

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



**APPLICATION FOR GRANTS
UNDER THE**

Grants for Replication and Expansion of High-Quality Charter Schools

CFDA # 84.282M

PR/Award # U282M140022

Grants.gov Tracking#: GRANT11706895

OMB No. , Expiration Date:

Closing Date: Jul 21, 2014

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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:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/21/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Alliance for College-Ready Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):

95-4779029

* c. Organizational DUNS:

8763675200000

d. Address:

* Street1:

601 S. Figueroa Street

Street2:

4th Floor

* City:

Los Angeles

County/Parish:

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

90017-5704

e. Organizational Unit:

Department Name:

Development and Communications

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Catherine

Middle Name:

* Last Name:

Suitor

Suffix:

Title:

Chief Development and Communications Officer

Organizational Affiliation:

Alliance for College-Ready Public Schools

* Telephone Number:

Fax Number:

213-943-4931

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-062014-002

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools CFDA Number 84.282M

13. Competition Identification Number:

84-282M2014-1

Title:

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

AllianceAreasAffectedByProject2014.pdf

Add Attachment

Delete Attachment

View Attachment

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

Alliance Replication Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="8,000,000.00"/>
* b. Applicant	<input type="text" value="23,666,748.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="31,666,748.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Alliance Replication Project

Application for Federal Assistance SF-424
ED-GRANTS / CFDA NUMBER: 84.282M

14. Areas Affected by Project			
Name	County	City	Neighborhood
Alliance Gertz-Ressler High School	Los Angeles	Central Los Angeles	Pico Union
Alliance Judy Ivie Burton Technology Academy High School	Los Angeles	South Los Angeles	Florence
Alliance Collins Family College-Ready Academy High School	Los Angeles	Huntington Park	Huntington Park
Alliance Marc and Eva Stern Math & Science School	Los Angeles	East Los Angeles	East Los Angeles
Alliance Dr. Olga Mohan High School	Los Angeles	Central Los Angeles	Pico Union
Alliance William and Carol Ouchi High School	Los Angeles	South Los Angeles	Hyde Park
Alliance Patti and Peter Neuwirth Leadership Academy	Los Angeles	South Los Angeles	South Park
Alliance Environmental Science & Technology High School	Los Angeles	Northeast Los	Glassell Park
Alliance Health Services Academy High School	Los Angeles	South Los Angeles	West Athens
Alliance Media Arts and Entertainment Design High School	Los Angeles	East Los Angeles	East Los Angeles
Alliance Tennenbaum Family Technology High School	Los Angeles	Northeast Los	Cypress Park
Alliance Cindy and Bill Simon Technology Academy High	Los Angeles	South Los Angeles	Willowbrook
Alliance College-Ready Academy High School 16	Los Angeles	Central Los Angeles	Westlake / Echo Park
Alliance Renee and Meyer Luskin Academy High School	Los Angeles	South Los Angeles	Hyde Park
Alliance Susan and Eric Smidt Technology High School	Los Angeles	East Los Angeles	Lincoln Heights
Alliance Richard Merkin Middle School	Los Angeles	Central Los Angeles	Pico Union
Alliance Jack H. Skirball Middle School	Los Angeles	South Los Angeles	Willowbrook
Alliance Christine O'Donovan Middle School	Los Angeles	South Los Angeles	Hyde Park
Alliance College-Ready Middle Academy 4	Los Angeles	South Los Angeles	Florence
Alliance College-Ready Middle Academy 5	Los Angeles	East Los Angeles	Lincoln Heights
Alliance College-Ready Middle Academy 7	Los Angeles	South Los Angeles	Hyde Park
Alliance College-Ready Middle Academy 12	Los Angeles	South Los Angeles	South Park

Alliance Replication Project
 Application for Federal Assistance SF-424
 ED-GRANTS / 84.282M

16. Members of Congress		
Name	Address	Member of Congress
Alliance College-Ready Public Schools	601 South Figueroa Street, 4th Fl., Los Angeles, CA	CA-034
Alliance Gertz-Ressler High School	2023 South Union Avenue, Los Angeles, CA 90007	CA-037
Alliance Judy Ivie Burton Technology Academy High	10101 South Broadway, Los Angeles, CA 90003	CA-043
Alliance Collins Family College-Ready Academy High	2071 Saturn Avenue, Huntington Park, CA 90255	CA-040
Alliance Marc and Eva Stern Math & Science School	5151 State University Drive, Los Angeles, CA 90032	CA-034
Alliance Dr. Olga Mohan High School	644 West 17th Street, Los Angeles, CA 90015	CA-037
Alliance William and Carol Ouchi High School	5355 South 5th Avenue, Los Angeles, CA 90043	CA-037
Alliance Patti and Peter Neuwirth Leadership Academy	4610 South Main Street, Los Angeles, CA 90037	CA-040
Alliance Environmental Science & Technology High School	2930 Fletcher Drive, Los Angeles, CA 90065	CA-034
Alliance Health Services Academy High School	12226 South Western Avenue, Los Angeles, CA 90047	CA-043
Alliance Media Arts and Entertainment Design High School	113 South Rowan Avenue, Los Angeles, CA 90063	CA-040
Alliance Tennenbaum Family Technology High School	2050 North San Fernando Road, Los Angeles, CA 90065	CA-028
Alliance Cindy and Bill Simon Technology Academy High	10720 Wilmington Avenue, Los Angeles, CA 90059	CA-044
Alliance College-Ready Academy High School 16	1575 West 2nd Street, Los Angeles, CA 90026	CA-034
Alliance Renee and Meyer Luskin Academy High School	2941 West 70th Street, Los Angeles, CA 90043	CA-037
Alliance Susan and Eric Smidt Technology High School	211 South Avenue 20, Los Angeles, CA 90031	CA-043
Alliance Richard Merkin Middle School	2023 South Union Avenue, Los Angeles, CA 90007	CA-037
Alliance Jack H. Skirball Middle School	603 East 115th Street, Los Angeles, CA 90059	CA-043
Alliance Christine O'Donovan Middle School	5355 South 4th Avenue, Los Angeles, CA 90043	CA-037
Alliance College-Ready Middle Academy 4	9719 South Main Street, Los Angeles, CA 90003	CA-043
Alliance College-Ready Middle Academy 5	211 South Avenue 20, Los Angeles, CA 90031	CA-034
Alliance College-Ready Middle Academy 7	2941 West 70th Street, Los Angeles, CA 90043	CA-037
Alliance College-Ready Middle Academy 12	100 East 49th Street, Los Angeles, CA 90011	CA-040

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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Irene Camarena</p>	<p>TITLE</p> <p>President and CEO</p>
<p>APPLICANT ORGANIZATION</p> <p>Alliance for College-Ready Public Schools</p>	<p>DATE SUBMITTED</p> <p>07/21/2014</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

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

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

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

AllianceGEPAProvisions2014.pdf

Add Attachment

Delete Attachment

View Attachment



Estimated Burden Statement for GEPA Requirements
CSP Grants Competition for Replication and Expansion – 84.282M

Alliance College-Ready Public Schools and each of its affiliated schools make every effort to ensure equitable access to, and participation in all of its educational programs. At the inception of development, Alliance College-Ready Public Schools and each of its affiliated schools have an extensive process of enrolling students and informing the community about its opening based upon guidance established by Alliance College-Ready Public Schools. Inclusion and recruitment efforts are led by Alliance College-Ready Public Schools and 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 8th grade students from feeder middle schools and 5th 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; 5) Attend community meetings and provide information about the school; and 6) Provide access to apply online via the Alliance College-Ready Public Schools' website. In addition, Alliance College-Ready Public Schools and each of its affiliated schools remove barriers that can impede equitable access or participation for all of its identified special needs students.

Each of the Alliance-affiliated schools participating in Alliance Replication Project is representative of the population of all of the Alliance-affiliated schools, and are representative of the populations in the communities they serve. Students in the participating Alliance Replication Project schools have access to the technology they need, so none are denied participation because of lack of access to the technology.

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 for 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 and CEO

* SIGNATURE: Irene Camarena

* DATE: 07/21/2014

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

U.S. DEPARTMENT OF EDUCATION - CFDA NUMBER: 84.282M

Organization Name: Alliance College-Ready Public Schools (Alliance)

Organization Address: 601 S. Figueroa Street, 4th Floor, Los Angeles, CA 90017

CSP Project Director: Catherine Suitor, Chief Development and Communications Officer,
[REDACTED]

Project Title: Alliance Replication Project

Project Goals: Since 2004, Alliance has established a proven track record of raising student achievement among educationally disadvantaged students, particularly Alliance’s primary demographic of low-income and minority students. Alliance is now the largest nonprofit charter organization in Los Angeles with 22 charter schools, including 15 high schools and seven middle schools, serving approximately 10,000 students. By August 2014, Alliance will expand to 26 schools, including two additional middle schools and two high schools, bringing the total number of students served to nearly 14,000 when at full capacity.

Alliance is committed to providing rigorous and enriching educational experiences for even more of Los Angeles’ most underserved students. To this end, 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 five year grant period. **The goal of the 10 new schools will be to provide 5,250 students with a high quality education that prepares them for college and promising careers, targeting high-need communities within the Los Angeles Promise Zone as well as in South, East and Central Los Angeles, Huntington Park, Glassell Park, Gardena Northeast San Fernando Valley and the port communities.**

Project Expected Outcomes: One hundred percent of Alliance students come from communities that are considered educationally disadvantaged. Our students are: from economically disadvantaged families, migratory families and/or other marginalized groups, English Learners, or have disabilities. Ninety-nine percent of our students are classified as ethnic minorities, and 93% are eligible for free and reduced priced meals.

Alliance’s model is centered on a “Vision of High Quality Charter Schools,” which emphasizes the unique value of each student and **expects that 100% of students will graduate from high school college-ready and enroll and succeed in college or career training.** As an expected outcome, Alliance schools will continue to improve student achievement on the new Common Core State Standards when state assessments are given for the first time in the 2014-15 school year and then in subsequent years. Alliance will also continue to focus on increasing the number of students who achieve Advanced and Proficient / Basic levels and significantly decreasing the number of students who are Below Basic / Far Below Basic.

Alliance College-Ready Public Schools meets the purpose of the CSP Replication and Expansion of High-Quality Charter School competition. Alliance is a network of high-quality charter schools with demonstrated records of success, including success in increasing student academic achievement, and will open 10 new charter schools that are based on the charter school model for which we have presented evidence of success.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Application Requirements	
(a) Describe the objectives of the project for replicating or substantially expanding high-quality charter schools (as defined in this notice) and the methods by which the applicant will determine its progress toward achieving those objectives.	31, 57
(b) Describe how the applicant currently operates or manages the charter schools for which it has presented evidence of success, and how the proposed new or substantially expanded charter schools will be operated or managed. Include a description of central office functions, governance, daily operations, financial management, human resources management, and instructional management. If applying as a group or consortium, describe the roles and responsibilities of each member of the group or consortium and how each member will contribute to this project.	41
(c) Describe how the applicant will ensure that each proposed new or substantially expanded charter school receives its commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and any year in which the school’s enrollment substantially expands.	46
(d) Describe the educational program to be implemented in the proposed new or substantially expanded charter schools, including how the program will enable all students (including educationally disadvantaged students) to meet State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.	24
(e) Describe the administrative relationship between the charter school or schools to be replicated or substantially expanded by the applicant and the authorized public chartering agency.	46

- (f) Describe how the applicant will provide for continued operation of the proposed new or substantially expanded charter school or schools once the Federal grant has expired. **51**
- (g) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the proposed new or substantially expanded charter school or schools. **52**
- (h) Include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the proposed new or substantially expanded charter schools. **N/A**
- (i) Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, and with any matching funds. **45**
- (j) Describe how all students in the community, including students with disabilities, English learners, and other educationally disadvantaged students, will be informed about the proposed new or substantially expanded charter schools and given an equal opportunity to attend such schools. **30**
- (k) Describe how the proposed new or substantially expanded charter schools that are considered to be LEAs under State law, or the LEAs in which the new or substantially expanded charter schools are located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA). **26**
- (l) Provide information on any significant compliance issues identified within the past three years for each school managed by the applicant, including compliance issues in the areas of student safety, financial management, and statutory or regulatory compliance. **N/A**
- (m) For each charter school currently operated or managed by the applicant, provide the following information: the year founded, the grades currently served, the number of students, the address, the percentage of students in each subgroup of students described in section 1111(b)(2)(C)(v)(II) of the ESEA, results on the State assessment for the past three years (if available) by subgroup, attendance rates, student attrition rates for the past three years, and (if the school operates a 12th grade) high school graduation rates and college attendance rates (maintaining standards to protect personally identifiable information). **8, 18**
- (n) Provide objective data showing applicant quality. **11**

ALLIANCE COLLEGE READY PUBLIC SCHOOLS PROJECT NARRATIVE

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

Since opening our first school in 2004, Alliance College-Ready Public Schools (Alliance) has established a proven track record of raising student achievement among educationally disadvantaged students, particularly the low-income and minority students who constitute Alliance's primary demographic. Alliance is now the largest nonprofit charter organization in Los Angeles with 22 charter schools, including 15 high schools and seven middle schools, serving approximately 10,000 students. By August 2014, Alliance will expand to 26 schools, including two additional middle schools and two high schools, bringing the total number of students served to nearly 14,000 when at full capacity.

