernando Valley but have announced they have no further growth planned.
- Inner City Education Foundation's View Park Preparatory Accelerated Charter School opened its doors to kindergarten through fifth grade in September of 1999. ICEF operates K-12 schools primarily in the Crenshaw Dorsey area of Los Angeles and has announced plans to open schools in Inglewood.

Other competitors include new LAUSD schools and to a limited extent private schools.

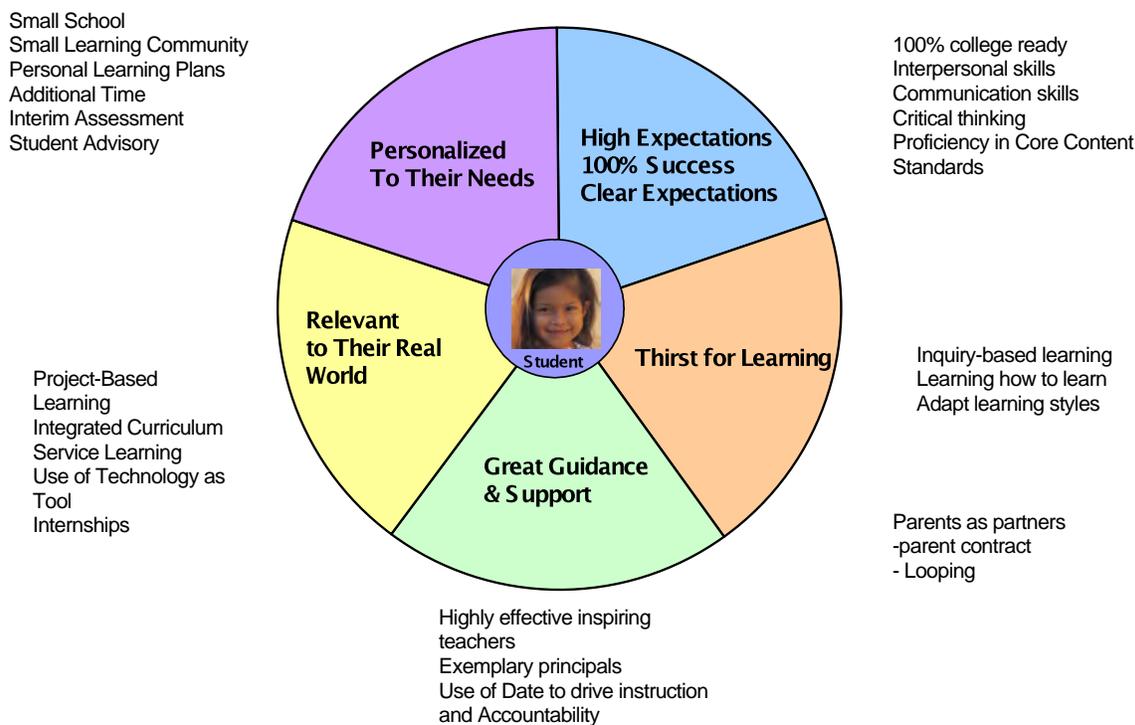
The Alliance opened its first school in 2004-05 and has successfully opened 11 high schools and five middle school in its first six years of operating schools through several key advantages from its roots of managing the Los Angeles Educational Alliance for Reform Now (LEARN) schools and the Los Angeles Annenberg Metropolitan Project (LAAMP). LAAMP was the Los Angeles component of the national Annenberg Challenge, a half-billion-dollar private effort to improve public schools in the United States. LAAMP awarded annual grants to 28 K-12 School Families networks—a total of 247 schools in 14 Los Angeles County school districts designed to connect elementary, middle, and high schools to support students throughout the educational pipeline. LEARN was a comprehensive reform that provided training for all stakeholders and transferred significant decisions in instruction, budgeting, staffing, and school operations to school communities and held them accountable for improving parent involvement and student achievement aligned with District and State standards. LEARN was a District systemic reform program adopted by the Board of Education in 1993.

The Alliance has a strong base of community support, extensive experience in education reform, and a network of community and business partners and school relationships to generate resources and rally support to get things done. As a former local district superintendent for LAUSD, Alliance CEO Judy Burton brings credibility and knowledge in working with the district, including a productive working relationship with LAUSD senior management.

## School Educational Model

The educational model for Alliance schools is guided by our core values and beliefs that reflect best practices researched in high-performing schools that consistently produce well-educated students prepared to successfully enter and succeed in college. Our consistent approach of development and implementation enables the Alliance to test its high-performing small school model and build a strong school culture, curriculum, and staff from the start. The Alliance core principles and educational model are implemented in all the Alliance schools.

### Alliance Educational Model



### 1. High Expectations for All Students

College-Readiness for All Students - All students, grades 6 -12, including students in historically underachieving communities, will learn successfully at high levels and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college. All students will pass A-G college course requirements and be proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college. Alliance students will demonstrate the following competencies as evidence of readiness for success in college.

- All Students, 6 -12, will demonstrate proficient to advanced performance on California content standards tests and in analysis of student work portfolios in core academic subjects.
- Students, 6-8, will demonstrate proficiency in core course work required for success in high school including passing Algebra I.
- Students, 9-12, will pass, with a C or better grade, A-G California State University (CSU)/University of California (UC) required coursework including three years of laboratory science; three years of math including algebra and geometry; two years of history/social science; 4 years of college preparatory English; one year of foreign language; one year of visual/performing arts; and will participate in a college orientation preparatory summer institute during their junior or senior year.

- Students in their junior year will take the CSU Early Assessment section of the STAR test in English and Math. Students who demonstrate proficiency on CSU standards will be exempt from taking the CSU Placement Test and will be eligible to enroll in CSU courses as regular students before graduation if they chose to attend a CSU campus. A personal learning plan will be provided to assist students during their senior year in areas of need diagnosed by the early assessment to prepare them for the CSU Placement Test.
- Alliance students will demonstrate readiness for success in college based on meeting college-readiness indicators on the SAT, ACT, and Advanced Placement Exams and by eligibility to take regular college courses without remedial English or math upon entering college.

Authentic Ongoing Assessment – All Alliance schools provide multiple ongoing opportunities to measure student learning and to inform instruction through real-life projects, analysis of student work portfolios, and interim assessments linked to quarterly instructional goals, as well as standardized on-demand assessments.

- A personal learning plan is maintained for each Alliance student to identify student needs, interests, and progress towards proficiency on core content standards, proficiency in English language development and college-readiness.
- Student personal learning plans include electronic portfolios of selected student work that demonstrates proficiency in applying skills and concepts in real-life project-based learning.
- To accelerate learning and improve performance of students entering Alliance schools after years of neglect and poor instruction, Alliance schools will initiate diagnostic assessments in math and English language arts at the beginning of each year to determine student needs for accelerated learning support.
- Alliance schools, grades 6-12, implement interim benchmark assessments, designed by the Alliance in partnership with Evans Newton, Inc (ENI) that are administered through Data Director in all four core content areas in reading, math, science, and history-social science. Interim benchmark assessments inform instruction and provide immediate individual student information on progress towards proficiency on State standards. Secondary students will take CSU 11<sup>th</sup> grade early entrance assessment and CSU placement tests as a key indicator of college-readiness. Alliance students participate in all mandated standardized assessments.

## 2. Small Personalized Schools and Classrooms

Personalized Learning Environment - Students learn best in small learning communities where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and where there is student voice in all aspects of the school that directly affect them.

- Through small schools of 500 students in high schools and 450 students in middle schools, the Alliance creates small learning communities where relationships between adults and students are sustained over time ensuring that no child falls through the cracks.
- Student learning is personalized so that each student's individual needs are recognized and met. Personalized connections between teachers and students are increased through looping where students remain with the same team of teachers for two to three years creating a strong sense of community. Secondary teacher teams sharing responsibility for a group of students limits daily teacher-student contacts in core academic courses to not more than 75, increasing teacher time to focus on students as individuals.

Student Engagement - Student voice is included in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team.

- All students, grades 6 -12, are supported through advisory groups of not more than 15 - 20 students. A credentialed teacher serves as advisor and works with the same students from grade 6-8 and from 9-12 through graduation. The advisory structure provides a small focused support group to motivate and support

each student's progress. Each secondary student also has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The teacher advisor monitors each student's individual learning plan to address individual interests and needs.

**3. Increased Time for Learning** – All students have sufficient time in school to learn successfully with a minimum of 190 regular days of instruction and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time is structured in longer blocks of time to allow for focused in-depth learning.

- Instructional time is increased in all Alliance schools with 190 instructional days and a longer instructional day for all students. Daily instructional time is increased to allow for in-depth learning through seven hours of instruction for grades 6-12.
- Schedules are structured to provide longer uninterrupted blocks of time (120 minutes) for all academic periods.
- Increased instructional time for all students, as part of the core program includes time for intervention and/or enrichment to meet individual student learning needs through after-school tutoring and/or Saturday school.
- Increased opportunities for learning are provided through online initial course work and online credit recovery courses.

#### **4. Highly Effective Principals and Teachers**

Principal Leadership – Alliance schools have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources. Alliance exemplary principals are developed through in-depth leadership training and through apprenticeship with principals who have demonstrated success in their schools.

- Through professional organizations, local and national school districts, and university graduate school programs Alliance recruits exceptionally talented leaders who demonstrate commitment to the belief that all students can learn successfully.
- Principals are brought on board, whenever possible, six months in advance of opening their new school. Leadership development includes apprenticeship with a successful principal who has a track record of successful student results and who demonstrates the core values and beliefs of Alliance. During this introductory period, new leaders are assigned as aspiring principal interns at Alliance school sites to learn from experienced principals and are also assigned as leaders in the Alliance corporate office to assist with all aspects of launching their new school. New principals participate in leadership training three months to one year before assignment to an Alliance school. Alliance identifies and collaborates with a university or other training partner Loyola Marymount to deliver training focused on the entrepreneurial and instructional skills needed for successful leadership in public charter schools.

Highly Effective Teachers – Students learn best with teachers who are knowledgeable of their subject field; who are well trained to deliver rigorous instruction and who attend to the diverse needs of each student as an individual. Alliance teachers work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

- The Alliance, working with its principals, recruits highly qualified new and experienced credentialed or university intern teachers who fully meet the *No Child Left Behind* criteria as highly qualified teachers and who are committed to Alliance core values and beliefs.
- Alliance teachers participate in a two-week training and support academy before the opening of school. Ongoing professional and personal growth opportunities are provided based on ongoing analysis of student achievement data and student work portfolios, as well as teacher identified growth needs and interests.
- Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Alliance teachers, grades 6 -12, have

ongoing regular time for common planning, analysis of student work, and lesson-study based on core content standards.

- Teachers working together in teams within small learning communities with the same students over two to three years share accountability and responsibility for each student's academic and personal growth.
- Pre-service and ongoing on-site teacher training is supported through university partnerships including Loyola Marymount University, UCLA, and CSULA.
- The Alliance school principal, based on clear benchmarks for performance, conducts individual teacher performance evaluations. Teachers will have the opportunity to participate in performance-enhanced compensation that will be determined by student progress, principal performance evaluation, and a teacher peer evaluation committee. Teachers will participate in the design of the system.
- Over the next seven years, the Alliance will partner with 4 charter management organizations in "The College-Ready Promise" a teacher effectiveness initiative designed to significantly increase the number of highly effective teachers in every school and to align teacher compensation with tiers of effectiveness instead of years of experience, degrees, and course work. Teacher effectiveness has the most significant impact on preparing students for success in college.