The Alliance-wide 2013 Academic Performance Index (API) was 760 as compared with 653 for neighboring traditional public schools, 693 for Los Angeles Unified School District (LAUSD) and 735 for the state of California. Alliance schools achieved a 94% cohort graduation rate as compared to 67% for LAUSD and 79% for the state of California.

Alliance has been recognized locally and nationally for creating high-performing schools. Four Alliance schools were honored as California Distinguished Schools, and another was named a National Blue Ribbon High School. Seven have been ranked among the top high schools in the nation by *U.S. News & World Report*, and four were named in the 25 most transformative high schools in the nation by *Newsweek*.

Competitive Priorities

Competitive Preference Priority 1 – Low Income Demographic

Alliance schools meet the CSP competitive preference priority to serve low-income students. In 2013-2014, 93% of Alliance students were eligible for free or reduced-price lunches (FRPM).

All 22 Alliance schools welcome students from the local communities in which they operate and serve children from low-income families at rates that are comparable to or above those of the LAUSD, Alliance's authorized public chartering agency.

Competitive Preference Priority 2 – School Improvement

Alliance maintains a strong, multifaceted relationship with LAUSD. Over the past nine years, Alliance has built a successful working relationship with the LAUSD Innovation and Charter Schools Division, in particular. The proposed replication and expansion project will be designed to assist 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 ESEA of 1965, as amended.

Alliance President and Chief Executive Officer, Judy Burton, is a former LAUSD superintendent, and brings credibility and knowledge to our work with the district, including strong relationships with LAUSD senior management and members of the school board. Judy Burton currently serves or has served as a member of several LAUSD committees, including the LAUSD Special Education Option 3 Committee, the LAUSD Teacher Effectiveness Task Force, LAUSD /Charter Schools Compact Advisory Committee, and the LAUSD Board of Education Charter Review Committee.

Other Alliance leaders sustain the partnership with LAUSD by maintaining strong working relationships with their counterparts at the district and other staff, senior management, and board members and by meeting deadlines on time and with accuracy as colleagues and partners.

Alliance's Special Education leadership and staff collaborate with the LAUSD Special Education Plan Area (SELPA) regularly. Currently, the teams are working together to develop a

presentation on special education best practices and services for other charter schools in the area. Please see below for more details related to special education.

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 the Appendix for Dr. Deasy’s letter of support.

Additionally, in the past year, Alliance has initiated a partnership with New Millennium Secondary, an independent LEA charter school serving students in Gardena, California to support schools operations and student academic performance. Sixty-seven percent of New Millennium students qualify for FRPM, 75% are African American, 18% are Latino and 11% are Special Education students. New Millennium is a low-performing school with an API of 647 and is in Year 3 of Program Improvement. Alliance is providing the following services: financial and accounting, operational support and professional development for teachers. In 2014, the Board of New Millennium made a formal request for Alliance to subsume New Millennium Secondary and make the school a new Alliance school so that students would gain full benefit from Alliance’s successful educational programming. The decision is pending an Alliance Board vote at their October 2014 meeting. Please see the Appendix for letter of support.

Competitive Preference Priority 3 -- Promoting Diversity:

(a) Alliance schools serve nearly 100% urban, underrepresented students. One hundred percent of Alliance students come from communities that are considered educationally disadvantaged. Our students are: from economically disadvantaged families, migratory families and/or other marginalized groups, English Learners, or have disabilities. Ninety-nine percent of our students are classified as ethnic minorities, and 93% are FRPM eligible.

Table 1. 2013-2014 Student Enrollment, Alliance and LAUSD

Subgroup	Alliance		LAUSD	
	#	%	#	%

Subgroup	Alliance		LAUSD	
	#	%	#	%
Latino	9,002	89.9%	480,580	73.5%
African American	783	7.8%	59,936	9.1%
White	69	.7%	60,915	9.3%
Other	166	1.7%	52,395	8%
English Learners	1694	17%	179,322	27.4%
Special Education	866	8.6%	82,351	12.6%
Free/Reduced Price Meals	9356	93.37%	501,125	76.7%
All Students	10,020	--	653,826	--

Like all Alliance schools, the proposed replication and expansion project will promote diversity by welcoming all students and reflecting the population of the local community.

Alliance Schools thrive by bringing together students from disadvantaged and often marginalized communities to learn in a dynamic, focused environment. By implementing our five core values – high expectations for all students, small personalized learning environments, increased instructional time, highly qualified educators, and parents as partners – we ensure that Alliance students, including English Learners, students with disabilities, and students from ethnic minority and/or economically disadvantaged groups engage with each other to become college and career ready. Most of our students are the first in their families to have the opportunity to pursue college, and we set them up for success by preparing them in an environment that is sensitive to and optimizes their diverse backgrounds, skill levels and development needs. Students learn to support one another and champion each other’s successes as peers and community members.

Our marketing and recruitment materials are available in multiple languages so that we can engage students, parents and families from diverse communities. We actively encourage students with disabilities, English learners and all others to apply to our schools and turn no child away as long as we have available seats to serve them.

(b) Alliance schools serve students with disabilities at a rate that is comparable to the rate at which LAUSD schools in the area serve these students. While LAUSD's special education rate is approximately 12.6%, Alliance special education rate ranges between 5 to 14%, depending on the school and surrounding community. We recruit and welcome students with disabilities and special needs, and have a strong Special Education and Student Support Services team to engage them and their families. For more information about the breadth of Special Education services, please refer to the *Section (b)* of the narrative.

(c) Alliance schools serves English Learners (ELs) at a rate that is comparable to the rate at which these students are served by LAUSD in the surrounding area. Alliance-wide, the rate of ELs is 17%, with the rate per school ranging from 9-30%. The rate of ELs within LAUSD is 27%.

Competitive Preference Priority 4 – Promise Zones

As part of the Los Angeles Promise Zone application, Youth Policy Institute signed a letter of support, and Alliance committed to opening at least one charter high school in the Los Angeles Promise Zone. Alliance will locate at least one of the schools funded through CSP in the Promise Zone during the grant period. The complete investment for an Alliance high school includes \$890,000 in startup costs, and \$2,000,000 in capital for the facility. In addition to providing high quality education for 600 low-income students annually, an Alliance high school will also provide jobs for 25 Teachers, one Special Education Teacher, three Administrators, two Counselors, six Classified Staff (Office Manager, Plant Manager, Clerks, and Paraprofessionals), one Parent Liaison, and two Campus Security agents contracted. Please see the Appendix for the letter of support from Dixon Slingerland, Executive Director of Youth Policy Institute, and the lead entity for the federal Promise Zone in Los Angeles.

(a) QUALITY OF THE ELIGIBLE APPLICANT

In April 2004, LAUSD Board of Education approved the first high school charter operated by Alliance, a non-profit charter management organization (CMO) committed to creating small, high-performing, college-ready public schools in Los Angeles, California. Over the last decade, Alliance has established a proven track record of raising student achievement among educationally disadvantaged students, particularly the low-income and minority students who constitute Alliance's primary demographic.

Alliance operates 22 charter schools, including 15 high schools and seven middle schools, serving approximately 10,000 students. Students are 90% Latino, 8% African American, 17% ELs, 8.6 % Special Education (SpEd), and 93% are FRPM eligible. By August 2014, Alliance will expand to 26 schools, including two additional middle schools and two high schools, bringing the total number of students to nearly 14,000 when at full capacity.

Alliance was a successful applicant to the U.S. Department of Education's Charter Schools Replication Program in 2011. Alliance received \$8 million to open ten new schools and, in turn, serve an additional 5,250 students. (All ten schools funded will be in operation as of the next school year.) Alliance is committed to providing rigorous and enriching educational experiences for even more of Los Angeles' most underserved students. To this end, 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. The new schools will collectively serve an additional 5,250 students, targeting high-need communities within in the Los Angeles Promise Zone as well as in South Los Angeles, Huntington Park, Glassell Park, Gardena, East Los Angeles, Central Los Angeles, Northeast San Fernando Valley and the port communities.

The following pages respond to the Selection Criteria and Application Requirements detailed

in the Notice Inviting Applications. Responses to the Application Requirements are included throughout the narrative (and noted in italics).¹

¹ Please note that Application Requirements (h), request and justification for waivers, and (l), significant compliance issues, are not applicable.

Table 2. 2013 – 2014 Alliance Schools

For each charter school currently operated or managed by the applicant, provide the following information: the year founded, the grades currently served, the number of students, the address, the percentage of students in each subgroup of students described in section 1111(b)(2)(C)(v)(II) of the ESEA (m)

School	Address	Yr Opened	Student Total	Grade Levels	Hispanic/Latino	African American	White	Other	ELs	SpEd	FRPM
					%	%	%	%	%	%	
Alliance College-Ready Public Schools		2004	10,020	6-12	89.8%	7.8%	0.6%	1.7%	16.9%	8.6%	93.3%
High Schools											
Alliance Gertz-Ressler High School	2023 S. Union Ave. Los Angeles, 90007	2004	523	9-12	96.2%	3.4%	0.0%	0.4%	8.8%	10.1%	95.8%
Alliance Judy Ivie Burton Technology Academy High School	10101 S. Broadway St. Los Angeles, 90003	2005	575	9-12	93.0%	6.3%	0.7%	0.0%	15.5%	8.2%	98.6%
Alliance Collins Family College-Ready High School	2071 Saturn Ave. Huntington Park, 90255	2005	609	9-12	98.7%	0.3%	0.3%	0.7%	14.1%	6.2%	92.4%
Alliance Marc and Eva Stern Math Science School	5151 State University CSULA Los Angeles, 90032	2006	624	9-12	96.3%	1.0%	0.6%	2.1%	12.0%	8.8%	89.9%
Alliance Dr. Olga Mohan High School	644 W. 17th St. Los Angeles, 90015	2006	456	9-12	98.5%	1.3%	0.0%	0.2%	12.9%	6.1%	95.6%
Alliance William and Carol Ouchi High School	5356 S. 5th Ave. Los Angeles, 90043	2006	575	9-12	86.8%	12.5%	0.0%	0.7%	13.6%	8.0%	95.7%
Alliance College-Ready Patti & Peter Neuwirth Leadership Academy	4610 South Main St. Los Angeles, 90037	2007	643	9-12	89.6%	9.6%	0.5%	0.3%	17.0%	10.1%	94.9%
Alliance Environmental Science and Tech High School	2930 Fletcher Dr. Los Angeles, 90065	2009	545	9-12	86.1%	1.8%	2.4%	9.7%	9.0%	7.2%	79.3%
Alliance Health Services Academy High School	12226 S. Western Ave. Los Angeles, 90047	2009	481	9-12	81.5%	16.8%	1.0%	0.6%	17.5%	9.6%	90.9%

School	Address	Yr Opened	Student Total	Grade Levels	Hispanic/ Latino	African American	White	Other	ELs	SpEd	FRPM
					%	%	%	%	%	%	%
Alliance Media Arts and Entertainment Design High School	113. S. Rowan Ave. Los Angeles, 90063	2009	303	9-12	95.7%	0.3%	2.6%	1.3%	20.5%	7.3%	95.4%
Alliance Tennenbaum Family Technology High School	2050 N. San Fernando Los Angeles, 90065	2011	384	9-12	91.7%	1.8%	1.0%	5.5%	16.4%	10.2%	63.3%
Alliance Cindy and Bill Simon Technology Academy	10720 Wilmington Ave. Los Angeles, 90059	2010	489	9-12	86.9%	12.7%	0.2%	0.2%	20.7%	9.6%	98.7%
Alliance College-Ready Academy High School 16	1575 West 2nd St. Los Angeles, 90026	2011	263	9-11	93.2%	3.0%	0.4%	3.4%	27.4%	13.7%	93.5%
Alliance Renee and Meyer Luskin Academy High School	2941 W. 70th St. Los Angeles, 90043	2012	475	9-12	75.6%	22.7%	0.8%	0.8%	20.8%	4.8%	96.0%
Alliance Susan and Eric Smidt Tech High School	211 S. Avenue 20 Los Angeles, 90031	2012	258	9-10	91.5%	0.4%	1.2%	6.9%	15.9%	13.6%	94.2%
Middle Schools											
Alliance Richard Merkin Middle School	2023 S. Union Ave. Los Angeles, 90007	2005	478	6-8	96.2%	3.1%	0.2%	0.4%	20.7%	10.7%	98.5%
Alliance Jack H. Skirball Middle School	603 E. 115th St. Los Angeles, 90059	2007	442	6-8	83.0%	15.6%	0.5%	0.9%	20.1%	8.4%	95.2%
Alliance Christine O'Donovan Middle School	5355 South 4th Ave. Los Angeles, 90043	2008	450	6-8	89.8%	10.0%	0.0%	0.2%	22.0%	8.9%	98.7%
Alliance College-Ready Middle Academy 4	9719 South Main St. Los Angeles, 90003	2009	480	6-8	93.5%	5.2%	1.3%	0.0%	18.1%	5.0%	99.6%
Alliance College-Ready Middle Academy 5	211 S. Avenue 20 Los Angeles, 90031	2009	377	6-8	94.4%	0.5%	1.1%	4.0%	21.8%	10.9%	93.1%
Alliance College-Ready Middle Academy 7	2941 W. 70th St. Los Angeles, 90043	2010	460	6-8	70.2%	28.0%	0.9%	0.9%	18.7%	9.8%	96.5%
Alliance College-Ready Middle Academy 12	100 East 49th Street Los Angeles, 90011	2013	130	6	85.4%	13.8%	0.0%	0.8%	30.0%	6.9%	100%

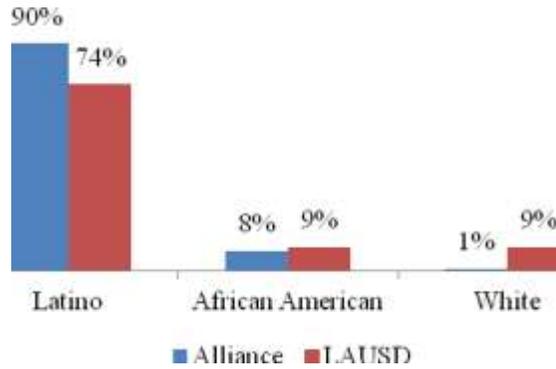
Alliance's model is centered on a "Vision of High Quality Charter Schools," which emphasizes the unique value of each student and expects that 100% of students will graduate from high school college-ready and enroll and succeed in college. Alliance has a strong track record of successfully serving low-income and minority students.

The Alliance network has been recognized locally and nationally for creating high-performing schools and for successfully serving low-income and minority students. Recent state funded projects include \$1.87M in grants from the Public Charter Schools Grant Program (PCSGP) for Planning and Implementation for 17 Alliance schools, and an addition \$1M from PCSGP for Dissemination. Recent federal awards from the U.S. Department of Education to the Alliance include a \$5M i3 Innovation grant in 2010, an \$8M Charter School Replication grant in 2011 and a \$9M Teacher Incentive Fund grant in 2012. In the case of i3, Alliance was one of 49 grantees selected from nearly 1,700 applicants.

(1) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including, as applicable, educationally disadvantaged students served by the charter schools operated or managed by the applicant.

As previously stated, 100% of Alliance students are considered educationally disadvantaged. Ninety-eight percent are classified as ethnic minorities, and 93% are FRPM eligible. Alliance has proven that a strong educational model can yield significant gains in graduation and college readiness rates for a population demographically serving an equal or greater percentage of Latino and African American students than that of LAUSD.

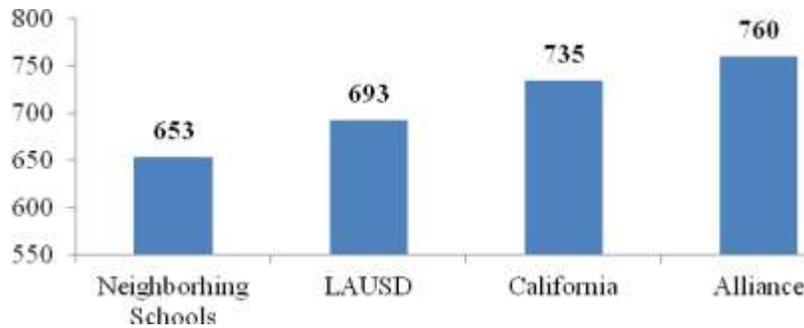
Figure 1. 2013 – 2014 Alliance and LAUSD Racial/Ethnic Composition



Provide objective data showing application quality (n – 1, 2, 3)

By all measures available, especially the California Academic Progress Index (API)² and graduation rates, Alliance schools have demonstrated their ability to increase student access to high-quality learning experiences and increase student achievement. Compared to California districts serving similar students, Alliance’s average high school API of 760 represents the highest district score for institutions serving similar students (defined as 65%+ free/reduced price lunch and 65%+ underrepresented students). As depicted in Figure 3, Alliance has a higher average API than the state, LAUSD and neighboring schools.³

Figure 2. 2013 High School Academic Performance Index



² API scores describe school, LEA, or subgroup performance, based on statewide testing on a scale from 200-1000. It is used for both California and NCLB AYP requirements. The CA API target is 800.

³ The API for neighboring schools was calculated based on the average API of three geographically closest traditional public schools serving the same grade levels.

Per Table 3, Alliance schools demonstrate consistent records of growth and success.

Examples of Alliance schools' achievement include:

- Four Alliance high schools exceeded API target scores of 800 (Environmental Science and Technology HS, 860; Gertz-Ressler HS, 839; Collins Family HS, 815; and Dr. Olga Mohan HS, 895).
- Dr. Olga Mohan HS, Gertz-Ressler HS, William and Carol Ouchi HS and Marc and Eva Stern HS earned California Distinguished School Awards in 2009 for successful demonstration of academic excellence based on API, AYP, and closing the achievement gap. Dr. Olga Mohan HS again received the California Distinguished School Award in 2013.
- In 2012-2013, four Alliance high schools (Dr. Olga Mohan HS, Gertz-Ressler HS, Environmental Science and Technology HS and Collins Family HS) were in the top 10% of all LAUSD high schools based on API. Alliance Tennenbaum Family HS and Bill and Cindy Simon HS had the highest API growth rates for the school year and were in the top 5% of highest API growth among LAUSD schools.
- Alliance schools consistently maintain API scores at levels higher than neighboring public schools and LAUSD.

Table 3. Three-Year API, Alliance and Neighboring Schools

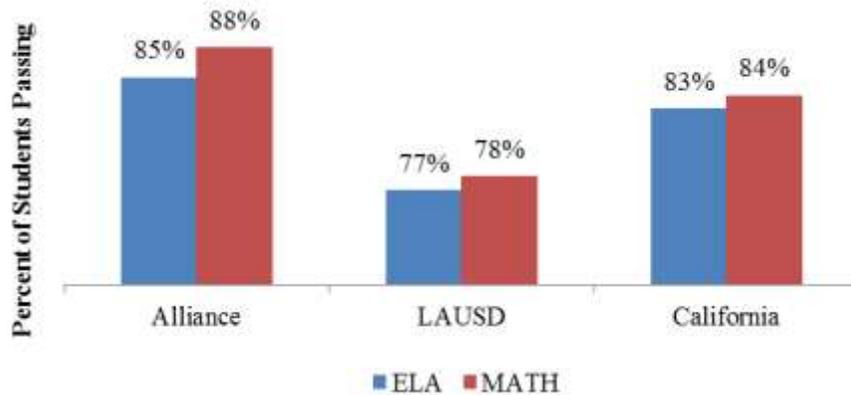
School	10-11	11-12	12-13	Neighboring School, 2012-2013
High Schools				
Alliance Gertz-Ressler High School	842	838	839	667
Alliance Judy Ivie Burton Technology Academy High School	715	737	754	608
Alliance Collins Family College-Ready High School	790	782	815	695
Alliance Marc and Eva Stern Math Science School	809	785	776	645

School	10-11	11-12	12-13	Neighboring School, 2012-2013
Alliance Dr. Olga Mohan High School	894	883	895	650
Alliance William and Carol Ouchi High School	764	773	772	632
Alliance Patti & Peter Neuwirth Leadership Academy	770	765	798	621
Alliance Environmental Science and Technology High School	881	871	860	749
Alliance Health Services Academy High School	683	713	717	617
Alliance Media Arts and Entertainment Design High School	706	684	694	662
Alliance Tennenbaum Family Technology High School	N/A	628	694	690
Alliance Cindy and Bill Simon Technology Academy High School	625	639	715	642
Alliance College-Ready Academy High School 16	N/A	748	770	670
Alliance Renee and Meyer Luskin Academy High School	N/A	N/A	712	599
Alliance Susan and Eric Smidt Technology High School	N/A	N/A	707	647
Middle Schools⁴				
Alliance Richard Merkin MS	758	748	764	712
Alliance Jack H. Skirball MS	699	751	752	618
Alliance Christine O'Donovan MA	704	720	708	652
Alliance College-Ready Middle Academy 4	786	777	761	632
Alliance College-Ready Middle Academy 5	713	768	768	727
Alliance College-Ready Middle Academy 7	633	686	675	628

In 2012-2013, over 85% of 10th graders passed the California High School Exit Exam (CAHSEE) on their first attempt. The ELA and math first attempt pass rates exceed those of both LAUSD and the state.

⁴ API data is not available for Alliance College-Ready Middle Academy 12 since the first year of operations was academic year 2013-2014.

Figure 3. 2012 – 2013 10th Grade CAHSEE Pass Rate, First Attempt



As shown in Table 4, CAHSEE pass rates for Alliance’s educationally disadvantaged students – including Special Education students, ELs and those students eligible for FRMP – significantly surpassed those of LAUSD and California for the same populations. In 2012-2013, the percentage of all Alliance students who passed on the both ELA and math was 84.8%, with passage rates in ELA and math at 87% and 91%, respectively.

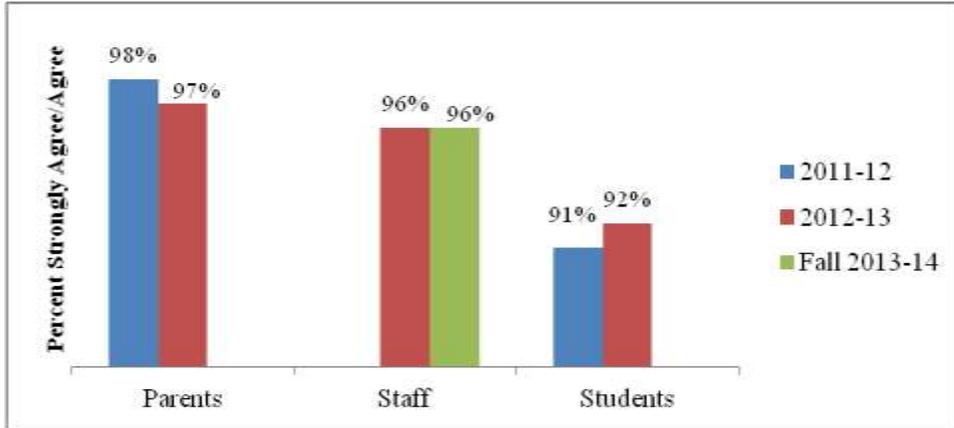
Table 4. Alliance CAHSEE Pass Rates (ELA and Math), Educationally Disadvantaged Students

English Language Arts	Alliance	LAUSD	California
Special Education	41.9%	31%	40%
English Learners	51.5%	29%	42%
Free/Reduced Price Meals	87.3%	77%	77%
<i>All Students</i>	87.3%	77%	83%

Mathematics	Alliance	LAUSD	California
Special Education	49.4%	35%	42%
English Learners	70.0%	41%	54%
Free/Reduced Price Meals	90.7%	77%	78%
<i>All Students</i>	90.8%	78%	84%

Per Figure 4, results from satisfaction surveys demonstrate that parents, students and teachers believe “Alliance is providing students with a quality college-ready experience.”

Figure 4. Satisfaction Survey Results



(2) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter schools operated or managed by the applicant.

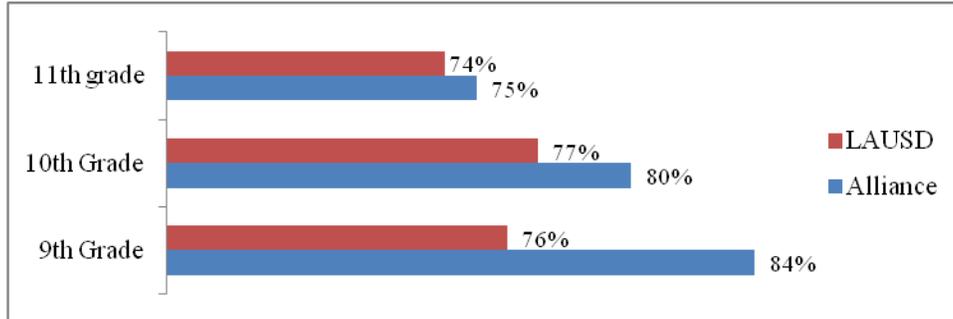
For the last three years of record, Alliance students were rated basic, proficient or advanced on the CST in English at rates equal to or, in most cases, higher than their peers, particularly at the high school level.

Table 5. CST, ELA Scores, 2010-2013

	Alliance			LAUSD		
	10-11	11-12	12-13	10-11	11-12	12-13
6th Grade	72%	76%	78%	74%	79%	81%
7th Grade	75%	77%	80%	74%	77%	78%
8th Grade	73%	80%	76%	72%	77%	77%
9th Grade	77%	80%	84%	68%	70%	76%
10th Grade	78%	73%	80%	69%	71%	77%
11th Grade	73%	78%	75%	69%	73%	74%

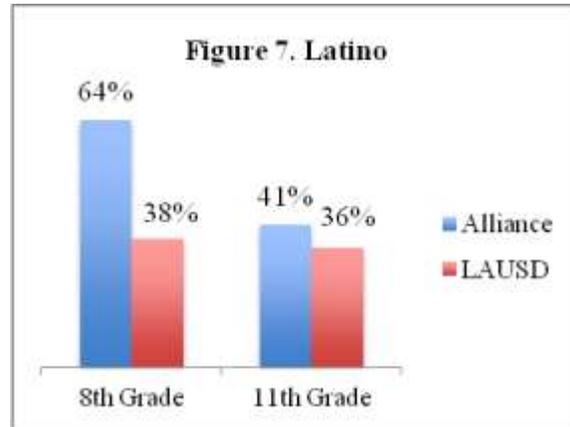
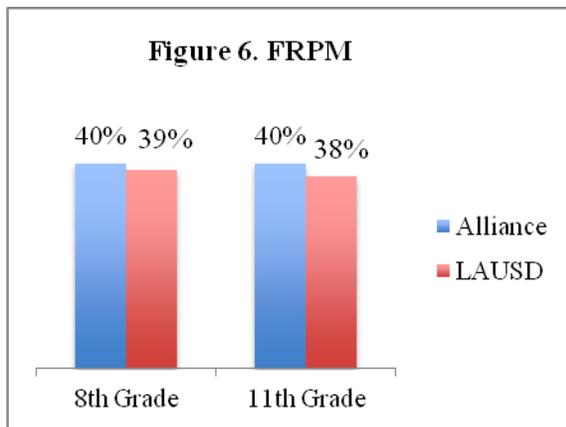
For the last year of record, a greater percentage of high school students at Alliance schools were rated proficient or advanced on the CST in English than their peers within LAUSD.