Accountability for Results – Principals are responsible and accountable to the school community for implementing the core values, beliefs and best practices of the Alliance education model, insuring that each and every student gets what they need to achieve their individual and school performance goals. The Alliance is responsible and accountable for guarantees made to its schools, monitoring the progress of all of its schools and for documenting and publishing results to the school community and the community of Los Angeles. The Alliance accountability system includes performance-based salary incentives.

- Principals are hired by the President/CEO with an annual agreement that is renewable based in part on an annual performance evaluation conducted by an Alliance School Family Vice President responsible for the support and supervision of up to 10 Alliance schools. Principals are responsible for and have the authority to select, hire, evaluate and terminate teachers based on clear performance expectations and evaluation criteria.
- The Alliance monitors, documents, evaluates and publishes implementation results and student outcome results for each of its schools. The Alliance contracts with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide data for continuous improvement, and most importantly, will inform parents and the community on the degree to which the Alliance is achieving its stated goals for individual students.
- The Alliance's accountability system currently includes performance-based salary incentives based on school-wide performance and individual teacher performance over and above each employee's base salary. Teachers and administrators will participate in designing the performance based salary system and measures for determining "effectiveness" as part of The College-Ready Promise teacher effectiveness initiative.

**5. Parents as Partners** - Parents have a right to choose to send their children to excellent high-performing schools and have a right and the responsibility to participate actively in insuring the success of the school. Parents of Alliance students are meaningfully and actively engaged in their children's education. Parents are responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it will take for their children to achieve college-readiness, by their active voice in achieving the goals of the school, and through volunteering.

- Parents are actively engaged in the initial school development as members of the advisory development team to establish each new Alliance school and as members of the ongoing advisory committee of each school. Alliance schools guarantee parent access to the school, school leaders and classroom teachers to support their children's education.

- Parents of students in grades 6 -12 are provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents are supported in their participation in monitoring their child's individual learning plan towards college readiness.
- Parents are responsible and accountable for committing to volunteering time to support the school and to participate as parent mentors through a parent commitment contract developed at each school site. Parents at all Alliance are expected to participate in a minimum of four Saturday parent academy sessions each year focused on the parent role in preparing and supporting their child's readiness for graduation and college.
- Alliance maintains partnerships with effective parent engagement leaders such as Families in Schools, which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.

## Early Results

The effectiveness of the educational model described above can already be seen throughout Alliance schools.

For the second consecutive year, Alliance schools are among the top performing schools within California. College-Ready Academy High School #4 and Gertz-Ressler High School exceeded API target scores of 800 with scores of 846 and 827 and are among the top 10 LAUSD high schools. These schools, in addition to William and Carol Ouchi High School and Marc and Eva Stern Math and Science School, earned California Distinguished School Awards in 2009 for successful demonstration of academic excellence based on API, AYP and closing the achievement gap.

Huntington Park College-Ready Academy had the highest API growth of 65 points within the Alliance from last year and was in the top 5% of highest API growth amongst all LAUSD schools. When analyzing Alliance student growth in English and Math from 2006-2009 on the California Standards Test, more students are scoring within the proficient and advanced performance bands. Proficiency increased by 11% in English and 27% in math despite Alliance enrollment increasing by four times the amount of students in 2006. Richard Merkin Middle School continued to demonstrate annual increased growth over four years and had its highest school-wide average increase of 9% within the last two years.

On the 2009 California High School Exit Exam, 74% of the fourth Alliance graduating class passed both English and math sections on their first attempt. 100% of the first Alliance class fulfilled the requirement of graduation, and 100% of the first two graduating classes were accepted to a 2- or 4-year college. Additional information on Alliances schools is included in appendix seven.

In addition to student achievement, ALLIANCE is already achieving success in other important areas such as teacher quality, student attendance, and parent participation. 97% teachers employed by ALLIANCE as of the 08-09 school year meet the highly qualified teacher criteria set by the No Child Left Behind (NCLB) Act. Administrator and teacher return rates are 96%. Daily student attendance rates at ALLIANCE Schools are 96% or higher.

Parent involvement has also become an integral part of the success of each Alliance school. A parent liaison is in place at each school, helping to ensure that parents are kept up-to-date on the progress of their children and the schools. More and more parents are volunteering at schools and attending regular conferences. Overall, 11% more parents fulfilled their required 40 hours of volunteer services between the 07-08 and 08-09 years, and 100% of the parents Heritage College-Ready Academy High School fulfilled the required 40 hours of volunteer service.

These successes show that ALLIANCE schools are on track to reach the 100% college-ready goal set for every student.

## School Growth Plan

The first Alliance charter school opened in the fall of 2004. Over the past six years the Alliance has grown to include 11 high schools and five middle schools at a growth rate of around 3 schools each year. By fall 2010, there will be 21 Alliance owned and operated schools (13 high schools and 8 middle schools) ultimately serving 10,000 students in Los Angeles and Inglewood when all 21 schools are at full capacity.

<b>School Scale Up Projections</b>						
	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
High Schools	12	13	16	17	18	19
Middle Schools	6	8	9	10	11	12
<b>Total Existing Schools</b>	<b>18</b>	<b>21</b>	<b>25</b>	<b>27</b>	<b>29</b>	<b>31</b>
New High Schools	2	3	1	1	1	1
New Middle Schools	3	1	1	1	1	1
<b>Total New Schools</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Total Schools Cumulative</b>	<b>21</b>	<b>25</b>	<b>27</b>	<b>29</b>	<b>31</b>	<b>33</b>

Over the past six years the Alliance has honed its capacity to successfully open and operate multiple new schools opening as many as five schools in 2009. At 16 schools, the Alliance has also learned the value of opening middle schools in proximity to or on the same campus with its high schools. The experience and the challenge also requires careful attention to managing the pace of growth to insure sufficient support and attention to insure the success of continuing and new schools to maintain our value of quality over quantity. The above growth pattern is consistent with the strategy of a managed growth to insure quality.

Each school will be fully enrolled to capacity in the third or fourth year of operation, depending on level. Starting a brand new school with multiple grade levels not only presents an amplified operational challenge, but also makes it difficult to establish the desired and essential school culture. Adding a minimum number of grades enables principals to work out their operations and establish a strong culture with staff and students in a smaller group, which will help in maintaining this culture as new staff and students join the school in subsequent years.

Our goal is to have 90% of the same students who begin in an Alliance school stay enrolled and graduate from the same school. Given the transience rate of the communities we serve, some transience unrelated to school satisfaction is expected. As student attrition occurs, Alliance schools backfill enrollment by grade level to the extent possible in grade 9.

### **School Enrollment and Grade Ramp-Up on the Same Campus**

#### **Middle Schools**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Grade 6</b>	150	150	150	150
<b>Grade 7</b>		150	150	150
<b>Grade 8</b>			150	150
<b>Total</b>	150	300	450	450

#### **High Schools**

<b>Grade 9</b>	125	125	125	125
<b>Grade 10</b>		125	125	125
<b>Grade 11</b>			125	125
<b>Grade 12</b>				125
<b>Total</b>	125	250	375	500

High schools initially open with 9<sup>th</sup> grade and then add new 9<sup>th</sup> grade classes each year as the previous classes progress to the next grade level. Middle schools initially start with 6<sup>th</sup> grade and then add new 6<sup>th</sup> grade classes each year as the previous classes progress to the next grade level.

## School Launch Process

Each new school requires a minimum of one year of preparation to:

- Identify the school location;
- Develop and obtain approval of the charter petition;
- Engage and generate support from the community;
- Recruit, hire, and train principal and staff;
- Recruit students; and
- Set up the school site (construction, remodeling, purchasing of equipment and supplies, setup of classrooms, etc.).

The Alliance identifies potential locations for school sites. Factors for consideration include community need, availability of school facilities and level of community support. A Director of New School Development and the Director of Parent Community Engagement are assigned to support new schools to see them through the launch. The Directors work with the local community to generate support by meeting with key community leaders and developing public relations. A School Development Advisory Committee is formed with community members to provide input for the development of the school and to rally support. Based on core values of the Alliance educational model, appropriate charter school petitions are developed by Alliance in collaboration with the advisory committee, and submitted to LAUSD for approval.

The principals are hired at least three to six months in advance and take primary responsibility in the day-to-day logistics of opening their schools with the assistance of the Alliance staff. The principals participate in orientation and leadership training that includes apprenticeship at another school that uses key elements of the Alliance educational model.

Principals are selected based on successful leadership experience and demonstrated excellence in leading the achievement of proficient to advanced student performance; demonstrated capacity to meaningfully engage parents as partners; and demonstrated capacity to establish and nurture a collaborative school culture with high expectations for students, staff, and parents.

Each principal is actively involved in recruiting, interviewing, and selecting their own faculty and staff, with the support of the Alliance Human Resources Director. Recruitment is handled through widespread advertising, and partnerships with teacher preparation programs at various colleges and organizations like Teach for America, New Teacher Project and RISE. All faculty participates in an in-depth professional development program before the beginning of each school year, and ongoing professional development workshops are held at each school throughout the year.

New Teachers and teachers new to the Alliance participate in a new teacher orientation to prepare them for successful implementation of the Alliance educational model and expectations for performance.

All furniture, fixture and equipment installation, execution of vendor contracts and required facility remodeling occurs during the academic year prior to the school opening.

## School Governance & Accountability

Alliance College-Ready Public Schools is a 501(c) 3 non-profit public benefit corporation, governed by a board of directors that creates, controls and operates its schools. A 501(c) 3 non-profit public benefit corporation is formed for each Alliance school. The Board of Directors of Alliance serves as the governing board and policy-making body for the organization. The Alliance Board of Directors appoints five of its directors to serve on each school's Board of Directors so that Alliance schools commonly share five Alliance directors that also represent the entire Alliance organization. The Board of Directors of each school includes the five Alliance directors including the Alliance President/CEO; school directors including the principal; a parent, a teacher, and a representative of LAUSD as a non-voting member. Each Alliance school maintains a local advisory council with representation from the community it serves. The local advisory

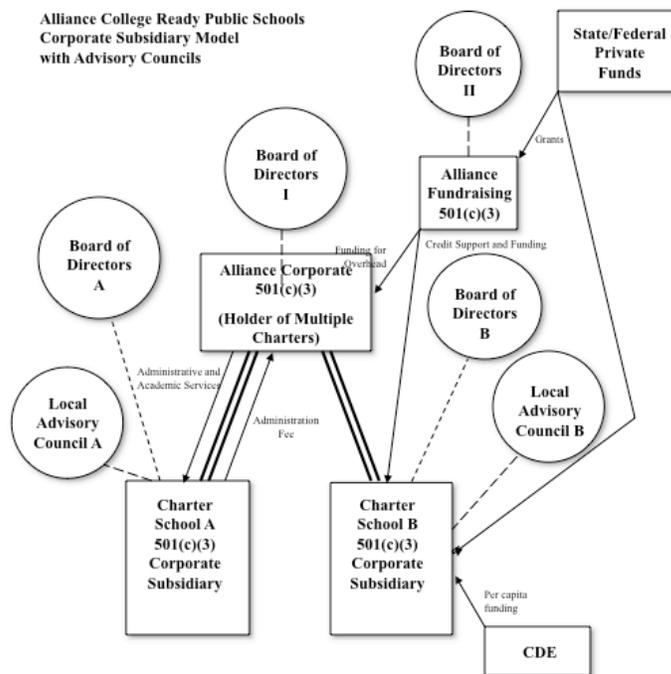
council works with the school principal in elements of curriculum, parental involvement, and day-to-day school operations.