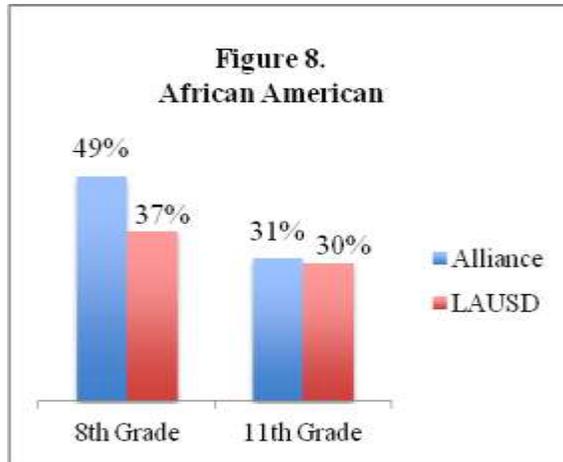
Figure 5. CST (ELA), Percent Basic, Proficient and Advanced, 2012-2013



As in other urban areas, addressing the depth of low student achievement in Los Angeles presents a significant challenge. The 2012-2013 CSTs showed that a significant gap persists in all subject areas among racial ethnic groups. However, for economically disadvantaged students, a higher percentage of Alliance 8th and 11th grade students were rated Proficient or Advanced on the CST in English in 2012-2013 as compared with their peers in LAUSD.

Figures 6-8. CST ELA, 8th and 11th Grade, Basic, Proficient and Advanced (2012-2013)





Alliance schools will continue to improve student achievement on the new Common Core State Standards when state assessments are given for the first time in the 2014-2015 school year and then in subsequent years. Alliance will continue to focus on increasing the number of students who achieve Advanced and Proficient levels and significantly decreasing the number of students who are Below Basic / Far Below Basic.

Table 8 also reveals that educationally disadvantaged students within Alliance-affiliate schools are graduating at significantly higher rates than their peers within LAUSD and the state.

Table 6. Alliance 2012-2013 Cohort Graduation Rates, by Subgroup

	Alliance	LAUSD	California
Latino	94%	67.2%	75.4%
African American	97%	63.7%	67.9%
Free/Reduced Lunch	94%	69%	74.5%
English Learners	89%	31%	62%
Special Education	93%	67%	74.5%
All Students	94%	67.2%	80.2%

Alliance is also making great strides in **closing historic achievement gaps between white students and students of color**. As shown in figures 9 and 10 below, Alliance’s students – 90% of whom are Latino and 8% African American – are graduating at higher rates than their peers in the state. They are also completing A-G requirements at rates that far exceed their White peers in the state.

Figure 9. 2012-2013 Cohort Graduation Rates

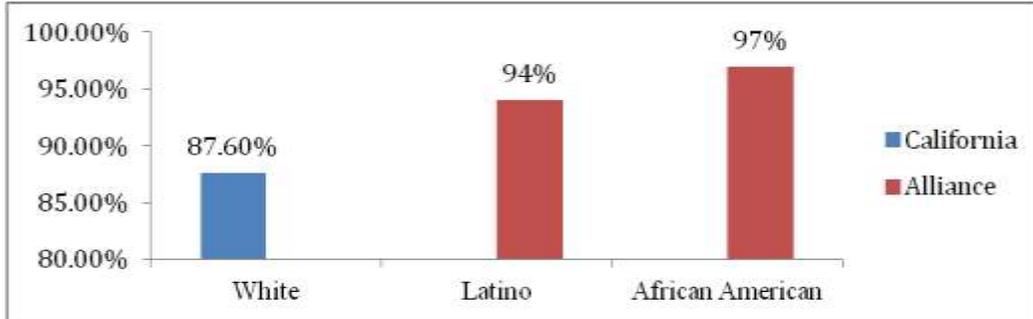
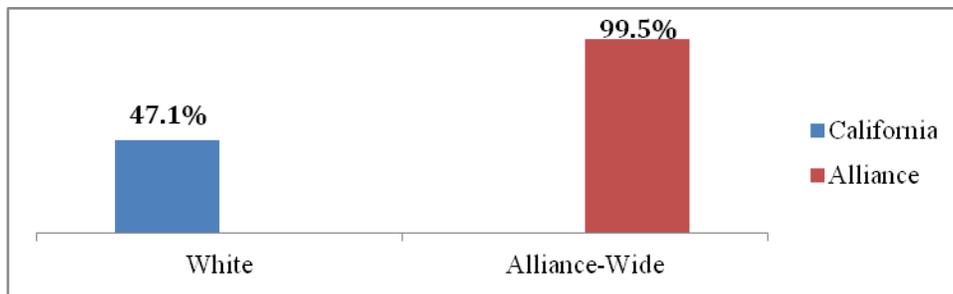


Figure 10. Graduates meeting UC/CSU Requirements, 2012-2013



(3) The degree, including the consistency over the past three years, to which the applicant has achieved results (including performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college attendance rates, and college persistence rates where applicable and available) for low-income and other educationally disadvantaged students served by the charter schools operated or managed by the applicant that are significantly above the average academic achievement results for such students in the State.

For each charter school currently operated or managed by the applicant, provide the following information....results on the State assessment for the past three years (if available) by subgroup, attendance rates, student attrition rates for the past three years, and (if the school operates a 12th grade) high school graduation rates and college attendance rates (maintaining standards to protect personally identifiable information). (m)

Alliance students attend school at rates that exceed 95% at each affiliate school. In 2013-2014, the average attendance and retention rate across schools was 96.5% and 88%.

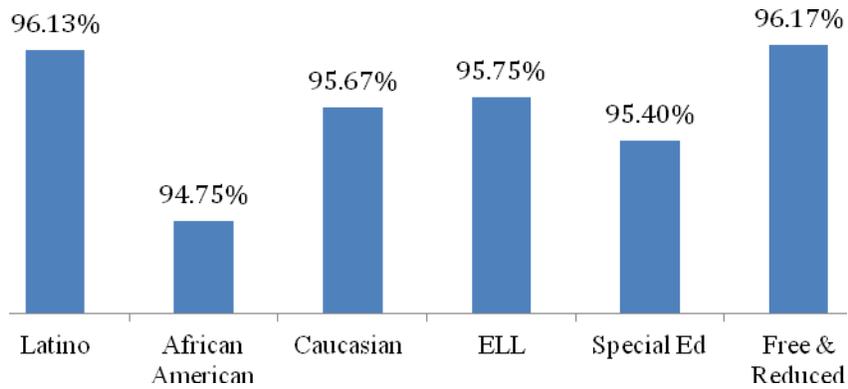
Table 7. Three-Year Attendance and Retention Rates

School	Attendance Rates			Retention Rates		
	11-12	12-13	13-14	11-12	12-13	13-14
High Schools						
Alliance Gertz-Ressler High School	97	97	98	84	85	89

School	Attendance Rates			Retention Rates		
	11-12	12-13	13-14	11-12	12-13	13-14
Alliance Judy Ivie Burton Technology Academy High School	98	98	98	89	87	90
Alliance Collins Family College-Ready HS	95	95	98	92	92	95
Alliance Marc and Eva Stern Math Science School	97	96	96	92	91	91
Alliance Dr. Olga Mohan High School	96	96	97	92	91	91
Alliance William and Carol Ouchi HS	97	97	97	92	91	91
Alliance Patti & Peter Neuwirth Leadership Academy	98	98	96	92	91	91
Alliance Environmental Science and Technology High School	97	95	95	76	83	90
Alliance Health Services Academy HS	96	95	96	76	83	90
Alliance Media Arts and Entertainment Design HS	95	96	97	86	82	84
Alliance Tennenbaum Family Technology High School	94	95	95	N/A	81	79
Alliance Cindy and Bill Simon Technology Academy High School	95	97	96	70	66	83
Alliance College-Ready Academy HS 16	97	96	95	N/A	81	79
Alliance Renee and Meyer Luskin Academy High School	97	93	95	N/A	N/A	88
Alliance Susan and Eric Smidt Tech HS	N/A	97	96	N/A	N/A	88
Middle Schools						
Alliance Richard Merkin Middle School	N/A	97	97	96	94	N/A
Alliance Jack H. Skirball Middle School	N/A	97	98	92	91	91
Alliance Christine O'Donovan MS	98	98	98	90	94	N/A
Alliance College-Ready Middle Academy 4	98	97	97	76	83	90
Alliance College-Ready Middle Academy 5	97	98	96	88	85	89
Alliance College-Ready Middle Academy 7	96	96	95	79	83	87
Alliance College-Ready Middle Academy 12	N/A	N/A	98	N/A	N/A	N/A

Across sub-groups, Alliance has attendance rates that exceed 94.75%.

Figure 11. 2013-2014 Alliance Attendance by Subgroup



Alliance students have a high school graduation rate of 94%, compared to graduation rates of 79% for students statewide and 67% for LAUSD students.

Figure 12. 2013 High School Graduation Rate⁵

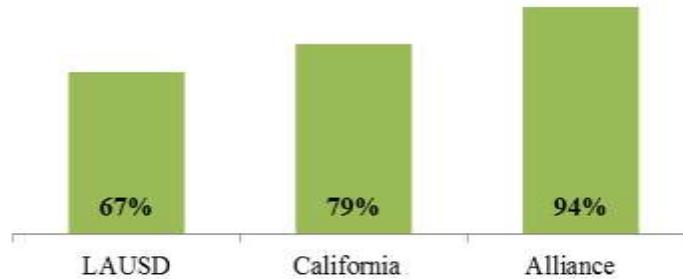


Table 8. Cohort Graduation Rates, by School

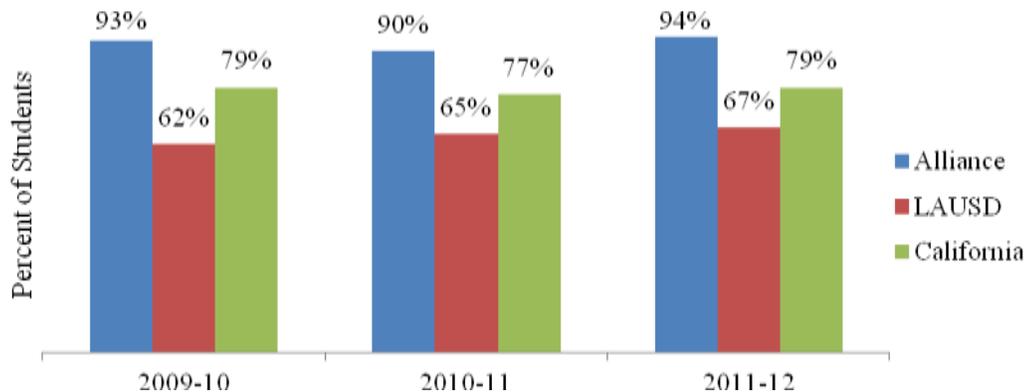
High Schools	2012-2013
Alliance Gertz-Ressler High School	93%
Alliance Judy Ivie Burton Technology Academy High School	90%
Alliance Collins Family College-Ready High School	100%
Alliance Marc and Eva Stern Math Science School	96%
Alliance Dr. Olga Mohan High School	99%
Alliance William and Carol Ouchi High School	98%
Alliance Patti & Peter Neuwirth Leadership Academy	90%
Alliance Environmental Science and Technology High School	93%
Alliance Health Services Academy High School	98%
Alliance Media Arts and Entertainment High School	97%
Alliance Tennenbaum Family Technology High School	90%
Alliance Cindy and Bill Simon Technology Academy High School	N/A
Alliance College-Ready Academy High School 16	N/A

⁵ Graduation rate is based on state calculation of cohort graduation rate.

High Schools	2012-2013
Alliance Renee and Meyer Luskin Academy High School	90%
Alliance Susan and Eric Smidt Technology High School	N/A

As demonstrated below in Figure 13, graduation rates have been consistently high over the last several years. In each of those years, Alliance students graduated from high school at higher rates than their counterparts in LAUSD and statewide.

Figure 13. Four-year CDE Cohort Graduation Rate



A key marker of college readiness within California is the A-G completion rate. A-G refers to the course of study required for admission to the University of California (UC) and California State University (CSU) systems. The courses that satisfy the requirements are academically challenging and involve substantial reading, writing, and problems work and give serious attention to analytical thinking, understanding factual content, and developing students' oral and listening skills. Across schools, 99.5% of graduates met the A-G requirements.⁶ As shown in Table 11, Alliance students complete A-G courses at a rate that far surpasses their peers within LAUSD and the state, and that Alliance schools have significantly closed the gap in ensuring that traditionally underserved students are offered, taking and passing the A-G requirement with a grade of C or better.