Principals have renewable individual one-year agreements based on performance and are hired and terminated by the the Alliance President/CEO who serves as President of each school corporation and Chairperson of each school Board of Directors. The principal, in turn, is responsible for selecting teachers and staff for the charter school—all on renewable individual one-year agreements. All school principals, staff, and teachers are employees of the school. The Alliance values all of its employees as professionals who focus on student centered goals of the Alliance as the organizations priorities. The Alliance commits to treating all employees with dignity and respect without collective bargaining.

The charter for each school is granted by the local school district (Los Angeles Unified School District, or the Los Angeles County Office of Education) or by the California State Board of Education and is held by the Alliance corporate entity. Each building owned will be held by a Limited Liability Holding Company to limit the liability exposure to the rest of the Alliance Corporation. In addition, a separate foundation entity will be established as a 501(c) 3 to raise funds for the operations of Alliance and for facilities.

Legal Structure

Each Alliance school is held accountable but is also given a high degree of autonomy to adjust its program to meet local community needs and the unique needs of school staff.



Notes: Alliance board of directors appoints 5 subsidiary charter school directors (Boards A and B) from the Alliance board of directors; with one director position on each Board reserved for the LAUSD; and one director position for the principal; and approves 2 director positions from the school, a parent and a teacher, recommended by the principal. The same people serve on Boards I, A and B with the exception of the LAUSD non-voting director; and the school voting directors including the principal, a parent, and a teacher directors who would serve only on A and B. The local advisory council is comprised of community and school representatives.

Los Angeles 92034

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## Accountability

Alliance schools are accountable for the following areas:

- Schools must meet and exceed all applicable State and Federal accountability standards for public charter schools including the federal “No Child Left Behind” Act. This includes compliance in administering required California State standardized testing.
- Schools must meet all applicable State, Federal, and Local laws and regulations including but not limited to legal, finance, accounting, labor, zoning, and building codes.
- Schools must adhere to the non-negotiable principles of the Alliance educational model. Define what they are
- Schools are expected to meet or exceed annual Academic Performance Index growth targets and are expected to annually increase the percentage of students performing at proficient or advanced levels on interim standards-based assessments and on annual California Standards Tests.
- 100 percent of all high school students attending for at least four years will graduate and will be accepted to a college. 100 percent of middle school students in attendance for three years will culminate middle school prepared for success in high school.
- Minimum of a 95 percent annual attendance rate will be maintained for all grades; all open grades will be fully enrolled to capacity.
- The student body will reflect a mix of ethnic and economic background students at least as diverse as the student body of the local district of the Los Angeles Unified School District where the school is located.
- Alliance schools will be staffed with teachers who have the appropriate credentials and demonstrate the ability to engage students in learning. This includes maintaining a culture of “employment for performance.”
- Survey results will reflect high employee satisfaction and customer (student/parent) satisfaction rating of at least 90 percent in all areas of operations.
- Parents will be provided and opportunity to participate in a minimum of four Saturday Parent Academy sessions focused on the parent’s role in supporting their child’s to meet the required commitment for parent participation.
- An electronic portfolio will be created and maintained for each individual student.
- Accurate, responsible, and transparent financial control and budgeting with on-time and on-budget performance will be demonstrated.
- Weighted metrics across all Alliance schools and the home office to measure progress are linked to performance incentives and consequences including:

### Mission Metrics for Alliance Schools

1.	<u>Academic Achievement Growth</u> : Each year, schools will meet annual API growth targets and meet Alliance internal expectations. 1 <sup>st</sup> Year: 650; 2 <sup>nd</sup> Year: 675; 3 <sup>rd</sup> Year: 700. Once schools achieve an API score of 800 the target is to at least maintain and to continue to improve.	10%
2.	<u>Academic Achievement Growth</u> : Annually schools will increase percent of students achieving 1 to 1.5 years growth in core subject areas as measured by performance on value added assessments and on California Standards Tests.	10%
3.	<u>Achievement Gap</u> : In English/language arts and mathematics, school-wide and CMO-wide average proficiency rates for schools open three or more years are higher than the statewide average proficiency rates for the state's highest-performing sub-group.	10%
4.	<u>Graduation Rate</u> : 90% of the students continuously enrolled as 9th graders graduate within four years. 90% of students continuously enrolled as 6 <sup>th</sup> graders will culminate middle school in 3 years.	10%
5.	<u>College-Attendance</u> : 90% of the high school graduates attend two- or four-year colleges.	10%
6.	<u>College-Readiness</u> : Less than 15% of high school graduates attending college are enrolled in remedial (i.e. non-credit bearing) courses in English or math. <u>High School Readiness</u> : 80% of middle school students culminate ready for high school (passed Algebra ready for geometry).	10 %
7.	<u>College-Readiness</u> : School annually increases the % of students meeting college-ready indicators on SAT, ACT, EAP and Advance Placement Exams.	

### Enabling Metrics for ALLIANCE Schools

8.	<u>Teacher Effectiveness</u> : Schools will increase the % of teachers meeting highly effective teacher criteria including classroom instruction; student achievement growth; parent/student satisfaction; and attitudes/beliefs.	10%
9.	<u>Attendance</u> : The average daily student attendance of all schools will be at least 95%.	5%
10.	<u>Enrollment</u> : The average enrollment of all schools will be at least 95% of the budgeted number of students by count date.	5%
11.	<u>Satisfaction</u> : At each school, parents will rate the school, on average, at least 4.0 out of a 5.0-point scale on a parent satisfaction survey. 90% of the parents will return the surveys.	5%
12.	<u>Parent Engagement</u> : The average rate of attendance at scheduled parent conferences will be at least 75%.	5%
13.	<u>Parent Engagement</u> : 80% of parents complete at least 40 volunteer hours annually.	5%
14.	<u>Parent &amp; Student Satisfaction / Persistence</u> : 90% of students who were enrolled at the beginning of the prior school year and who still live within commuting distance, remain enrolled at the start of the current school year.	5%
15.	<u>Parent &amp; Student Satisfaction/Persistence</u> : At least 80% of the same students who enter in 9 <sup>th</sup> or 6 <sup>th</sup> grade will stay enrolled through grade 12 or grade 8.	

### Local Autonomy

Each school principal operationally reports directly to the Vice President assigned to support and supervise their family of schools and will have autonomy and responsibility in the following areas:

- Hiring and termination of all school site personnel.
- Day-to-day management and operations of the school site including management of personnel, student attendance and discipline, and working with parents.
- School-site budgets to the extent that the budgets comply with all applicable funding regulations and Alliance financial management policy.

- Application of the education model within the parameters of Alliance educational model.
- Selection process and operation of the school site advisory council.
- The Alliance President/CEO, who serves as President of the school corporation and each schools board of directors, will have the sole staff authority to hire and terminate principals.

## ALLIANCE Support Services

The Alliance provides the following specific support services and functions to its schools:

### Startup Phase Services

- **Secure School Facility** – The New School Development Director and the Chief Operating and Chief Financial Officer work with real estate and financial consultants to coordinate the identification facilities and the development of financing for lease or purchase of sites to serve target communities.
- **Secure Startup and Ramp-Up Funding** – The Chief Development Officer and the President/CEO secure necessary startup funding and operational funding up to the third year in operation, at which point each school will be financially self-sustaining a financial break-even point.
- **Develop Charter Petition and Obtain Approval** – The Vice President of Instruction, the Director of New School Development and Alliance staff develops each charter petition to reflect Alliance core principles of best practices in instruction and financial management and to reflect specific community needs in consultation with the sponsoring district, key leaders, educators, and community-based organizations in target communities.
- **Engage School Parents and Community** – The Director of Parent Community Engagement conducts outreach to parents and community members through local organizations in target communities to determine need, readiness, and support for each prospective charter school site.
- **Recruit and Develop School Principals** – The Chief Academic Officer, with Alliance staff, works with local universities, business leaders, professional education organizations, and publications to identify, recruit and select leaders to serve as public charter school principals. Criteria for principal leaders focuses on demonstrated knowledge of best practices in instruction, and effective business practices and readiness to participate in capacity development for charter school leadership at least three months prior to assignment to an Alliance school. Principals participate in training and an apprenticeship at a “best practice” Alliance or other effective school to learn the school model and how to manage it.
- **Develop Recruitment Pool of Effective Teacher Candidates** – The Director of Human Resources, with Alliance staff, partners with local universities and teacher recruitment organizations (i.e. Resources for Indispensable Schools and Educators/RISE, EdJoin, California Charter Schools Association/CCSA, Teach for America, Teaching Fellows, New Teacher Project) for a coordinated approach to create a pool of highly qualified teachers from which the principals can recruit.
- **Provide Start-up Operations Checklist/Hands-on Support to Principals** – The Chief Financial Officer and Accounting staff provide technical assistance and hands-on support to establish infrastructure systems for payroll and general accounting. The Director of New School Development provides assistance and guidance with all aspects of charter start-up, student recruitment, master program planning, textbooks, supplies, initial baseline student assessment and outsourcing with service vendors for food and other services
- **Provide Consistent and High-Quality Professional Development Programs for Principals and Teachers** – The Chief Academic Officer working with the Vice President of Instruction and Director of Professional Development set up partnerships with local universities and professional development organizations with demonstrated knowledge of best practices in instruction, entrepreneurial business

management and public charter school leadership to design and provide a three month leadership development program for principals selected to lead Alliance schools. The program includes an apprenticeship component. Alliance staff provides day-to-day ongoing training, coaching, and support for school leaders.

### Operational Phase Services

- **Provide Facility and Operations Support** – Under the direction of the Chief Operating Officer and Chief Financial Officer, the Alliance provides operations guidance, supporting documentation and any systems required to ensure compliance with all regulations including, but not limited to, emergency procedures, the school lunch program, E-Rate and LAUSD-specified requirements for charter schools.
- **Provide Hands-on Support to Principals** – The Director of New School Development provides technical assistance and hands-on support for all aspects of charter operation and will coach the principal on management, instructional, and leadership issues.
- **Provide Human Resources Compliance Assistance** – The Director of Human Resources provides oversight and technical assistance with employee hiring, legal compliance and certification of required credentials.
- **Provide Business Management Operations Assistance** – The Chief Financial Officer provide ongoing oversight and hands-on support through vendor outsourcing for school business management services including finance accountability systems, annual budget and cash flow planning, account management, funding reports, and applications for public funding.
- **Provide Legal and Insurance Services** – The Alliance obtains the appropriate legal counsel as well as liability, property, and director’s insurance suitable for schools.
- **Identify Reliable Vendors for Contracting Services** – The Chief Operating Officer identifies specific high quality vendors to provide beneficial services to Alliance schools. These vendors are subject to specific service level agreements. The purpose is to generate economies of scale in purchasing certain products and services.
- **Develop Technology Deployment Standards** – Alliance and the Director of Technology define standards for appropriate technology systems and how they are purchased. All schools use approved and coordinated school management systems including accountability, finance, and student information. Accountability systems will perform the functions of assessment and data collection, both aggregated and disaggregated.
- **Collect and Disseminate of Effective Small School Practices** – The Chief Academic Officer identifies specific best practices in both administrative and instruction dimensions to be documented and disseminated by the Alliance to its schools. The Alliance provides collaboration opportunities for its principals and teachers to share their best practices.
- **Provide Funding and Grant Opportunities** –The Chief Development Officer is responsible for fundraising efforts to support Alliance schools so that school leaders are able to keep their focus on high quality instruction and achieving outcome goals.

## Marketing Plan

The two primary objectives for marketing is to first, engage each school's local community in political and resource support for the startup of a Alliance school and second, to recruit students. Both are essential for the successful startup and operation of each Alliance school.