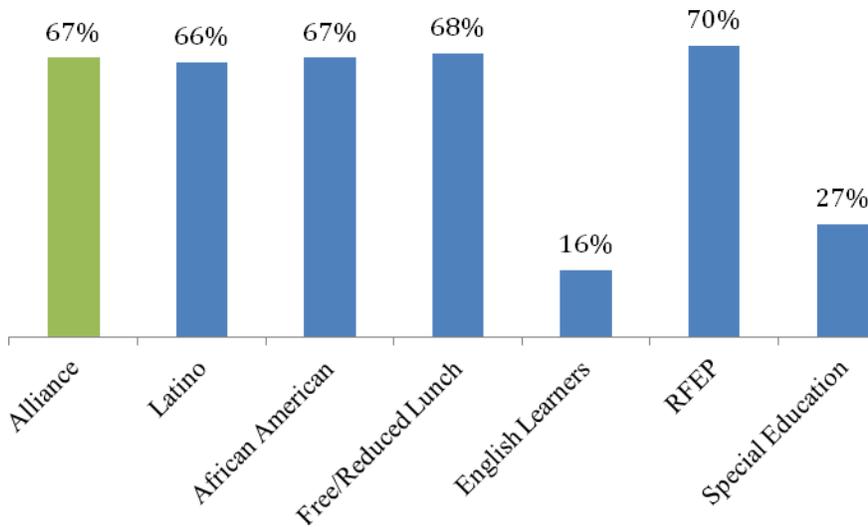
⁶ The .5% of students who did not meet the A-G requirements were the special education students that received state waivers and met the minimum state graduation requirements.

Table 9. Graduates Meeting A-G Requirements, by Subgroup (2012-2013)

	Alliance	LAUSD	California
White	100%	50.5%	47.1%
Latino	99.6%	39%	29.1%
African American	98.1%	32%	29.2%
Free/Reduced Lunch	99.5%	42%	30%
All Students	99.5%	41%	39.4%

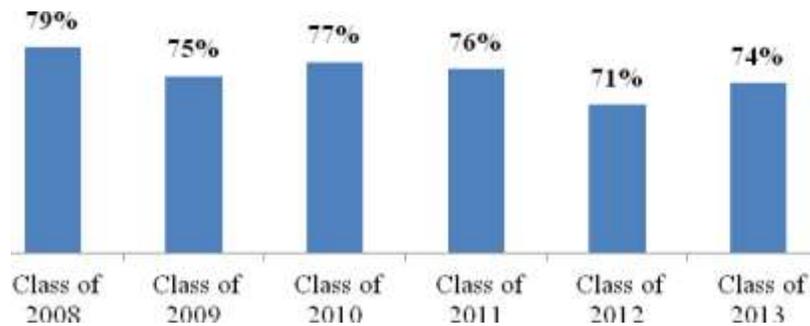
Not only do Alliance students graduate from high school at higher rates than other students in LAUSD and the state of California, they are also accepted to college at high rates. Ninety-five percent of graduates were accepted to 2- or 4- year colleges, and of those 67% are accepted to four-year colleges and universities.

Figure 14. Four-Year College Acceptance Rates, Alliance-Wide and by Subgroup



While Alliance students are accepted to 2- or 4- year colleges at a rate of 95%, network-wide, college freshmen enrollment rates have, according to National Student Clearinghouse (NSC) data, remained between 70-80% for the last six years of record. (Note that NSC data does not count undocumented students, so enrollment figures may be slightly higher.)

Figure 15. College Freshmen Enrollment Rates



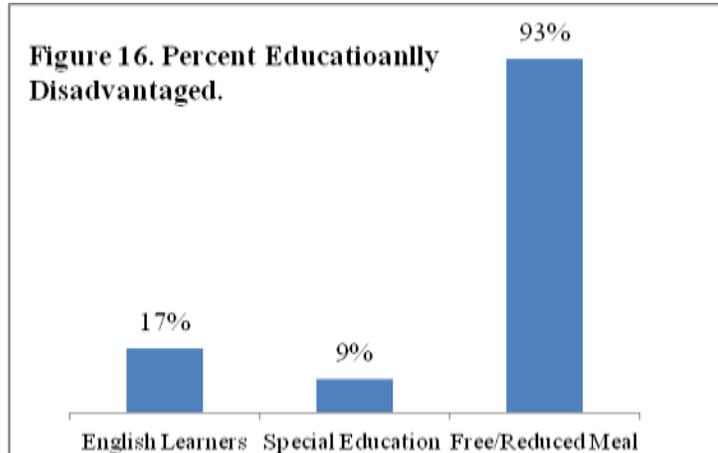
Alliance is taking active steps to address the gap between college acceptance and enrollment rates and to support college persistence among its alumni. The overwhelming majority of Alliance alumni are the first in their family to attend college. Alliance college counselors work with students to orient them toward colleges that have strong first generation college support programs, provide significant financial aid and/or that have strong retention rates overall. In addition, Alliance counselors and parent leaders provide programming to expose parents to a broad array of college choices and financial aid options for their students.

A cornerstone of Alliance’s effort to support college persistence is the Alliance Mentoring Program (AMP), which matches Alliance alumni who are in their third and fourth years of college with first-year college Alliance alumni so that they matriculate to college and successfully complete their first two semesters. Students participating in AMP decreased rates of “summer melt”⁷ by 22% to 15% and increased first to second year persistence rates from 85% to 90%. In fall 2014, AMP will serve 515 college freshmen from 13 Alliance high schools at 12 colleges.

⁷ Summer melt refers to the nationwide phenomenon wherein 10–40% of seemingly college-intending students, particularly those from low-income backgrounds, fail to enroll in college the fall after graduation.

(b) CONTRIBUTION IN ASSISTING EDUCATIONALLY DISADVANTAGED STUDENTS

As detailed in *Section (a)*, Alliance deliberately opens and operates schools in areas where LAUSD schools are heavily impacted by overcrowding, lack of



seat space, and transportation out of the community; and in communities where schools have historically low academic performance. As illustrated in the chart below, 17% of students across Alliance’s 22 schools are ELs, 9% are students with disabilities and 93% are eligible for FRPM.

Alliance has already made great strides toward supporting our students to meet or exceed academic content standards and preparing students for college and careers. Data presented in *Section (a)* demonstrates that Alliance students, overall and by subgroup, have higher CAHSEE pass rates, CST scores, average API, graduation rates and A-G completion rates than those of their LAUSD and California peers. For example, the average graduation rate for educationally disadvantaged students at Alliance schools was 93% in 2012-2013. The A-G completion rate was 99.5%, network-wide, as compared with rates of 41% and 39% in LAUSD and the state.

The educational program to be implemented in the proposed new or substantially expanded charter schools, including how the program will enable all students (including educationally disadvantaged students) to meet State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used. (d)

With this grant, Alliance seeks to expand its footprint in Los Angeles County to serve even more educationally disadvantaged students. As noted in *Section (a)*, 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. *As with all Alliance schools, each of the new schools will be an LEA according to California law, with LAUSD as the authorizing agency.*

At full capacity, the 10 schools together will serve 5,250 students; at least 3,000 students will be enrolled by the end of the five-year grant period. The middle schools will serve students in grades 6-8 and the high schools will serve students in grades 9-12. Expansion efforts will target high-need areas such as: the Los Angeles Promise Zone, South LA, East LA, Central LA, Southeast LA, Gardena, Northeast San Fernando Valley and the port communities. The new schools will serve populations similar to those existing Alliance schools serve.

Alliance plans to replicate its successful school model to engage new student populations. The new schools will utilize Alliance’s field-tested instructional methods to ensure that educationally disadvantaged students meet state standards and excel in college and careers.

Small schools, small class sizes, personalized and mastery-based learning, a longer school day and year, and data-driven instruction are key design elements that ensure all students receive the supports they need to be successful. To ensure equal opportunity to a high-quality education for all students, including educationally disadvantaged students, the Alliance school model implements the following elements:

Student Enrollment and Assessment: Upon enrollment in an Alliance school, each student is given comprehensive diagnostic testing,⁸ which is used to detect learning strengths, weaknesses, and/or disabilities, psychological (social and emotional) development, and speech and language attainment. The results of the assessments determine the individual interventions that are needed for students at risk of retention, ELs and students with disabilities. Alliance also recognizes that students who are gifted and talented have special needs and ensures the

⁸ Alliance uses Achieve3000 for its ELA assessment and NWEA MAP for its math diagnostic.

appropriate identification and instructional strategies are in place to support those students.

Regular Classrooms: Alliance’s goal is to offer appropriate educational practices that motivate and challenge all students to achieve their potential. To provide the optimal experience for students in regular classrooms, teachers are trained and assessed based on their ability to:

- Create a self-directed learning environment where teachers are facilitators and students are learners and doers;
- Utilize a rigorous standards-based curriculum that challenges students to test their understanding through real-life applications;
- Differentiate and individualize the curriculum to meet each student’s need;
- Incorporate reading and writing to spark creativity and critical thinking; and
- Assess each student’s knowledge, understanding, and interests; and adapt learning plans.

Personalized Learning Plans: 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. During student-led conferences each semester, the teacher, parent, and student update the PLP, and set goals for the next semester. By working closely with each student and family to develop the PLP, the school responds to each student’s needs.

Describe how the proposed new or substantially expanded charter schools that are considered to be LEAs under State law, or the LEAs in which the new or substantially expanded charter schools are located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA). (k)

Special Education: 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). All schools in the Alliance network provide the following:

- **Least Restrictive Environment:** Each student eligible under IDEA is provided with a free appropriate education in the least-restrictive environment.

- **Child Find:** All students with disabilities are identified early in their Alliance career. As noted in “Student Enrollment and Assessment,” each incoming student completes diagnostic testing to detect learning strengths, weakness and/or disabilities, among others.
- **Individualized Education Program:** 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.
- **Full Educational Opportunity:** All students with IEPs receive their academic courses within a general academic setting. Students with disabilities typically spend 80% of the school day in a general education setting with support from a Resource Specialist or paraprofessional, as needed. Special Education teachers at each campus collaborate closely with the subject-area teachers to ensure the appropriate accommodations and modifications are implemented. Students with increased needs also participate in a Learning Lab three times a week in which a special education teacher provides support in any area of identified need.
- **Assessments:** An IEP review is conducted annually, at minimum, and a reassessment is conducted at least once every three years (and more often, if needed).
- **Confidentiality and Procedural Safeguards:** Confidentiality of identifiable data is protected at collection, storage, disclosure, and destruction.
- **State Assessments:** Students with disabilities are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate.
- **Personnel Standards:** Good-faith efforts are made to attract, recruit, and hire appropriately trained and credentialed personnel to provide special education services. Historically special education teachers were evaluated based on the compliance elements of their role. With the rollout of Alliance’s Teacher Effectiveness Initiative, and in recognition of the importance of

the collaboration and co-teaching, Alliance special education teachers are now also evaluated on the same rubric that applies to general education teachers.

- **Professional Development:** The Director of Special Education works with LAUSD to provide ongoing professional development to build staff capacity to deliver promising instructional practices and comply with state and federal statutes. All Special Education teachers now also receive Common Core training, particularly in ELA and math (subject areas that require considerable support). Alliance also maintains membership in the California Association of Resource Specialists and Special Education Teachers.

English Learners (ELs): Given the high percentage of Latino students and ELs across Alliance schools, Alliance is committed to meeting all federal and state laws requirements, including: equal access to the curriculum, annual notification to parents, student identification, placement, program options, EL 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 to all school staff, parents and students regarding ELs students and parents' rights.

High-quality instructional programs and services are developed for ELs 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 ELs through the use of state English Language Development standards that are designed to be pathways toward achievement of the Common Core State Standards. The Alliance curriculum also 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 adaptive and digital content and peer tutors to enhance language development. These classroom instructional interventions help students acquire grade level curricular content while learning English. All 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 ELs 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.

In addition to the services described above for SpEd students, ELs and non-standard English Speakers, Alliance schools also implement a range of **academic and behavioral interventions** to support these and other Alliance students. Interventions include:

- Response to Intervention (RtI): All Alliance schools utilize RtI, a multi-tier approach to the early identification and support of students with learning and behavior needs. In addition to early and ongoing assessments, the master schedule includes weekly collaborative time for teachers to come together to review data and to discuss student support strategies.
- Based on findings from diagnostic testing, those students that require additional support are scheduled into double periods of ELA or math or additional intervention classes. The double periods are designed to reinforce current class content as well as content from earlier grades.

- In alignment with Common Core State Standards, reading and writing across the curriculum is now a standard feature of Alliance schools. In every class, all students have writing based assignments to foster literacy development and improve student achievement.
- Online credit recovery courses are available to students on as needed basis.
- After-school tutoring: All teachers, per their contract, are required to stay after school two days a week to tutor students. Afterschool programming also includes homework assistance. Many Alliance schools offer weekend boot camps to reinforce classroom content.