## Community Engagement

The Alliance Director of Parent Community Engagement works with each local community to support the principal of the school with parent community outreach and education. Community engagement occurs in two primary phases:

### **School Startup Phase**

When a local community has been identified as a potential location for an Alliance school, the Directors of New School Development and Parent/Community Engagement, along with the principal (when hired), organize a campaign to build support for the school. They launch the campaign by meeting all key community leaders and influencers to discuss the community's need for good public school choices and to explain the Alliance school program. Community leaders and influencers may include business leaders, church leaders, community activist groups, neighborhood associations, and business associations. The specific request is for political support in opening a new school in their neighborhood, any specific resource needs (e.g. identify building location), and interest in serving on the school development advisory committee.

Each school will have its own web page on the Alliance website that will contain essential information about its program, requests for suggestions from the community, and the contact information for the Director of Parent/Community Engagement and the principal.

Flyers and other print collateral will be created to explain the school program and how the local community can become involved. Quarterly newsletters will be distributed to parents and community members updating the progress of the school.

### **School Operational Phase**

Key startup activities include:

- Frequent open houses and events to honor students, display their work, and to honor community members that have contributed in some significant way to the school.
- Quarterly Alliance electronic newsletter distributed to community members that communicates the achievements of students, asks for support, and addresses any community concerns.
- Key messages about the school published in an annual report card to the community to communicate the direct impact that the school is having on the community (e.g. academic performance on interim and annual assessments, the higher graduation rate, which results in a decreased burden on local police services and social services, school safety, etc.).
- Student and parent ambassadors designated to represent the school to the community and routinely visit community constituents.
- Weekly community tours of the school.
- Community members engaged to evaluate student projects.
- Local media engaged to highlight student accomplishments.
- The creation of a partnership between parents and students in their learning. Parents and students meet with teachers at least four times per year to review the student's learning plan and to participate in celebrating student work.
- An environment where students have a voice and ownership in their school. I.e., the creation of focus groups and student advisory groups where appropriate, to address key issues the school faces.

## Student Recruitment

The process of student recruitment when recruiting for the opening of a new school is different from student recruitment for an existing school. For existing schools, information is mailed directly to the parents of all grade-level eligible students in the target community inviting parents to participate in information/orientation meeting to learn about the Alliance model, the new school and the application process. Students are enrolled on a first come basis up to the enrolment capacity. When applications exceed seats available by the enrollment deadline, a random public lottery is held to select students from the total pool of applicants. Students not selected are placed on a waiting list in the order that their applications were selected. Preference is given to underperforming students in the target community and to siblings of the same family and prior attendance at an Alliance school.

### **School Startup Phase**

Graduating 5<sup>th</sup> grade is the recruitment grade for an Alliance middle school and graduating 8<sup>th</sup> grade is the recruitment grade for high school. The primary recruitment method is to get the word out to parents through the community engagement strategy. 6<sup>th</sup> grade students are recruited at local elementary schools using flyers and presentations at parent events and at parent association meetings. For high school recruitment, local middle schools are the primary source, using flyers and presentations at parent events and at parent association meetings. Student and parent print, e-mail, and web collateral are developed specifically for recruitment. Principals meet students and parents at information and orientation meetings and an open house meeting prior to the opening of school.

### **School Operational Phase**

Graduating 5<sup>th</sup> grade is the recruitment grade for new students at continuing middle schools. Primary recruitment is through parents of current students who know other parents and are familiar with the schools program. Middle schools continue to be the main recruitment point for Alliance high schools. Student and parent print, e-mail, and web collateral will be used for recruitment. For high school, students are the primary voice and messenger for recruitment of other students. Local media will be engaged whenever possible to highlight student accomplishments, which tends to generate interest among parents and students. Where possible, recruitment will focus on building a K-12 family of students serving the same geographic community by partnering with another charter management organization that focuses on grades K-6. Any seats available in continuing grade levels will be filled from the waiting list or by publicizing seats available to local schools.

## Operations Plan

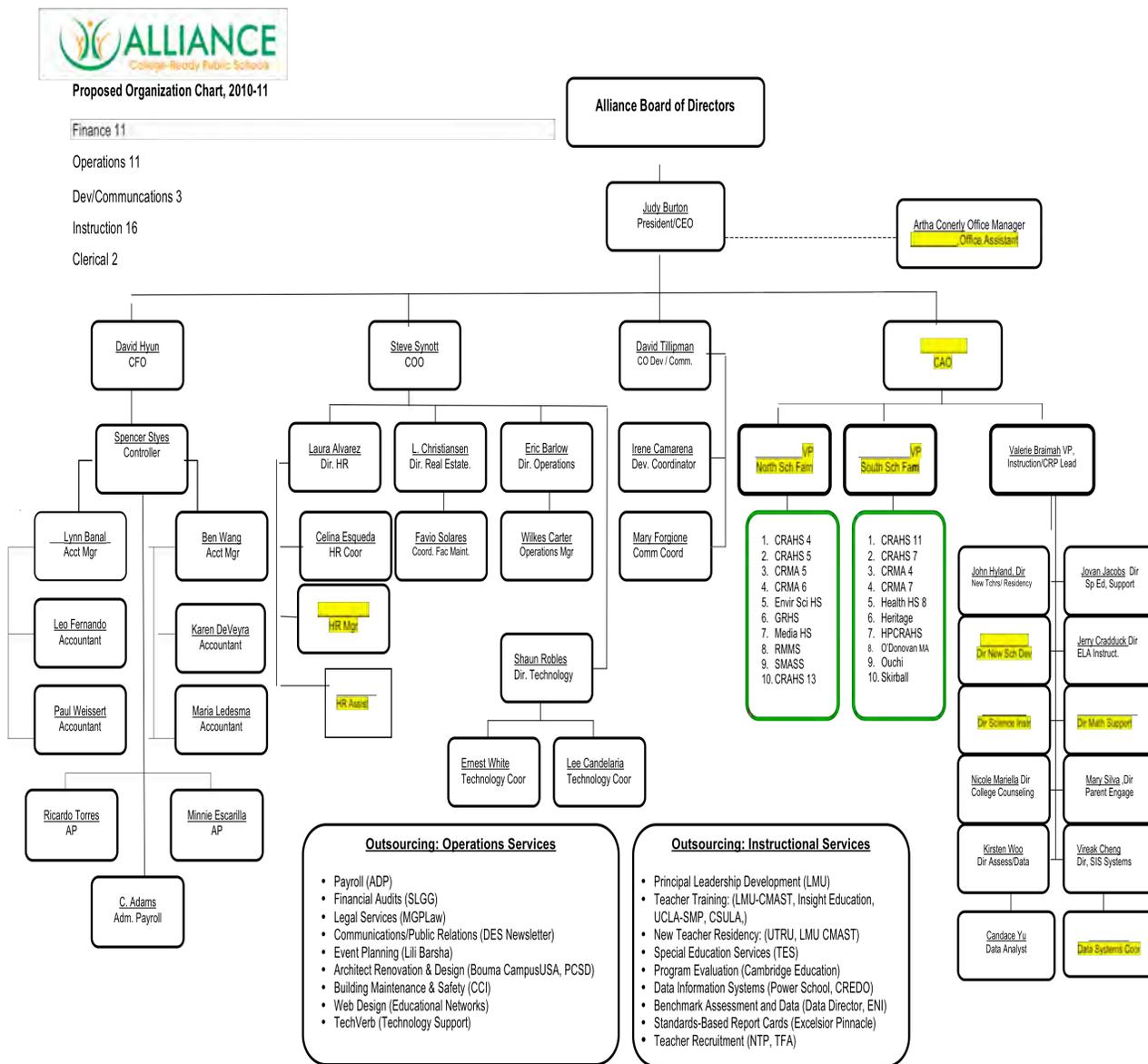
The Alliance builds its operational plan around five primary principles:

- The Alliance must have the right people on the team.
- Each person in the organization must know clearly what they are accountable for and have the decision-making authority to create the results.
- The role of the Alliance home office is to enable each school to perform efficiently and effectively—providing value-added functions that are accessible and easy to use by schools.
- To perform its role efficiently and effectively, the corporate organization must focus on its core unique competency and outsource everything else.
- Keep the organization lean, light of administration, agile, and scalable.

### Organization – The Right People

The following organization chart represents the Alliance corporate structure as it scales up. The shaded areas represent positions to be filled.

Organization Chart 2010-11



Clear Accountability

The **CEO** is responsible for the results of all schools and the Alliance organization. The CEO supervises and evaluates the performance of chief officers and is responsible for hiring and termination of principals. The CEO also has the ultimate responsibility for fund development working with the **Chief Development Officer**.

The Principal is fully responsible for the performance of his/her school and is subject to an annual performance review by the Alliance School Family Vice President and the school board of directors.

The primary responsibility of the Chief Academic Officer, School Family Vice Presidents, New School Development Director, and the Parent/Community Outreach Director is to provide assistance and support to the schools. The **School Family Vice President** is responsible for evaluating principal performance, instructional leadership development for schools, research and development, overseeing accountability and reporting requirements for schools.

Each school works with the Alliance support team. The **New School Development Director** is responsible for coordinating all Alliance resources and personnel to serve schools. The New School Development Director works with the **Parent/Community Director** in target communities to engage parents, community, educators, and principal leaders in site location, coordinate all aspects of charter development and mentor principals on implementation and during operation of the school. In addition, they coordinate the school with Alliance operations and technology staff. The School Development Director must have prior experience in launching and operating schools as a superintendent or school principal. The New School Development Director and the Parent/Community Director are assigned to work within the community, to support new schools as a priority to insure their successful on-time opening, and to provide ongoing support to existing schools.

Knowledge management is led by the **Director of Assessment and Data Analysis** who is responsible for interim and annual assessments, ongoing analysis of results, and supporting schools with the use of annual and longitudinal data to inform classroom, school wide and Alliance system wide practices.

Professional Development for new and continuing principals and teachers is the cornerstone of sustaining the Alliance culture of high expectations and excellence in instruction and is the responsibility of the **Director of Professional Development** who is accountable for establishing university partnerships, planning the annual pre service institute for all Alliance schools and for ongoing support to principals with school site professional development.

As Alliance schools reach enrollment capacity, the number of students with special needs is also increasing making it more cost effective and essential to move beyond outsourcing services and to hire special education staff at school sites as well as central coordination and planning to insure compliance accountability lead by the **Director of Special Education and Student Support Services**. In the communities served by Alliance schools, families have limited access to mental and physical health services. The director will also coordinate access to public agency support services for needy students.

Preparing all students for successful entrance into college is the primary goal of the Alliance and its schools. The **Director of College Counseling** coordinates the delivery of services to Alliance schools to insure that students, their parents and teachers have full access to information on college- entrance requirements, student scholarships and loans, college application procedures and information to make good choices for colleges that best match student interests and needs. The Director of College Counseling will work with school site College Counselors to coordinate resources for all schools.

The **Chief Operating Officer** is responsible for the organization and the efficient supply of operation, legal, contracting, and facility services to the schools.

The **Controller** is responsible for the creation and implementation of school budgets, including monthly update meetings with principals to discuss budget and actual expenditures. In addition, the Controller is responsible for compliance with all state financial reporting for ADA funding and any state or federal grants.

The **Controller** is responsible for the day-to-day accounting, reporting, internal and financial controls, and auditing services to schools.

The **Director of Technology** is responsible for all technology and information systems at the corporate level and for providing guidance and support to the schools. The Director of Technology is also responsible for integration and data transfer between systems, including third-party outside systems.

### Quality Delivery of Services

All services delivered to schools have specific business processes defined with clear deliverables and service-level agreements. Performance against service level agreements is evaluated formally twice per year based on feedback from principal customers. Success is defined by the ability to deliver within these agreements with a 90 percent satisfaction rating. Business processes are evaluated routinely for improvement in being customer friendly and accurate. Specific business processes and service level metrics are currently being developed for each service to be delivered.

## Focus on Core Competency

The primary irreplaceable role of the Alliance organization is to establish the framework and model for start-up schools in the Los Angeles area. Specialty tasks such as real estate, public relations, and principal training are better performed with the assistance of organizations and individuals that perform these tasks routinely as part of the specialty. Alliance however, is completely responsible and accountable for the quality delivery of services whether they are outsourced or not. Therefore, Alliance is responsible for defining the required business processes and service levels as a precondition for outsource service providers. The cost of internal and outsource services is evaluated at least yearly whether to outsource or to bring these services in-house.

## Keeping the Organization Lean, Agile, Scalable

At the school level, Alliance schools have very little administrative overhead. For example, there is only one non-classroom certificated position in each school beyond the principal – an Assistant Principal or Director of Instruction depending on the specific needs of each school. In the Alliance organization, the Chief Academic Officer, Chief Operating Officer, and all directors are not just overseers but also hands-on doers. There are several major scaling points for the organization.

First, many operational functions are outsourced because outsourcers will have a better capacity to scale to volume within their specialty. For example, principal leadership development will be provided and led by the Alliance staff but supported by an outsource provider that specializes in this type of training and has materials, coaches and laboratory schools already set up.

Second, the primary volume of activity in school startup and ongoing support is under the direct management of the President/CEO and the New School Development Director. All directors and officers work together as a team to support new and continuing schools. As the organization adds more schools, new directors will be added. The organization is designed to be a flat collaboration team of self-directed leaders who all work directly with the President/CEO without bureaucratic layers of reporting levels.

## Securing School-Site Facilities

The acquisition of appropriate school facilities remains one of the biggest challenges for charter school operators. There are two primary options to obtain school facilities.

### **District Supplied Facilities Under California Proposition 39**

First, under California Proposition 39, school districts are required to provide equivalent facilities for charters as they do for their regular schools. Equivalent includes basic classroom furniture. Districts can only charge a per-student cost from their general fund that they charge all their other regular schools.

Due to the difficulty in coordinating this program, there are very few if any existing school sites are available to charter schools. There is a new building program being conducted by LAUSD, which can result in more than 150 new schools and 79 school expansions, creating more than 68,000 new student seats. But this new building program will take years. Therefore, Alliance should not rely heavily on district-supplied facilities to meet its objectives, although some district supplied facilities may over time become available and reduce Alliance school operating costs. The financing for charter school facilities provided under Proposition 39 would come from local school district bond measures. However these funds have thus far been used strictly for furniture and modular trailers. The advantage of Proposition 39 buildings to Alliance is cost; the disadvantage is timing and availability

Alliance should participate in the LAUSD Public School Choice initiative to take a leadership role in improving the process of engaging external partners in opening new schools provided that the conditions allow for reasonable implementation of core elements of the Alliance educational model.

Alliance should only participate in taking over existing schools provided that sufficient capacity is in place to ensure that a separate team dedicated to take over schools is in place so that continuing and new Alliance schools receive sufficient support to continue to be successful.

**Private Non-District Supplied Facilities**

The Alliance secures facilities for its schools as long-term leases or purchase as required. Alliance works with several organizations that have expertise in locating school sites. Old private or parochial school facilities, Greenfield sites, conversion buildings, higher education campus partnerships, and corporate campuses are viable facilities options for Alliance.

Fair market cost estimates for non-district facilities range from \$1000 per student (ADA) to over \$1400 per student (ADA) structured as a long-term lease or purchase with debt financing. The Alliance has built into the financial plan of each school the ability to support up to \$1,300 per student (ADA) out of its operating budget to cover facilities cost.

Several grants exist that can directly offset the initial acquisition cost or on-going cost of facilities. These include:

- Startup grant from California Department of Education of up to \$600,000 per school. The actual amount of the grant varies year to year based on the approved state budget and the number of applicants. Start up funds cannot be used for facilities rent or other costs.
- California SB 740 provides a facilities cost reimbursement of up to \$750 per student (ADA) if the school is located in at least a 70 percent free and reduced lunch area. All of Alliance schools would technically be eligible. These funds vary year to year based on the approved state budget and the number of applicants. Importantly, the cash is not available until the second half of the school year and the actual amount to be reimbursed is not fully known until then—therefore the school must maintain enough cash flow to cover the full cost of facilities.
- One-time private grants, facilities donations, subsidies, and discounts reduce the cost of facilities.
- Several vehicles exist for financing school facilities:
  - Tax exempt bonds. These provide long term financing based on the reputation and results of Alliance and driven by the revenue stream to be generated by student ADA.
  - New Market Tax Credits. These provide for a subsidized rate with a portion of the principal forgiven, but must be refinanced in 7 years.
  - Debt financing from private institutions including local banks, building owners, and emerging capital pools, created to support charter facilities. (e.g., Self-Help, National Co-op Bank/The Reinvestment Fund). Credit enhancements may be obtained from the several sources including private groups, individuals, and the US Department of Education to lower the cost of borrowing and New Market Tax Credit funds available for charter school construction through organizations such as ExEd and NCB financial institution.
  - Long term leases with renovation costs included in the lease by the building owners.
  - Financing through partnerships. Partners for specific sites, such as owners, developers, corporations, and institutions of higher education, may also be willing to finance a new school facility or remodel. Alternatively, some of these organizations may already have access to financing for their own capital investments that could be extended to include the costs of a new school.
  - Alliance is working with qualified real estate and finance specialists to identify appropriate facilities and negotiate appropriate terms.

**Financial Plan**

Overview

Combined ACRPS Home Office + All Schools						
	09-10	10-11	11-12	12-13	13-14	14-15
<b>Alliance Corporate Services &amp; Operations</b>						
Management Fees	2,466,273	3,506,287	4,225,012	4,954,528	5,570,021	6,124,847
Funds Committed/Other Sources	2,700,000	2,185,000	1,539,600	355,000		
Estimated Expenditures	(5,385,636)	(10,217,349)	(6,851,696)	(6,988,730)	(7,128,504)	(7,271,074)
Surplus/(Deficit) [1]	(219,363)	(4,526,062)	(1,087,084)	(1,679,201)	(1,558,483)	(1,146,227)
<b>School Operations</b>						
Estimated Funding (per pupil ADA)	38,313,132	54,526,510	65,702,110	77,037,141	86,606,670	95,236,253
Funds Committed	2,550,000	1,750,000	2,800,000	1,800,000	2,000,000	1,200,000
Estimated Expenditures (per pupil ADA)	(40,736,000)	(57,516,800)	(69,289,200)	(81,130,000)	(91,200,000)	(100,320,000)
Surplus/(Deficit) [2]	127,132	(1,240,290)	(787,090)	(2,292,859)	(2,593,330)	(3,883,747)
<b>School Facilities</b>						
Estimated Cost - Capital for Identified Projects	(1,400,000)	(700,000)				
Estimated Cost - Capital for New/Unidentified Projects		(2,500,000)	(1,500,000)	(1,500,000)	(1,500,000)	(1,500,000)
Loan Payable					(7,249,879)	(5,818,095)
Surplus/(Deficit) [3]	(1,400,000)	(3,200,000)	(1,500,000)	(1,500,000)	(8,749,879)	(7,318,095)
Total Annual Surplus/(Deficit) [4]	(1,492,231)	(8,966,353)	(3,374,174)	(5,472,060)	(12,901,693)	(12,348,069)
Total Cumulative Surplus/(Deficit) [5]	(1,492,231)	(10,458,583)	(13,832,757)	(19,304,817)	(32,206,510)	(44,554,579)
<b>School Matrix</b>						
Existing Schools	11	16	21	25	27	29
New High Schools	3	2	3	1	1	1
New Middle Schools	2	3	1	1	1	1
Total New Schools	5	5	4	2	2	2
Total Schools (cumulative)	16	21	25	27	29	31
Students	5,360	7,568	9,117	10,675	12,000	13,200

[1] Home office deficit will be balanced by cutting costs and fundraising (naming rights). The \$3.5M Bank of America Line of Credit Due in FY 11-12. Home office will be able to self sustain financially by its stabilization of its 34th school based on current growth model.

[2] School operations deficit due to declining ADA apportionment from public sources that have been reduced by approximately \$1,500 per ADA over the past two years. Schools will have to balance their budgets by reducing spending by approximately \$150k per year per school. Average ADA Revenue for Middle School is approximately \$6,900 and Average ADA Revenue for High School is approximately \$7,800. Average expenditure burn rate for Alliance schools is approximately \$8,000 per ADA. The alternative is to commit to fundraising to cover the gap between revenue and expenditures.

[3] Wilmington High School, Hubbard High School, Heritage High School, College Ready Academy High School 5, College Ready Middle Academy 4, and College Ready Middle Academy 5 financed through bond issue in FY 09-10. College Ready Academy High School 7 and College Ready Middle Academy 7 financed through NMTC deal in FY 10-11. In addition, in FY 10-11, three new high schools and one middle school will be identified to be acquired and constructed. All future schools will be acquired through lease/purchase option or Master Trust Indenture (bond or MTC financing). Future schools will also require a two school site which can house a high school and a middle school that total approximately \$15M per site. NMTC Loans for 2023 Union LLC maturing in FY 13-14 and NMTC Loans for 1140 Avalon LLC maturing in FY 14-15.

[4] Reflects annual funds that need to be raised each year to address deficit. Total annual deficit can be reduced by limiting school expenditures to revenue.

[5] Reflects total funds that need to be raised over the next five years to address deficit. The Alliance raised about the same amount over the past five years, \$45M.

Self-Sufficiency

Each school will be financially self-sufficient on standard state and federal school revenues in its third year of operation. The Alliance Home Office will be fully sustained by a 7% fee for services provided to Alliance schools by the end of fiscal year 2014-15.

## Conservative Revenue Forecasting

Only reliable and predictable federal, state, and local revenues are being used to forecast the operating costs of Alliance schools. No special grants or donations have been included. Revenues include the following:

- Standard California state revenue limit funding and local unrestricted revenue
- Federal ESEA/Title I, Drug-Alcohol-Tobacco, Math/Science
- California State Instructional Materials, In-Lieu of Economic Aid, Class Size Reduction, Lottery, Supplemental Education, and Charter School Block Grants.

## Reflecting the True Cost of Doing Business

Operating costs reflect the true cost of doing business and are within the normal proportions to other public schools of similar size. There are several critical costs that are reflected in the financial plans:

- Approximately \$1000 per middle school student and \$1,400 per high school student (ADA) has been allocated from unrestricted revenue for the cost of facilities. The actual use of this money may vary depending on the circumstances of each school. For example, Alliance may use the allocation to pay a long-term lease on one school while another may use it to pay off debt incurred for a purchased building in another school.
- All assets are amortized over their useful life and the amortized amount is reflected as a cost and is put into an asset replacement cash reserve.
- A charge of seven percent of unrestricted revenue is incurred by schools to pay for services provided to it by the Alliance organization.
- All costs do not reflect in-kind contributions. Costs reflect fair market prices accessible to most public schools.

## Resiliency

The financial model provides for resiliency to buffer against unexpected shortfalls in revenues or extraordinary expenses.

- A five percent contingency reserve has been budgeted.
- Cash saved from delaying purchase of capital goods or from replacement reserves could be used in emergency situations.
- Facility lease costs for a portion of a building or at a temporary location while not at full enrollment capacity will save significant funds and create additional reserves.
- The Alliance organization could delay the opening of certain schools to temporarily minimize the startup and ramp up funds needed.