How all students in the community, including students with disabilities, English learners, and other educationally disadvantaged students, will be informed about the proposed new or substantially expanded charter schools and given an equal opportunity to attend such schools.
(j)

Alliance is committed to ensuring that educationally disadvantaged students are well informed of their school options, encouraged to apply and given an equal opportunity to attend current or proposed new Alliance schools. Enrollment is a joint effort between the Alliance Home Office and the principal of the school site that involves an extensive outreach campaign targeting the communities surrounding the new Alliance school site. Enrollment activities include, but are not limited to: community canvassing, a direct mail (bilingual English Spanish) that reaches 30,000 households, announcements on LA County-based Spanish-language radio stations, print advertisements in local community papers and a companion social media effort, and public information sessions. Principals also form strong working relationships with administrators at the feeder elementary or middle schools to inform them of available options for their students.

Applications are accepted on a first-come, first-served basis. In cases where the number of applications received exceeds the number of seats available, Alliance conducts a random public

drawing to determine admittance. Students not selected are placed on a waiting list in the order their applications were selected.

Once in operation, continued enrollment efforts are largely via word of mouth – from parents of current students or by students themselves. Alliance also leverages local media as a way to highlight student achievements and to generate interest among local parents and students. Where possible, Alliance also partners with other CMOs.

(c) QUALITY OF THE PROJECT DESIGN

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and attainable. Applicants proposing to open schools serving substantially different populations than those currently served by the model for which they have demonstrated evidence of success must address the attainability of outcomes given this difference

Describe the objectives of the project for replicating or substantially expanding high-quality charter schools (a)

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 graduate college- and career-ready. Alliance schools accomplish their educational mission through clear expectations and an intensive focus on students meeting grade level/subject state standards in ELA, Science, Math, History/Social Sciences, and world language content standards for Foreign Languages. Below are the Performance Measures for the proposed expansion project. Measures include those related to student achievement and to school management and operations.

Table 10. CSP Performance Measures

Objective 1: Alliance will establish 10 new Alliance Charter 5,250 additional students by the end of the CSP Replication grant’s five-year grant period.	
Suggested Performance Measure	
Performance Measure 1a. Approvals:	
Charter approval verification: 10 charter petitions will be approved over the 5-year grant period, with these annual targets by September 30 of each year:	
-Total of 2 by September 30, 2015	-Total of 4 by September 30, 2016
-Total of 7 by September 30, 2017	-Total of 10 by September 30, 2018

<p>Performance Measure 1b. (GPRA Performance Measure 1): 10 Alliance Charter Schools will be established during the CSP Replication 5-year grant period, with these annual targets by September 30 of each year:</p> <ul style="list-style-type: none"> -Total of 2 by September 30, 2015 -Total of 4 by September 30, 2016 -Total of 6 by September 30, 2017 -Total of 8 by September 30, 2018 -Total of 10 by September 30, 2019
<p>Performance Measure 1c. Opening/Operation: By October of each year, 2015 through 2019, each new Alliance school established through the CSP Replication grant, will have a verified enrollment of 150 students in grade 6 or grade 9.</p>
<p>Performance Measure 1d. Total Alliance CSP School Enrollment: By September 30, 2019, Alliance schools established through the CSP Replication grant will have a total enrollment of at least 3,000 students and 5,250 by 2012 when all ten schools are fully enrolled.</p>
<p>Performance Measure 1e. Sustainable CSP Schools: By September 2019, all 10 Alliance schools will be in good standing of meeting the requirements of its Charter application and have a sustainable financial plan.</p>

<p>Objective 2: All schools created with this CSP Replication grant will be designed and operated in a manner consistent with the established Alliance model.</p>
<p style="text-align: center;">Possible Performance Measure</p>
<p>Performance Measure 2a. Highly Qualified Teachers: In fall 2015, 2016, 2017, 2018, and 2019, 100% of teachers at each Alliance school established through the CSP Replication grant will be highly qualified based on No Child Left Behind criteria.</p>
<p>Performance Measure 2b. Teacher Retention: In summer 2016, 2017, 2018, and 2019, at least 70% of teachers invited back to teach at each Alliance school established through the CSP Replication grant will return to teach at a school established through CSP.</p>
<p>Performance Measure 2c. Average Daily Attendance: By June 2016, 2017, 2018, and 2019, the average annual daily student attendance rate will be at least 95% for each Alliance school established through the CSP Replication grant.</p>
<p>Performance Measure 2d. Budgeted Student Enrollment: By June 2016, 2017, 2018, 2019, the annual enrollment rate for each Alliance school established through the CSP Replication grant will have been sustained at 100% of the budgeted number of students.</p>

<p>Objective 3: All schools created with this CSP Replication grant will be High-Quality Charter Schools as measured by student achievement.</p>
<p style="text-align: center;">Possible Performance Measure</p>
<p>Performance Measure 3a. Adequate Yearly Progress: By June 2016, 2017, 2018 and 2019 each Alliance school established through the CSP Replication grant will meet its NCLB AYP school-wide and subgroup criteria, dependent on waiver status, available state assessment data, and AYP criteria being set.</p>
<p>Performance Measure 3b. Graduation with Credits Needed for High School Diploma: By June 2019, 90% of students in each senior class of the Alliance high schools established through the CSP Replication grant will meet the Alliance 230 credits graduation requirement to receive a high school diploma. Annual progress measures that will be met by the end of each school year are: 80% of 9th graders will have completed 55 credits; 85% of 10th graders -110 credits; and, 90% of 11th graders -170 credits</p>

<p>Performance Measure 3c. Student Achievement in Reading: By June 2016, 2017, 2018 and 2019, students will meet the targeted student growth by Lexile Level, or based on Common Core State Standards assessment as it become available.</p>
<p>Performance Measure 3d. Student Achievement in Mathematics: By June 2016, 2017, 2018 and 2019, students will meet the targeted growth level based on the Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) for mathematics, or based on Common Core State Standards assessment as it become available.</p>
<p>Performance Measure 3e. Student Achievement in Reading (GPRA Performance Measure 2): The percentage of eighth-grade charter school students, at Alliance schools established through the CSP Replication grant, who are achieving at or above the proficient level on State examinations in reading by June 2016, 2017, 2018 and 2019.</p>
<p>Performance Measure 3f. Student Achievement in Mathematics (GPRA Performance Measure 2) The percentage of eighth-grade charter school students, at Alliance schools established through the CSP Replication grant, who are achieving at or above the proficient level on State examinations in mathematics by June 2016, 2017, 2018 and 2019.</p>
<p>Performance Measure 3f. Outperforming Neighboring LAUSD Schools: All Alliance schools established through the CSP Replication grant will meet Alliance-wide performance standards by outperforming the closest neighboring LAUSD school(s) that Alliance students would have attended as measured by state or federally defined school-wide academic performance measures, such as API or AYP, by fall 2016, 2017, 2018, and 2019.</p>
<p>Performance Measure 3h. Students Graduating on Schedule: By September 2019, Alliance high schools established through the CSP Replication grant will meet the Alliance-wide performance standard of 90% of students graduating within four years.</p>
<p>Performance Measure 3i. Students Completing Middle School on Schedule: By June 2018 and 2019, Alliance middle schools established through the CSP Replication grant will meet the Alliance-wide standard of 90% of students finishing middle school within three years.</p>

Objective 4: *All schools created with this CSP Replication grant will increase percentage of students successful in enrolling and participating in post-secondary education.*

Possible Performance Measure

<p>Performance Measure 4a. College Readiness: At least 25% of Alliance students in schools established through the CSP Replication grant will meet the SAT college-readiness indicator score overall.</p>
<p>Performance Measure 4b. College Acceptance: By September 2019, least 95% of Alliance students in schools established through the CSP Replication grant will be eligible/accepted into 2- or 4-year colleges by September 2019.</p>
<p>Performance Measure 4c. College Enrollment: By December 2019, at least 85% of those Alliance graduates from schools established through the CSP Replication grant and are accepted in college will enroll in college.</p>
<p>Performance Measure 4d. College Persistence: At least 75% of those Alliance graduates from schools established through the CSP Replication grant, who enroll in college, complete their first year of college.</p>

(2) The extent to which the proposed project is supported by evidence of promise

Alliance employs the following logic model to demonstrate our theory of change.

Figure 17. Alliance CSP Replication Logic Model

Resources/ Context	Activities	Outputs	Short-Term Outcomes	Long Term Outcomes	Impact
Processes for New Charter Application, Facilities; Parent, Community Involvement; and Financing of New Schools	Alliance develops Charter Application according to LAUSD authorizing practices; meets with community leaders and parents; develops facility and finance plan	Foundations for optimally functioning new high-quality charter schools; with sustainable budget and facility plan; use of standard accounting procedures	Alliance opens new schools with a high degree of flexibility, autonomy, parent involvement	10 new Charter Schools are functioning at a high and sustainable level	10 sustainable High-Quality Charter Schools, educating 5,250 students annually
Process to Operationalize High-Quality Charter School	Year-long checklist of activities for principal to work with CMO on school policies and procedures, budget, hiring, materials and resources.	Collaboration with LAUSD for successful operations; involvement of parents and community in governance and implementation; and maintenance of necessary project records	Parent, students and staff show high satisfaction with schools; LAUSD monitor indicates proper management	High-quality teachers who continue to teach at a CSP- funded school	10 schools operating at a high-level
High Expectations; Small/personalized environments; High Quality Educators; Increased Instructional Time; Parents as Partners	Design small schools; use a BLAST model and instructional framework model; hire qualified teachers and administrators; provide PD; engage parents	Personalized, high-quality instruction supported by blended learning and personalized PD; student/teacher personal connections built in Advisory Period	New schools assist low SES students; students to achieve at higher levels than neighboring schools	Students achieve at college-ready level	Increased college-ready students who persist in college
Data, Accountability, and Evaluation	Design use of formative and summative assessment, and use of on-track data system; Monitor and evaluate student progress and progress toward goals and objectives	Data is used to identify students at risk, improve instruction, school-wide planning and PD; Implement evaluation plan to provide improvement, progress and outcome data	Staff use data to identify barriers to meeting student and project out-comes; Schools meet annual targets	Students stay on track; students and project meets annual and final performance measures	Internal mechanisms for improving and evolving promising practices

As mentioned, the Alliance educational model is guided by five core values that together build a strong school culture and a rigorous learning environment to prepare students for success in college and future careers. From the day our first school opened, students and parents have embraced Alliance's rigorous formula for success based on our evidence of promise. All of our core values are substantiated by many years of research and meta analyses that demonstrate their effectiveness. We compile and consistently update a research bibliography that accompanies each charter petition and consists of research reports, theory papers, journal and newspaper articles, “how-to” guidelines, program descriptions, and technical assistance providers. We regularly reference more than a dozen nationally reputable resources and over 50 studies, are continuously peruse new evidence related to the core values outlined below. See Appendix for research bibliography for high performing school models used by Alliance.

High Expectations for All Students: 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; 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 Common Core 8th grade integrated math. 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.

The Alliance's challenging, standards-based curriculum is premised on the belief that all students can perform at high levels. This expectation has a profound and lasting effect on students' approach to school and learning. Extensive research demonstrates that expectations exert powerful influences upon both student and teacher behavior whether the expectations come from an external source or are held internally as self-expectations (Miller, 2011). Psychology studies confirm that simply stating an expectation of high performance results in enhanced performance, and that higher expectations result in higher performance for all types of students, especially disadvantaged and/or special education students (Schilling and Schilling, 1999). Decades of research also shows that low expectations can lead to low academic achievement and poor behavior. Students rise to the attitudes of, and expectations, set by their teachers and the institution responsible for their education. For these reasons, the Alliance creates an environment of high expectations for all students; our students with disabilities and special needs, in particular, thrive knowing that our school community believes in their ability to achieve.

Small Personalized Learning Environments: 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. Each school is then divided into small learning communities of 100 to 125 students. 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 PLP – approved by the teacher, student, and parent – that describes in detail how the student will learn. Alliance students

thrive in personalized learning environments, where they develop close relationships with teachers and all adults in the building.

A Wing Institute National Evaluation of Smaller Learning Communities – a review of 55 studies, including 3 cost studies, 25 case studies, and 27 outcome based studies (2 experimental designed and 3 quasi-experimental) – was able to establish effect sizes for nine studies. Smaller size schools positively correlated higher achievement to low-socioeconomic status students and had lower dropout rates, better attendance, and higher graduation rates.

Alliance also deploys an integrated technology educational model that builds upon our successful college prep curriculum, Blended Learning for Alliance School Transformation (BLAST). A growing body of evidence suggests that the promise of blended learning to improve student achievement is twofold. First, digital and adaptive instruction has the power to personalize learning and leverage real-time data to optimize student experience and performance. Second, dynamic teachers contribute by helping students fulfill personalized educational goals with individualized attention and instruction. Taken together, using adaptive learning software to support differentiation of instruction and provide real-time data to inform teacher instructional practices helps build student agency and ownership over their education.

Over the last two years, Alliance schools have been transitioning to the Common Core State Standards and the Next Generation Science Standards (NGSS). The BLAST1-1 iPad and/or 1-1 laptop initiative in the schools creates a robust blended learning environment providing access to adaptive high-quality digital coursework that also prepares all students for Common Core State Standards online assessments that will begin in the 2015-2016 school year. All of the schools follow one of four foundational models that include effective BLAST practices (U.S. Department of Education, 2010; Education Week, 2011, 2012, 2013) to: differentiate and personalize

instruction, use data to build mastery-based learning, integrate digital content and learning tools, develop students as creators and producers of knowledge, and build student agency and ownership of learning. BLAST supports the achievement of high-level student outcomes by allowing students to move at their best pace at various depths of knowledge.