## Key Financial Levers

There are a number of critical financial levers that are required to keep the financial model in balance and schools self-sufficient:

- Schools must move quickly to a minimum of at least a 95 percent attendance rate.
- Schools must maintain a student diversity that reflects the community of at least 80 percent free and reduced lunch.

- Schools must maintain full enrollment and fill any seats that become vacant throughout the year.
- As part of the College-Ready Promise Gates initiative, within the next two to three years, the Alliance will change its teacher compensation system from years of experience and course credit based, to individual performance compensation linked to tiers of effectiveness based on 1) annual achievement growth of students, 2) classroom teaching effectiveness, 3) teacher attitudes and beliefs, and 4) individual teacher parent and student survey feedback. Our individual teacher compensation scale will be competitive and more comparable to entry-level school administrators. The increase compensation will initially be funded by the Gates Foundation teacher initiative grant. This will require an additional \$500 per pupil after the grant funding ends and will be a challenge to sustain at the end of the 7-year grant.
- Salary compensation cost of living increases must occur ONLY in proportion to the actual average revenue inflation.
- Staying on schedule with the school startup and grade ramp-up is essential to maintain cash flow.

### Funding Requirements

The launch of each new Alliance school requires \$850,000 in external one-time start-up grants and/or corporate donations for the first two years in operation. Alliance requires approximately \$11 million through 2016-2017 for corporate operating costs for Alliance to achieve financial break even on corporate operations. Approximately \$10.5 million in new operational funding is needed over the next five years to open and operate the new schools and reach the projected growth of 31 schools by 2015. Approximately \$10.6 million in capital funding is required to ensure that each of the schools has a permanent facility.

## Risks and Success Factors

There are a number of external and internal risks as well as success factors that could have an impact on the ability and timing for the Alliance College-Ready Public Schools to accomplish its goals:

### Risks

#### Facilities

A significant timing risk is the organization's ability to find facilities for its schools that meet both physical space requirements and cost constraints. Other charter school operators may also compete for viable sites. This facilities risk may impair the organization's ability to open schools within the planned timeframe. The ability to get affordable financing terms is a financial risk.

#### Charter School Legislation and Funding

Changes in charter school legislation, regulations, and funding impact the flexibility of the organization to operate its schools in a manner that it deems most effective. Reduction of funding or restricting certain funds for specific uses may encumber the organization in allocating resources to the areas of most need. Additional regulations may impact the amount of management time spent on compliance. Failure to pass state budgets on time can impact the amount of cash needed to cover cash flow if funds are delayed. Changes in the charter school authorization process can impact timing of when schools can open and the amount of work needed to properly submit charter applications to the authorizing agencies. Legislation, regulation, and funding changes often correspond with the positive or negative perceptions of the performance of charter schools. High profile charter school failures by other providers can cause a cascade of additional regulations.

#### Operational Efficiency, Scalability, Timing

The organization must ramp up to provide support for existing schools as they continue to scale-up to full capacity, and to support the launch rate of 3 new schools per year through 2010-2011 and two new schools per year (one middle and one high school per site) beginning in 2012-13. There is risk in the organization's ability to hire the right people in time,

obtaining the right strategic partners, acquiring the right amount of funding in time, and organizing its operations to be efficient. Wrong timing and inefficiency will result in additional costs and potential reduced quality of operations.

### **School Staff and Student Recruitment**

Each school must have the right mix of staff, both in their areas of expertise and compensation scale, in order for the school to be financially self-sustaining. In addition, the average daily attendance and social-economic background mix of students must be maintained in order for the school to be solvent at capacity.

### **Stability of Relationship with Los Angeles Unified School District, Board of Education, and Labor Unions**

The ability of the organization to open and operate schools on time and within the projected budget is dependent on a positive relationship with the Los Angeles Unified School District and its board of education as the authorizing agency for charter schools. A timing and financial risk is created if this relationship causes delays in the charter authorization process or there is a lack of cooperation. Likewise, there is a significant financial and operational risk if the organization's charter schools develop employee agreements that limit flexibility in hiring and terminating as well as choosing an appropriate salary scale that fits into the school budget.

### **Success Factors**

### **Continued Demand for Schools**

The long-term opportunity is that there is a continued need for high performing schools in surrounding districts and for seats to support getting the remaining 91 schools in LAUSD still on crowded multi-tract calendars converting to a 2-semester calendar. The efforts of major national foundations including the Bill & Melinda Foundation, Walton Foundation and the Broad Foundation to support the development of new small schools have fueled the popularity and demand for these types of schools. The "Race to The Top" federal grant for which California passed legislation to be eligible to apply supports charter schools as a viable means to provide quality choices to parents and requires the implementation of teacher effectiveness strategies, including the use of student achievement growth as part of teacher evaluation.

### **Finding the Right Facilities On-time**

Identifying and having the right conditions to obtain school facilities sites is essential. Conditions required include equity; financing; or 0 equity; long term leasing prior to opening the school. Going forward, it is proposed that new schools ONLY open in potential permanent sites instead of incubator temporary sites.

### **Building the Right Team**

The Alliance has the advantage of an experienced senior management team and board of directors. The Alliance has a good start, but as the organization scales up, finding and adding the right people with the right experience and skills is critical.

### **Leveraging Credibility & Experience**

The organization can leverage the credibility of its management team, board of directors and long-term history in significant education reform efforts to harness the ongoing political and resources support it needs to get the job done. The relationships the Los Angeles Unified School District, the business community, and community groups can be leveraged strategically.

### **Collaboration with Strategic Partners**

Launching and operating schools is a complex business. There are significant opportunities to partner with other quality school networks and service providers so that the organization can focus on the things that no one else can do as well—and so that school staff can focus on educating kids.

### **Keeping the Organization Focused**

The Alliance is entering a new phase of its existence, shifting to an operational execution phase of opening and running schools. As it grows in this next phase, the challenge and success factor is to keep the organization focused in both its priorities and allocation of resources to the tasks needed for this next phase as it scales up.

### **Consistent Revenue Generation**

The Alliance must keep its seats filled and with a student population that reflects the diversity of the local community to maximize revenue. A future potential opportunity exists for the organization to provide its charter school support services to other non-affiliated charter schools as a for-fee service. The organization will evaluate this option for specific services once it is determined that the delivery of the service has reached a particular level of efficiency and predictability.

## Senior Management Team

### Judy Ivie Burton, President and CEO

Ms. Burton serves as the President and CEO of Alliance. She brings to Alliance extensive expertise in successfully leading and operating public schools, and improving student achievement for all students with particular focus on students of poverty in underachieving communities. Ms. Burton has successfully impacted students at risk through best practices in leadership development, teacher professional development, and parent community engagement.

She served as Superintendent of Local District B in the Northeast Valley of Los Angeles Unified School District and led the achievement of significant academic improvement supervising 80 K-12 schools with over 80,000 students. Ms. Burton has led the implementation of numerous reform efforts throughout LAUSD, and as Assistant Superintendent, previously headed the Office of School Reform responsible for LEARN, LAAMP, Comprehensive School Reform Designs, Charter Schools and School Based Management.

### Howard Lappin, Founding Principal

Mr. Lappin is the founding principal of Gertz-Ressler High School, Alliance's first charter high school, and serves as a mentor for the Alliance principal internship program. Prior to joining the Alliance, Mr. Lappin was the Director of the Urban Learning Centers at the Los Angeles Educational Partnership (LAEP) and the principal of Foshay Learning Center in the Los Angeles Unified School District. Howard is credited with turning the school from one of the worst in LAUSD to one recognized as one of the best in the city and the nation. Mr. Lappin is a native of Los Angeles and a product of the Los Angeles Unified School District. He received a B.A. in History from UCLA and an M.A. in Secondary Administration from CSU-Northridge

### Steve Synott, Chief Operating Officer

Mr. Synott is responsible for overseeing technology, facility development, facility operations, infrastructure development, human resources and strategic partnerships for Alliance. He has over 20 years in General Management, Financial and Operational expertise – most recently as the President of the Small Business Group at United Healthcare.

### David Tillipman, Chief Development and Communications Officer

Dr. Tillipman is responsible for raising funds to support Alliance corporate expenses as well as the establishment of new schools. He has over 20 years of experience in nonprofit development, management and communications with leading national organizations including the RAND Corporation and University of Southern California. Dr. Tillipman received his BA in History from the University of California Berkeley; his Masters from Columbia University in Education; and his Ph.D. in Education from University of California Los Angeles.

### Laura Alvarez, Director of Human Resources

Ms. Alvarez oversees all functions of human resource management including recruitment, compensation, benefits, employee relations, employment law compliance, and the development and implementation of company policies and procedures. Before coming to the Alliance, Ms. Alvarez worked as the Certificated Staff Specialist and Credential Analyst for Soledad Enrichment Action Charter School. She has extensive knowledge of California state credential requirements, and experience in meeting the federal provisions set by the No Child Left Behind Act of 2001. Ms. Alvarez earned a double BA in Political Science and Sociology from the University of Southern California.

### Mary Silva, Director of Parent Community Engagement

Ms. Silva is responsible for developing and overseeing all aspects of parent participation and community awareness at each Alliance school. Ms. Silva contributes strong organizational, program planning and implementation skills, and has experience working with the Families In Schools program, where her duties included development of curricula and program and training materials for parent education programs. Ms. Silva has also held senior administrative positions with the University of California, Los Angeles and the Chicano Studies Research Center. She holds a Masters degree in Public Administration from the University of Southern California and a Bachelors degree in History from the University of California, Los Angeles.

## Board of Directors

Alliance College-Ready Public Schools board of directors includes a diverse set of experience and background covering critical aspects of the organization including education reform, charter school management, leadership development, political management, community/parent engagement, at-risk students, finance, operations, legal, and fund raising. The board is organized into four standing committees (executive committee, facilities, finance/development, and audit/legal).

The Alliance for College-Ready Public Schools board of directors includes a diverse set of experience and background covering critical aspects of the organization including education reform, charter school management, leadership development, political management, community/parent engagement, at-risk students, finance, operations, legal, and fund raising. The board is organized into five standing committees (executive committee, facilities, finance, fund development, and legal/audit).

### **Antony P. Ressler (Tony), Chairman**

Mr. Ressler co-founded Ares Management LLC in 1997, a \$30 billion asset management firm with a focus on 'alternative assets' (i.e leveraged loans, HY bonds, distressed debt, private/mezzanine debt and private equity) managed through a variety of funds and investment vehicles. Ares has approximately 250 employees with offices in Los Angeles, New York, Chicago and London. Mr. Ressler also co-founded Apollo Management, L.P in 1990, a private investment firm based in New York. Prior to 1990, Mr. Ressler served as a Senior Vice President in the High Yield Bond Department of Drexel Burnham Lambert Incorporated, with responsibility for the New Issue/Syndicate Desk. Mr. Ressler serves on several boards of directors of private companies owned or controlled by Ares investment funds. In the Not for Profit sector, Mr. Ressler serves as a member of the Board of Trustees of the Cedars-Sinai Medical Center, the Center for Early Education ("CEE"), the Los Angeles County Museum of Art ("LACMA") and as the Chairman of Alliance for College-Ready Public Schools ("Alliance"), a high performing group of charter high schools and middle schools based in Los Angeles. Mr. Ressler is also one of the founding members of the board of the Painted Turtle Camp, a southern California based organization (affiliated with Paul Newman's Hole in the Wall Association) which was created to serve children dealing with chronic and life threatening illnesses by creating memorable, old-fashioned camping experiences. Mr. Ressler received his B.S.F.S. from Georgetown University's School of Foreign Service and received his MBA from Columbia University's Graduate School of Business. Mr. Ressler lives in Los Angeles with his wife and three sons.