BLAST is replicable, scalable, and sustainable, and the early results are very promising. In 2012-13, the two Alliance schools with highest API gains were the early adopters of the BLAST model.

Increased Instructional Time: 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 no more than 30:1. 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.

Alliance schools feature extended class days, with many courses taught in uninterrupted two-hour blocks. The Alliance school year lasts 190 days, 10 days longer than that of LAUSD. The National Center on Time and Learning has compiled considerable literature that establishes the strong correlation between instructional time, measured in longer days and longer school years as well as high dosage tutoring, and improved student outcomes (Dobbie, Fryer 2011). Many studies focus on charter school models specifically and emphasize the significance of

maximizing instructional and learning time for greater student achievement (Aronson, Zimmerman, Carlos 1999).

Additionally with adaptive online digital content, students are able to access online curriculum and supplemental content to allow them to work at their own pace, in their own time. In the first year of offering 1:1 laptops to students, 86% of Alliance students accessed online curriculum after school hours, including in the evenings and on weekends.

Highly Qualified Educators: 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; incorporating Common Core State Standards in ELA and Math, and integrating Common Core State Standards writing across the curriculum, including expository writing 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 ; and (4) requiring students to defend and explain their knowledge with evidence and in writing across all subjects. Making learning concrete and life-relevant is important for urban students who often have limited experiences beyond their own neighborhoods.

Alliance educational leaders participate in extensive leadership and training programs, and receive compensation incentives tied to their school’s performance. In preparation for the new Common Core State Standards, Alliance has doubled the amount of professional development provided all teachers and has significantly increased coaching and support to new teachers,

providing each new teachers with 90 minutes of coaching support weekly.

In collaboration with three other CMOs, and with major support from the Bill and Melinda Gates Foundation, Alliance has joined The College Ready Promise - a group of CMO's committed to developing their talent management systems to ensure every student has a highly-effective teacher and every school has a highly-effective principal. Through a fully-transparent, performance-based evaluation and compensation system, Alliance is able to identify and provide individualized support to help good teachers become great teachers. As importantly, Alliance encourages highly-effective teachers to remain in the classroom by offering them higher pay and leadership opportunities as Master Teachers.

Studies show that teacher performance has a direct impact on student performance, and that interaction between teacher and students is the primary determinant of student success. The Alliance is committed to ensuring that all of our students are taught by high-performing and effective teachers, and that all of our teachers are led by empowering, supportive leaders.

Parents as Partners: Alliance expects parents to be meaningfully engaged in their children's education. Parent liaisons at each school provide ongoing support to parents, including an array of workshops and trainings to build parent understanding and skills in supporting their child's social and emotional health, academic success and preparation for college. According to a recent study of parent involvement in children's education, the most important element of parental involvement is setting the expectation that that children to go to college along with discussing the activities children engage in at school (April 12, 2014, *New York Times*, "Parent Involvement is Overrated" by Keith Robinson, assistant professor of sociology at the University of Texas, Austin, and Angel L. Harris, professor of sociology and African and African-American studies at Duke, the authors of "The Broken Compass: Parental Involvement With Children's

Education”). Alliance has open lines of communications with all parents so that they are part of the culture of high expectations we create around students and so that they can discuss educational activities, goals and resources with their children.

(d) QUALITY OF THE MANAGEMENT PLAN AND PERSONNEL

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

Describe how the applicant currently operates or manages the charter schools for which it has presented evidence of success, and how the proposed new or substantially expanded charter schools will be operated or managed. (b)

Each Alliance-affiliated school is an independent LEA, a non-profit public benefit corporation and a subsidiary of the Alliance CMO. Alliance has in place a robust Home Office support structure to assist the affiliated schools and to ensure that the objectives of the proposed expansion are achieved on time and within budget. The range and nature of services vary depending on the phase and the individual needs of each site.

- **Preparation and Initiation Phase Services** spans the inception of a new school three years prior to opening until the July before it opens.
- **Installation and Implementation Phase Services** spans the first two years of a school’s operation.

Table 11. Alliance Home Office Departments

Department	Key Services
Human Relations (HR)	<ul style="list-style-type: none"> • Coordinate the recruitment and hiring of staff^{9,10} • Monitor employment practices • Oversee performance reviews • Manage payroll services and employee benefits

⁹ While HR supports recruitment and hiring, staffing decisions are the domain of each school principal.

¹⁰ Recruitment efforts focus on identifying candidates who meet the high performance criteria and qualifications, with special attention to candidates who reflect the schools’ student population. Recruitment tactics include advertising on the Alliance website and in local newspapers, and working with local higher education institutions and educational organizations such as New Teacher Project, CA Charter Schools Association, TISE, and EdJoin.

Department	Key Services
Instructional Development and Management	<ul style="list-style-type: none"> • Special Education: individual student assessment, identification, and support; compliance with district, state, and federal special education programs; and reporting, training and professional development for school-based Special Education Teachers. • College Success: Support school-site counselors with resources to prepare all students for admission to and success in college; support with AP programs and other college-related course offerings; and manage college preparation reporting and tracking system (Naviance); manage alumni tracking system • Curriculum and Instruction: Support the design, adoption, and implementation of standards-based curriculum in all content areas and provide specialized support and coaching in Math and ELA; support teachers with the effective integration of digital learning tools with teacher-led instruction • Parents as Partners: Deliver parent training workshops; support student recruitment; train site-based parent liaisons, and organize collection of student and parent feedback
Development and Communications	<ul style="list-style-type: none"> • Develop and submit successful grant applications and reports • Recruit new Board Members • Grow the Alliance donor base via improved prospect identification and donor stewardship practices • Strengthen the messages by which Alliance communicates to prospective parents, philanthropists, civic leaders, foundations, and policy-makers • Expand relationships with local, state, and national media • Develop collateral materials, including the website • Assist schools with special events
Information Technology	<ul style="list-style-type: none"> • Engineer the technical layout for all schools and new sites • Maintain the network infrastructure to ensure uninterrupted connectivity for internet, email, hand-held devices, and phone systems • Secure all data • Provides technical, software, and hardware support to schools
Operations	<ul style="list-style-type: none"> • Support schools and provide training in key areas of day-to-day operations, including: attendance monitoring and reporting, the National School Lunch Program, and insurance and risk management services • Manage large projects of importance to schools throughout the year, such as the E-rate technology grant and bi-annual feedback surveys
Facilities	<ul style="list-style-type: none"> • Work with Alliance development partners to identify permanent school sites • Collaborate in the governmental approval process • Assist in the design and function of the school facility • Work through the construction process with the general contractor • Oversee overall maintenance and safety of each of the school sites, including preventative maintenance, repairs and required annual inspections • In cases of a school opening or relocation, work with the principal to procure necessary furniture and supplies, ad to ensure security systems are in place

Department	Key Services
Finance	<ul style="list-style-type: none"> • Apply for all state funding • Secure financing for school construction • Record and track all revenue • Receive, process, and pay all invoices • Prepare annual and monthly budgets • Forecast cash needs for future periods • Obtain necessary financing for cash shortfalls • Safeguard all financial assets • Prepare and submit all required financial reporting to governments, donors, and lenders • Prepare financial reports on a monthly basis for school sites, as well as other financial information, as needed • Provide annual fiscal management training for all school principals¹¹

The successful opening of 10 new school sites during the grant term will rely on the coordinated efforts of the different Alliance Home Office departments, and the principal and key community partners representing each new school site. As shown in *Table 14*, implementation will consist of a series of discrete, yet coordinated activities. While Alliance anticipates the opening of two to four new schools annually, each school will be planned and rolled out independently.

Alliance will identify locations based on need (i.e., underserved communities with low-performing schools, opportunity for 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 in close proximity to each other. Each school will start with one grade and then grow to full enrollment at the rate of one grade per year.

The table below details the activities, person responsible and milestones associated with each phase.

¹¹Annual training covers: revenue sources, fixed and variable expenses, forecasting, and an update on any changes to business models or state, or federal laws. In addition, it addresses accounting cycles and procedures, internal controls, and the proper communication channels to use if financial mismanagement is suspected.

Table 12. Implementation Timeline for a New Alliance School

Timeframe	Activity	Dept./Person Responsible	Milestone
Preparation and Initiation			
24 – 36 months prior to school opening	Identify school site location	Managing Director of Real Estate	Construction of school site, including installation of IT infrastructure
18 months prior	Conduct community outreach	Director of Parent Community Engagement	Outreach to families at neighborhood underperforming and overcrowded schools, visits to local middle schools and community organizations
18 months prior to opening	Financing to supplement development	Chief Financial Officer/Chief Development Officer	Secure \$2M in equity and sufficient loan financing that ensures no more than \$1,100/student debt financing.
8 -6 months prior	Recruitment of school leaders	Chief of Schools Area Superintendents	Hire principal
18 months prior	Secure a facility	Managing Director of Real Estate CFO	Conduct due diligence and close escrow.
12 – 18 months prior	Develop a charter petition	Dir. of Special Projects Area Superintendents	Charter submitted and approved.
Installation and Implementation			
By April prior to following school year	Hire staff, including teachers, support staff and administrative positions	Director of Human Resources Principal	All staff contracts signed by April 30 th .
July prior to school opening	Train incoming staff	Home Office Instructional VP's and Directors, Principals	Provide Teacher Training and Professional Development
By May prior to school year	Create School Budget and Fiscal System	Chief Financial Officer and Controller	Set annual budgets and conduct monthly budget reviews to ensure budgeting is on track
November through June prior to the opening of the school	Outreach to prospective students	Director of Communications, Director of Parent Engagement, Principal and School-based parent liaison	More applications received by enrollment due date than available seats
March through July prior to school opening	Enrollment of incoming students	Operations Coordinator; Principal, School-based Office Managers	<ul style="list-style-type: none"> - Run lottery if school applications exceed available spots - Operate annual Summer Bridge program

Timeframe	Activity	Dept./Person Responsible	Milestone
By June prior to school opening	Procure educational and administrative materials	Procurement Coordinator	Purchase equipment, hardware and software licenses
By July prior to school opening	Create the IT infrastructure and support system(s)	Director of IT	Establish Hybrid Learning System

Because Alliance schools open one grade at a time and state ADA funding does not support start-up costs or fully cover operating costs in the first three years of operations, support from CSP is critical to Alliance’s expansion efforts. The launch of each new school requires \$890,000 in start-up grants and/or private donations for the first two years in operation for middle schools and three years for high schools. Approximately \$8.9 million in new operational funding is needed over the next five years to open and operate 10 new schools; this request will supply \$8 million of that amount. The Alliance Replication Project will also leverage over \$23 million in foundation, state, and federal funds, as described in the Budget Narrative.

How the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, and with any matching funds. (i)

CSP grant funds will cover the costs of advance activities associated with opening a new school (see Table 14) and costs associated with providing direct, ongoing support to principals and consistent and high-quality professional development for principals and teachers. The federal Teacher Incentive Fund grant will cover the cost of increased compensation for highly effective teachers. Alliance has a current group of strong funding partners from which we will seek additional funding, including The Walton Family Foundation, the Bill and Melinda Gates Foundation, the Weingart Foundation, The Broad Foundation, the Ahmanson Foundation, among others.

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

Each new charter school will be an independent entity linked through management agreements with Alliance. Because each Alliance-affiliated school is a separate LEA, 100% of all public funding goes directly to the school and there is no reallocation of public funding between schools. If the 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.

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

LAUSD is the authorized public chartering agency. 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.

Alliance has had a successful working relationship with LAUSD since its first charter was approved in 2004. (Please see the Appendix for the letter of support from LAUSD Superintendent John Deasy.) As a former local district superintendent for LAUSD, Alliance President and Chief Executive Officer Judy Burton brings to her role extensive knowledge of the district and productive working relationships with senior management and members of the

school board.

- (2) The business plan for improving, sustaining, and ensuring the quality and performance of charter schools created or substantially expanded under these grants beyond the initial period of Federal funding in areas including, but not limited to, facilities, financial management, central office, student academic achievement, governance, oversight, and human resources of the charter schools.**

The business plan for improving, sustaining and ensuring the quality and performance of the proposed new schools follows the plan that Alliance has successfully deployed for its existing affiliate schools.

Student Academic Achievement

A central component of ensuring ongoing student academic achievement is assuring that every student has a highly effective teacher in every classroom. Alliance spends considerable time recruiting, developing and maintaining highly effective teachers. The Alliance Framework for Effective Teaching serves as the basis of high quality instructional practice, against which teachers are trained, coached, evaluated and partially compensated. Teacher and principal compensation is also based partially on student academic growth. Additionally, weekly school site professional development and cross planning offer teachers the opportunity to learn from each other. Because Alliance is a growing organization, we offer considerable focus on attracting and supporting high quality new teachers. Our HR department partners with a number of teacher colleges and universities who serve as feeders for qualified new teachers. Additionally, signing bonuses are offered to attract quality teachers in hard to fill positions such as math, science and special education. New teachers at Alliance receive an additional four-day orientation before they begin teaching to learn about the Alliance model, the Framework for Effective Teaching, the effective use of instructional technology among other items. All first and second year teachers received mentoring from a Master Teacher who provides up to 90 minutes

of coaching weekly. Finally, with the transition to the Common Core State Standards, the Alliance Home Office Instructional staff provides ongoing content specific training and coaching for Common Core and NGSS for teachers across the Alliance. Most importantly, Alliance trains a core of Common Core, content specific lead teachers at each school site to ensure ongoing implementation, alignment and support for teachers. Alliance offers a number of career ladder development opportunities for teachers that offer opportunities for personal development and encourages high-quality teachers to remain in the classroom and in the Alliance network.