### **Harold Williams, Vice Chair**

Mr. Williams is counsel to the law firm of Skadden, Arps, Slate, Meagher & Flom. He brings experience leading education reform efforts and influence in the Los Angeles region. He is also President Emeritus of the J. Paul Getty Trust, where he served as President and CEO for 17 years. Prior to assuming his position with the Trust, Mr. Williams was the Chairman of the U.S. Securities and Exchange Commission and has served as Dean and Professor of Management of the Graduate School of Management, UCLA, and Chairman of the Board of Norton Simon, Inc. Mr. Williams serves on the Board of the Alliance for Excellent Education in Washington D.C.; he is Chair of the Board of Visitors of the UCLA School of the Arts; Director, Southern California Public Radio – KPCC; Co-chair of the Blue Ribbon Committee for Arts Education, LAUSD; Director, Center for Governmental Studies; Director, National Center for Public Policy and Higher Education; and Trustee, Committee for Economic Development. He was a member of the Regents of the University of California, and the Los Angeles Annenberg Metropolitan Project. Mr. Williams received his JD from Harvard Law School.

### **Alan Arkatov**

Alan Arkatov is the President of Changing.edu, which creates the framework for new educational content and delivery systems by effectively blending the positive aspects of interactive games into PK-12 curriculum. Alan was formerly a Partner and the Chief Strategy Officer for The Rogers Group, and served as President and CEO of Burson-Marsteller's Southern California region and Chairman of its National Education practice. He is the past President of the eEducation Group, where he served as the Chief e-Learning and strategic consultant to many of the nation's leading Universities and School Districts. Mr. Arkatov was the Founder and Chairman of OnlineLearning.net. As a State Commissioner and former Chair of the California Postsecondary Education Commission (CPEC), he oversaw the planning and coordination of the Community College, State College and UC systems. Mr. Arkatov served as President of LA's Commission for Children, Youth, and Their Families and was an appointee to the Congressional Web Education Commission. He is a former television producer and political media consultant, and helped create, produce and market the successful media

campaigns for United States Senate, gubernatorial, mayoral and presidential campaigns as vice president of Doak, Shrum, and Associates. Mr. Arkatov attended USC and is a graduate of the University of Pennsylvania.

### **Frank Baxter**

Frank E. Baxter is chairman emeritus of the global investment bank Jefferies and Company Inc. He returns to the Alliance board, which he chaired, after serving as ambassador to Uruguay from November 2006 to January 2009. He also has served as chairman of After-School All Stars, board member of the California Institute of the Arts, a member of the governor's Commission for Jobs and Economic Growth, vice chairman of the L.A. Opera board and chairman of the executive committee of the L.A. Museum of Art. He was a trustee for the University of California Berkeley Foundation and the I Have a Dream Foundation, L.A. Chapter. He is a former director of the NASD, served on the NASDAQ board and was director of the Securities Industry.

### **Judy Burton**

As the President and CEO, Judy Burton brings expertise in successfully leading and operating public schools. A major emphasis in her work has been improving student achievement for all students with particular focus on students of poverty in underachieving communities. For three years from 2000 – 2003, Ms. Burton served as Superintendent of Local District B in the Los Angeles Unified School District. Ms. Burton led the largest of 11 local districts with 83 pre K–12 schools and early education centers serving more than 80,000 students in the North and Northeast San Fernando Valley school communities. As Assistant Superintendent, Ms. Burton previously headed the Office of School Reform for the Los Angeles Unified School District. She has spoken nationwide on urban school reform issues. Ms. Burton has led the implementation of reform efforts throughout the Los Angeles Unified School District including administration of Charter Schools, School-Based Management, LEARN, and Comprehensive School Reform Demonstration Programs (CSRDP) in 780 Pre K-12 schools. Ms. Burton has been widely recognized at state and national levels for her leadership in the LAUSD implementation of the \$53 million Annenberg Challenge Grant involving more than 200 schools in 22 Pre K-12 Families of Schools.

### **Maria Casillas**

Maria A. Casillas is currently President of Families in Schools, an organization created by the Los Angeles Annenberg Metropolitan Project (LAAMP) to strengthen families, schools, and communities so that children achieve academic success. Ms. Casillas served as President of LAAMP, an organization established to accelerate school reform activities in Los Angeles County schools, from 1995 to 2001. She has experience as a classroom teacher, principal, and district administrator, including regional superintendent for LAUSD. Most importantly, she has experience in delivering support services to schools. As Executive Director of Region XIX Educational Service Center, she worked closely with the Texas Education Agency, providing support to El Paso area schools and districts.

### **David S. Cunningham, III**

David S. Cunningham, III is a principal in the firm of Meyers Nave Riback Silver & Wilson. He has over two decades of experience in redevelopment law and condemnation matters. Mr. Cunningham also has extensive experience in police work, having presided over 250 use of force cases while serving on the Board of Police Commissioners, the civilian oversight body over the Los Angeles Police Department. He was one of five citizen members appointed by the Mayor of the City of Los Angeles and served as the Commission's president for two years. He is also an appointed member of the Los Angeles Sheriff's Equity Oversight Panel. Mr. Cunningham began his legal career as an attorney in the Honors Program with the U.S. Department of Justice. After leaving the Justice Department in 1983, he clerked for the Honorable Terry J. Hatter, Jr., U. S. District Judge for the Central District of California in Los Angeles. In 1984, Mr. Cunningham joined the Beverly Hills office of the national law firm of Finley, Kumble, Heine, Underberg, Manley & Casey, where he represented public entities and publicly traded companies in real estate acquisitions, including condemnation-related matters. He has also been a member of the LAUSD Governance Commission, the LA Urban League Board of Directors, the LA Business Council, and the Watts Health Foundation Community Trust. He is currently a member of the Board of Directors for the Midnight Mission. Mr. Cunningham has a BA in Economics from the University of Southern California and JD from New York University School of Law.

**Rebecca Wolf DiBiase**

Rebecca Wolf DiBiase is a Director at The Broad Foundation, where she manages the foundation's investments in school districts and charter schools. She has significant experience improving the productivity and accountability of schools, and has worked as a consultant for schools, nonprofits and other public organizations on goal-setting, leadership and program evaluation. Previously, Ms. DiBiase was Director of Accountability for the Charter School Office of the Massachusetts Department of Education. She also worked for the Pioneer Institute for Public Policy Research, where she focused on policy reforms in K-12 education and urban entrepreneurship. Earlier in her career, she taught middle school in Tegucigalpa, Honduras. She has a BA in International Relations and Spanish from the University of Virginia, and a Master's in Public Administration from Harvard University's Kennedy School of Government.

**David I. Fisher**

Mr. Fisher is Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company, as well as an officer and director of numerous affiliated companies. He is a portfolio manager for US, non-US, global and emerging market assets and has been responsible for the organizations international investing activities since 1982. Mr. Fisher serves on many Boards of Trustees including the J. Paul Getty Trust, Harvard Westlake School, UCLA School of Public Policy CalArts, The Lowe Institute, and The Institute of International Finance, Inc. He brings finance and business expertise, innovation and community leadership to our Board of Directors.

**Cecil House**

Mr. House is Senior Vice President, Safety, Operations Support and Chief Procurement Officer Southern California Edison. Prior to joining Edison, Mr. House was vice president of Customer Operations at Public Service Electric & Gas Company, New Jersey's largest electric and gas utility, in charge of revenue management, customer service, field operations, marketing, demand side management, account management, and energy acquisition settlement functions. Mr. House is a member of the New York and Virginia bars and is a Certified Purchasing Manager. He earned his B.S. degree from the McIntire School of Commerce at the University of Virginia, his J.D. degree from Harvard Law School and an M.B.A. from Columbia University.

**Stewart Kwoh**

Mr. Kwoh is the President and executive Director of the Asian Pacific American Legal Center of Southern California the largest and most diverse legal assistance and civil rights organization targeting Asian Pacific Americans in the United States. He is also Vice-Chair of the Board of Directors for the National Asian Pacific American Legal Consortium, the country's first national Pan Asian civil rights organization. Mr. Kwoh is a trustee of the Methodist Urban Foundation, California Consumer Protection Foundation, The California Endowment and The California Wellness Foundation. Mr. Kwoh earned his BA and law degrees at UCLA.

**Harry Levitt**

Mr. Levitt is Executive Vice President of MullinTBG, and a partner and business developer in a national executive benefits consulting firm with offices in Los Angeles, Chicago and New York. Mr. Levitt consults with large public and private corporations in the design, funding, securitization and administration of leading-edge non-qualified executive benefit plans. He frequently speaks and publishes articles on executive benefits and compensation topics.

**Richard Merkin, M.D.**

Dr. Merkin is the CEO and founder of Heritage Provider Network. He has over thirty years experience in managing clinically focused, administrative service organizations in health care delivery and physician network development. Dr. Merkin pioneered the development of medical networks responsive to the changing health care marketplace throughout California. His leadership has inspired the formation of over 25 group models and IPA structures in California and New York. Many of the medical groups have been recognized for their performance and service to the community, with awards including: the Health Plan Certificate of Excellence for Health Education Programs, the Physician's Recognition Award in Continuing Medical Education from the American Medical Association, the Health Plan Wellness Award and the California Task Force Employer Excellence Award. Dr. Merkin received the Marquis Award for Health Care from the Southern California Foundation for Health, Education and Research. He graduated from the University of Miami School of Medicine.

**Neal Millard**

Mr. Millard is an attorney practicing in the area of finance, representing predominantly foreign and domestic financial institutions. He is extremely active in the public financing of charter and private schools and universities. Mr. Millard is an Adjunct Professor of Law at the USC Law Center. He is also active in local government and was elected as a trustee to the Altadena Library Board. He was appointed by the Los Angeles County Board of Supervisors to serve as a member of the Judicial Procedures Commission for the County of Los Angeles, serving as the chair of the commission from 2000 to 2002. He is on the board of the La Canada Flintridge Educational Foundation and previously served on the boards of Public Counsel, Inner City Law Center and the Los Angeles County Bar Foundation. He is secretary to the After School All Stars, Los Angeles, an after-school program serving at risk children. Mr. Millard received his AB degree from UCLA and his JD degree from the University of Chicago.

**Gayle Miller, Secretary**

Ms. Miller is the retired President of Anne Klein II, a leading designer sportswear manufacturing company in the United States. She brings business management and leadership expertise as well as experience on how to engage parents and communities in education causes. She also serves as Vice President of Program Development for a non-profit foundation she co-founded to develop and implement programs for inner-city children and parents. Over the past twelve years they have developed a values-based curriculum that has been used as an "after school program" in public and private schools and incorporated into the daily schedule of courses taught in many other schools in the Los Angeles area. Ms. Miller was also a board member of the Los Angeles Annenberg Metropolitan Project (LAAMP).

**Theodore R. Mitchell**

Mr. Mitchell assumed the role of CEO of NewSchools Venture Fund in the fall of 2005 after having served on the NewSchools Board of Directors for seven years. Previously, he served as president of Occidental College from 1999 to 2005. A former deputy to the president at Stanford and vice chancellor at UCLA, Mr. Mitchell is a national leader in the effort to provide high quality education for all students and has long been active in California and Los Angeles educational reform initiatives. Immediately prior to his presidency at Occidental, he served as vice president for education and strategic initiatives of the J. Paul Getty Trust. Ted is also an education advisor to California Senator Dianne Feinstein and served as a senior education advisor to then-Los Angeles Mayor Richard Riordan. He serves on the boards of a variety of nonprofit education organizations. Ted graduated from Stanford with BAs in Economics and History, and also earned an MA in History and a Doctorate in Education at Stanford.

**William G. Ouchi**

Dr. Ouchi is the Sanford & Betty Sigoloff Professor in Corporate Renewal at The Anderson Graduate School of Management at UCLA. He previously served as Vice Dean and as Chair of the Strategy and Organization Area of the school. He serves as a member of prominent boards including Williams College, KCET public television, First Federal Bank of California. He was the Chairman of the LAUSD Advisory Committee on Finance Reform and is past-chair of the Los Angeles Educational Alliance for Restructuring Now (LEARN). Professor Ouchi is also an advisor to the Joint Senate-Assembly Committee on Preparing California for the 21st Century, and is a member of the Consumer Advisory Committee of the U.S. Securities and Exchange Commission. Between 1993 and 1995 he served as advisor and then as Chief of Staff to Mayor Richard Riordan in Los Angeles. Dr. Ouchi received his MBA at Stanford and his PhD at the University of Chicago.

**Richard Riordan**

As the former California Secretary of Education, the honorable Richard Riordan brings expertise in managing the politics of change and relationships with key people that can help the Alliance in Los Angeles and throughout the state. Mr. Riordan received a bachelor's degree in Philosophy from Princeton University, after which he served in the Korean War as a U.S. Army field artillery officer. After leaving the Army, he earned a law degree from the University of Michigan. He went on to become a successful attorney and businessman, forming the law firm of Riordan & McKinzie during the early 1970s. In June of 1993, Riordan was elected to succeed long-term Mayor Tom Bradley to become the 39th mayor of Los Angeles. In 1997, more than 60 percent of Los Angeles voters reelected him to a second term that concluded on June 30, 2001.

**Virgil Roberts**

Mr. Roberts is the managing partner for the entertainment industry law firm of Bobbitt & Roberts. He brings legal expertise and has unique experience in working with at-risk communities. He is the former President of Solar Records and is a board member for the California Teacher Credentialing Commission and the LA Education Alliance for Restructuring Now. Mr. Roberts is also Treasurer of the Los Angeles Private Industry Council; Vice Chairman of the Public Education Fund Network; a Trustee of the Committee for Economic Development; and former Chairman of the Board of the Los Angeles Annenberg Metropolitan Project (LAAMP). Currently, Mr. Roberts is Chairman of the Board of the California Community Foundation. He also serves on the Board of Community Build, and is a Trustee of Occidental College and the Marlborough School. Mr. Roberts holds a law degree from Harvard Law School.

### **Araceli Ruano**

Attorney Araceli Ruano is a community leader dedicated to education, arts and environmental issues. She serves as president of the L.A. County Arts Commission, a trustee of the California Institute of the Arts (CalArts), a council member of the Roy and Edna Disney/CalArts Theatre (REDCAT), a trustee of the Mexican American Bar Foundation and has served on numerous prestigious boards. Most recently, she was chief executive officer of ALAS, a foundation devoted to improving health and education for children in Latin America. Prior to her legal career at an international law firm, she was senior policy advisor to Al Gore's presidential campaign in 2000 and worked at the White House as assistant political director to the vice president and policy advisor to Tipper Gore.

### **Fred Simmons**

Mr. Simmons joined Freeman Spogli & Co. in 1986. Freeman Spogli is a private equity firm dedicated exclusively to investing with management in retail, direct marketing and distribution companies. Since its founding in 1983, Freeman Spogli has invested approximately \$2.5 billion in 42 companies with aggregate transaction values of about \$16 billion. Prior to joining Freeman Spogli & Co., Mr. Simmons spent eight years with Bankers Trust Company. From 1978-1982, he served in the Commercial Banking Group in New York City, lending to middle market companies. From 1982-1986, he was based in Los Angeles and managed a lending group specializing in structuring and funding leveraged buyouts. Mr. Simmons graduated cum laude from Williams College in 1978 with a BA in philosophy. He received his master's degree in business administration from New York University in 1982, with an emphasis in accounting. He has served on the Board of Directors of several public and private companies, and presently serves on the Board of PETCO Animal Supplies, Inc. and Smile Brands, Inc. Mr. Simmons is also Chairman of the Board of LAMP Community, a Los Angeles-based nonprofit organization that works to permanently house homeless men and women living with severe mental illness.

### **Greg Sommers**

Mr. Sommers is a Senior Program Officer at the Bill & Melinda Gates Foundation, working on the foundation's Effective Teacher strategy. In his work at the foundation he has supported districts and school networks across California, Oregon, and Colorado to improve education outcomes for high school students. Prior to joining the Gates Foundation, Greg was a Director of Investment and Consulting Services at New American Schools, a national nonprofit organization that spearheaded and supported comprehensive school reform efforts across the country. Greg also was a high school and middle school special education teacher in the Fairfax County Public School system, where he developed an adolescent literacy program for students reading significantly below grade level. He received his Master of Teaching and Bachelor degrees from the University of Virginia and earned an MBA at the Ross School of Business at the University of Michigan.

### **Eva Stern**

Ms. Stern is a clinical social worker and educator with a broad based perspective of educational reform that emphasizes the need for engaging students, teachers, and the community. As chair of InsideOUT Writers, a creative writing program for at risk and incarcerated youth, she brings experience in managing a non profit that focuses on youth learning in adverse environments. Ms. Stern has also served as chair of Parents who Care, a community based drug education organization. She supports a wide range of programs in education and the arts through the Marc and Eva Stern Foundation. She has a bachelor's degree in education from Hunter College and masters in social work from USC.

### **C. Frederick Wehba**

Mr. Wehba serves as Chairman of BentleyForbes and is a standing member of the firm's Executive Committee. In this position, he contributes to the strategic development and oversight of the firm's business goals and operational platform.

Mr. Wehba, along with members of the Wehba family, founded BentleyForbes in 1993. Since that time the firm has completed commercial real estate transactions valued in excess of \$3.5 billion in markets across the U.S. Prior to founding BentleyForbes, he gathered nearly 40 years experience in several industry sectors, including retail services as a successful owner and operator of grocery stores in the Midwest, product manufacturing and commercial real estate as a private developer and investor. A noted philanthropist, Mr. Wehba is currently serving or has served on the Board of Directors for the following organizations: The Boy Scouts of America, California Baptist University, Westside Community Church, First Baptist of Beverly Hills, The Institute for Social and Economic Policy in the Middle East - part of the John F. Kennedy School of Government at Harvard University, The Dove Foundation, The Associates For Breast Cancer Studies - part of John Wayne Cancer Institute, in addition to the Alliance. He is listed in The Who's Who of American Business Leaders. Mr. Wehba is involved in over 30 charities around the United States, has served on boards of various churches and founded Westside Community Church.

## Senior Advisors

### Robert F. Erburu

Mr. Erburu retired as chairman of the board of The Times Mirror Company in 1996. He brings expertise in non-profit strategy and experience in working with many foundations. Mr. Erburu was a trustee and chairman of the J. Paul Getty Trust and current chairman of the Board of Trustees of the National Gallery of Art. Mr. Erburu is a founding member of the board of directors for the Tomas Rivera Center, a national Hispanic policy institute, and was a member of the Board of Directors of the Los Angeles Annenberg Metropolitan Project (LAAMP). He is a Life Director of the Independent Colleges of Southern California; and he was the founding co-chair of the board of directors of the Pacific Council on International Policy and is its current chair. He is an honorary trustee of the Brookings Institution. Mr. Erburu is also a member of the boards of the Ahmanson Foundation, the Carrie Estelle Doheny Foundation, The William and Flora Hewlett Foundation, the Fletcher Jones Foundation and The Ralph M. Parsons Foundation. Mr. Erburu served as a director of The Times Mirror Foundation until his retirement and served as a director of the Pfaffinger Foundation from 1985 to 1997. Mr. Erburu earned a J.D. from Harvard Law School.

### Antonia Hernández

Ms. Hernández is President of the California Community Foundation and former President and General Counsel of the Mexican American Legal Defense and Educational Fund (MALDEF), a national litigation and advocacy organization that uses the law, community education and research to protect the civil rights of the nation's 29 million Latinos. She has special expertise in working with at-risk communities and engaging parents and communities. She also brings experience in managing the politics of education reform. An expert in civil rights and immigration issues, Ms. Hernández worked in the U.S. Senate Judiciary Committee as Staff Counsel and drafted bills and briefed committee members on national issues. Ms. Hernández formerly served as a Board of Directors for the Federal Reserves Bank of San Francisco, Los Angeles Branch and the Los Angeles Annenberg Metropolitan Project. Ms. Hernández earned her J.D. at the UCLA School of Law. She was admitted to the State Bar of California, Washington D.C. Bar, the United States Courts for the Ninth Circuit, and the U.S. Supreme Court.

### Paul C. Hudson

Mr. Hudson is currently President and CEO of Broadway Federal Bank, the oldest and the only publicly traded African American bank west of the Mississippi. Prior to joining Broadway Federal in 1980, he practiced law with the Washington D.C. firm of Wilmer, Cutler and Pickering. In 1975, he returned to Los Angeles to join the law firm established by his father, Hudson, Sandoz and Brown. He is a member of the State of California and District of Columbia bars. Mr. Hudson is a past President of the Los Angeles NAACP and serves on numerous boards, including the California Community Foundation, Los Angeles Orthopedic Hospital Foundation, American Red Cross, Phillips Graduate Institute, and serves as Chairman of Community Redevelopment Agency Board of Commissioners and Community Build, Inc. Mr. Hudson has previously served on the boards of the Los Angeles Metropolitan Transportation Authority, LA County Hospital Commission, California Business Roundtable, Southern California Edison Advisory Board, LA Chamber of Commerce, California State University at Los Angeles Foundation, Fulfillment Fund, and LA County Economic Development Corporation, to name just a few.

### Dan Katzir

Mr. Katzir, Managing Director, Broad Foundation, has worked with numerous school districts, universities, corporations and community organizations to improve leadership in urban K-12 schools. Katzir is former Executive Director of the

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UCLA School Management Program, a university-based nonprofit school leadership initiative run jointly by UCLA's School of Education and School Of Management. Katzir was the founding Los Angeles Regional Director for Sylvan Learning Systems and was the Chief Operating Officer for Teach for America. Katzir was also a consultant with Bain & Company, an international management-consulting firm that assists Fortune 500 companies with business strategy and operational performance. Katzir received his B. A. from Dartmouth College and M. B. A. from Harvard Business School.

**Robert E. Wycoff**

Mr. Wycoff retired as President and Chief Operating Officer of ARCO in 1993, after forty years. He brings business management expertise as well as experience in driving education reform initiatives. During his time at ARCO and continuing after his retirement, Mr. Wycoff has been engaged in a number of Los Angeles-area community organizations. He was a charter member of LEARN, a coalition seeking to reform and restructure the Los Angeles public school system. He also served on the Board of Governors of LAAMP, an organization closely paralleling the goals of LEARN. He also served on the California Commission on Higher Education.

# Appendices

# Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

## Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

## Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

<b>Applicant's (Organization) Name:</b>	Alliance College-Ready Public Schools
<b>Applicant's DUNS Name:</b>	8763675200000
<b>Federal Program:</b>	Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality
<b>CFDA Number:</b>	84.282

- Has the applicant ever received a grant or contract from the Federal government?
 

Yes       No
- Is the applicant a faith-based organization?
 

Yes       No
- Is the applicant a secular organization?
 

Yes       No
- Does the applicant have 501(c)(3) status?
 

Yes       No
- Is the applicant a local affiliate of a national organization?
 

Yes       No
- How many full-time equivalent employees does the applicant have? (Check only one box).
 

3 or Fewer       15-50

4-5       51-100

6-14       over 100
- What is the size of the applicant's annual budget? (Check only one box.)
 

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

## Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

**If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.