Financial Management

Alliance's financial and operating models are predicated on the following five components, which, taken together, will ensure the quality and sustainability of the proposed new schools:

1. **Self-Sufficiency.** Each school's financial model is designed to be self-sufficient on standard entitlement revenues from state and federal sources within three-four years of operation. A 7% management fee provided to Alliance schools sustains the Alliance Home Office.¹²
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.¹³ In cases of uncertainty about the upcoming year's funding rates, the lowest estimate is used.
3. **Reflecting the True Cost of Doing Business.** Prior to budgeting for variable costs, all

¹² While California Charter Schools Association (CCSA) does not formally track management fees of California-based CMOs, in an exchange in July 2014, the Director of Knowledge Management at CCSA conjectured that the average range among California CMOs to be between 7-10%.

¹³ Budgeted state revenues include the General Purpose Entitlement, Local Control Funding Formula, 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).

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 before prioritizing variable expenditures.

4. **Resiliency.** All facilities undergo a reserve study to build sufficient capital reserves for major facility repairs. In addition, a minimum five percent general operating cash reserve is maintained. Alliance also maintains various lines of credit in case of emergencies.
5. **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. Second, schools maintain, on average, a 95% attendance rate. If there is a change in funding rates, the revenue is re-forecasted, and budgeted expenses are reduced to ensure a surplus. Finally, prior to issuing a purchase order for a school, the Finance Department compares the amount to the budget to ensure that the purchase does not exceed a given budget line item.

Facilities

In addition to overseeing the construction of new school sites, the Real Estate and Facilities Department ensures the maintenance and upkeep of school facilities to ensure their long-term use for students. They are also responsible for overseeing any major repairs and/or construction at each school. Each school also has school-based custodial and maintenance support.

IT and Data Analysis

The IT department provides technical, software, and hardware support to Alliance schools, including support and troubleshooting for teacher laptops, administrative offices, classroom computers, and labs. IT also manages all student performance databases and provides reporting and analysis on Alliance student and school performance. They ensure all assessment and student performance data systems are integrated across Alliance. It also ensures that the use of data and analysis tools are timely

and seamless for teachers and instructional staff so that they spend their time focused on using the data to improve instruction.

Governance

Alliance has in place a tiered governance structure to ensure the quality and performance of Alliance schools – at the individual school and network levels. At the school level, each school is overseen by a School Advisory Council, which consists of the principal, elected parents, teachers, classified staff, the student body president, and local community members. The School Advisory Council meets monthly to 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.

Each school is also governed by a five-member School Board of Directors appointed by Alliance includes the Alliance President/CEO, three members of the existing Alliance Board, 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.

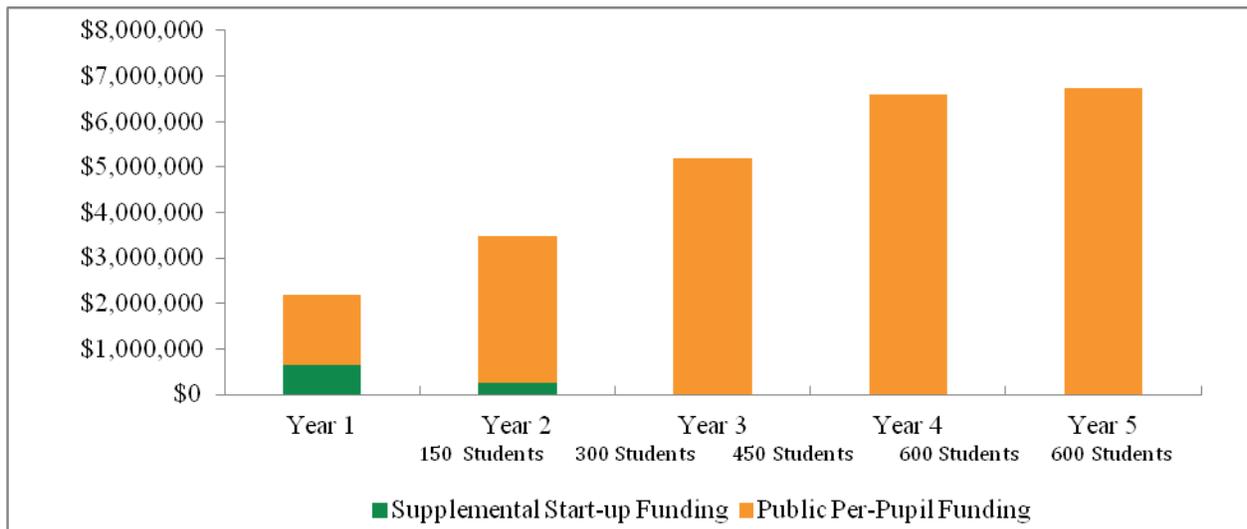
At the network level, the Alliance Board of Directors guides the overall direction of Alliance strategy and business model, and guarantees the financial health of the organization.

(3) A multi-year financial and operating model for the organization, a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project’s long-term success.

Alliance’s multi-year financial model is designed so that each school will be self-sufficient on standard state and federal school revenues at full enrollment. Once initial federal funding has expired, core school operations will be sustained with public per-pupil revenue by the third year of operations. 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 acquisition and renovation of temporary and permanent facilities, and other necessities, to ensure that schools maintain balanced budgets for their operations and instructional programs.

Figure 18. Multi-Year Financial Model for School Site Self-Sufficiency



Describe how the applicant will provide for continued operation of the proposed new or substantially expanded charter school or schools once the Federal grant has expired. (f)

The launch of each new school requires \$890,000 in start-up grants and/or private donations for the first two years in operation for middle schools and three years for high schools. To raise the remaining start-up funds and to provide for continued operations of the proposed new schools in our network once the Federal grant has expired, Alliance will leverage contributions from current partners and actively cultivate new private and public sector funding opportunities.

Alliance has a successful history of fundraising from diverse sources – including state and federal funding and foundation grants – for the expansion and long-term sustainability of its educational and capital programs. Recent state funded projects include \$1.87M in grants from

the PCSGP for Planning and Implementation for 17 Alliance schools, and an addition \$1M from PCSGP for Dissemination. Recent federal awards from the U.S. Department of Education to the Alliance include a \$5M i3 Innovation grant in 2010, an \$8M Charter School Replication grant in 2011 and a \$9M Teacher Incentive Fund grant in 2012.

Alliance has also attracted many local and national education funders. Below is a partial list of private funding sources over the past three years that we can approach to support this effort.

Table 13. Current Local and National Funders

Funder	2013	2012	2011
Ahmanson Foundation	\$500,000		
Bill and Melinda Gates Foundation	\$1,551,656	\$375,100	\$1,522,341
The Broad Foundation	\$450,000	\$750,000	\$1,725,000
Bloomfield Family Foundation		\$1,000,000	
Charter School Growth Fund	--	\$150,000	\$350,000
James & Carol Collins	\$250,000	\$200,000	
Marianna and David Fisher	\$500,000		
Frank McHugh-O'Donovan Foundation	\$210,036	\$210,036	\$100,000
The Green Foundation	\$250,000	\$250,000	--
The Riordan Foundation	\$350,000	\$350,000	\$300,000
Eric & Susan Smidt	\$100,000	\$500,000	
The Walton Family Foundation	\$1,500,000	--	\$250,000
Weingart Foundation	\$300,000	--	\$1,000,000

Alliance also has a strong base of community support, which generates resources and supports school operations. As detailed in the letters of support, stakeholders representing elected officials, funders, institutes of higher education, and local community based organizations have indicated their support for this important expansion effort.

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

Central to Alliance’s success is a firm commitment to engaging parents as partners in their children’s education. During the recruitment phase, principals and the Alliance Director of Parent/Community Engagement host orientation sessions to introduce the Alliance model to parents and to lay the groundwork for parental involvement. Once the school opens, parents are

invited to take part in discussions aimed at defining the school culture and to developing guidelines for discipline and student expectations. Parents also play an important role on the School Advisory Council. As part of their commitment to the Alliance education model, parents complete a contract, which outlines their commitment to volunteer at the school and to participate as parent mentors. 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.

(4) The plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality.

Should an Alliance school be closed for any reason, Alliance will follow the closing 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 required for a smooth closing of the school and student transfers. The school's board will adopt a plan for closure in accordance with the requirements of the Corporations Code.

Alliance has already demonstrated its commitment to initiating and seamlessly implementing Closure Action procedures if a school is not meeting the network's standards for student performance. Alliance proactively closed one high school, Alliance College-Ready Academy High School 7, in 2011 due to lack of satisfactory academic progress. A new school, Alliance Renee and Meyer Luskin Academy High School, re-opened at the same site with more than 50% new faculty. Exiting Alliance students were given priority enrollment. Since the reopening of the new school, the school has seen rapid and significant academic improvement. In its opening year, the School's API was 721 – more than 100 points than the surrounding neighborhood schools and nearly 50 points higher than the closed Alliance school the year prior.

(5) The qualifications, including relevant training and experience, of the project director, chief executive officer or organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed projects.

Alliance's senior management team is comprised of a diverse group of leaders who bring varied expertise to the governance and support of Alliance school across critical functional areas.

Judy Ivie Burton, President and Chief Executive Officer, brings extensive expertise in successfully leading and operating public schools, and improving student achievement for all students, particularly students from underachieving communities. Prior to Alliance, Ms. Burton 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 and Chief Operating Officer, leads the Accounting and Finance, Human Resources, Operations and Real Estate Development Departments. Prior to joining Alliance, Mr. Hyun worked in the real estate industry for over 12 years. He also has worked for companies such as Westfield, TrammelCrow Company, and Playa Capital Company. His background 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 and an M.B.A. from Pepperdine University Graziadio School of Business and Management. He is currently awaiting his CPA license from the California State Board.

Howard Lappin, Chief of Staff, is a veteran education leader. Before becoming Chief of Staff, he served as Alliance's Director of the New Principal Residency and principal of Alliance's Environmental Science and Technology High School. Prior to joining the Alliance, Mr. Lappin was the principal of the Foshay Learning Center for more than a decade. He is the recipient of numerous awards for his leadership in education and serves on many high level committees and board to improve urban education.

Ena LaVan, Area Superintendent, is responsible for supervising and evaluating principals

and overseeing the instructional programs for all Alliance schools in the south and west portions of LA County. She has over 15 years of teaching and administrative experience. Ms. LaVan was the founding Principal of Alliance William & Carol Ouchi High School. Under her leadership, the school received exemplary scores and was recognized as a California Distinguished School and an EPIC Silver Gain recipient. In 2011, Ms. LaVan became a leadership coach for the Alliance as part of The College-Ready Promise initiative. She first came to the Alliance in 2004 as the Assistant Principal at Alliance Gertz-Ressler High School, the first school in the Alliance network. She received a B.A. from the University of California, Los Angeles, and a master's degree in Educational Leadership with an Administrative Credential from Pepperdine University.

Robert Pambello, Area Superintendent, is responsible for supervising and evaluating principals and overseeing the instructional programs of high schools in the south and west portions of LA County. He has more than 20 years of administrative and teaching experience. In 2008, Mr. Pambello became Principal of Alliance Judy Ivie Burton Technology Academy High School where he was instrumental in the school's successful participation in Alliance's Blended Learning Pilot. Prior to the Alliance, Mr. Pambello was a Regional Director for Intervention and Support for KIPP, a leading national charter organization. He has a B.S. in Biology Education and a master's degree in School Administration from the University of Arizona.

Catherine Suitor, 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. She currently serves on the Boards of Southern California Leadership Network and Advisors in Philanthropy. Ms. Suitor 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.

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 as well as financial and business operations. The Board is co-chaired by Tony Ressler, CEO, Ares Management, and Ambassador Frank Baxter, Chairman Emeritus, Jeffries & Company, Inc. Other notable members include: Richard Riordan, former Mayor of Los Angeles and former California Secretary of Education; Darline Robles, former Superintendent, Los Angeles County Office of Education; Dr. William G. Ouchi, award-winning author of *Making Schools Work*; and numerous high-level business and community leaders with longstanding experience in educational reform in Los Angeles.

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 academic success

(e) QUALITY OF THE EVALUATION PLAN

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.

Describe...the methods by which the applicant will determine its progress toward achieving those objectives [for replicating or substantially expanding high-quality charter schools]. (a)

The focus of the evaluation plan is to provide both formative and summative data related to the following questions for project decision-making (continuous improvement) and assessment of progress annually and at the end of the project. The table below describes the evaluation questions are related to the four phases of development for each new charter school established

through CSP funding and the evaluation questions related to each.

Table 14. Phases and Evaluation Questions

PHASE	DESCRIPTION	RELATED QUESTIONS
Preparation Phase	From inception until one year before a new Alliance CSP-Charter School is scheduled to open	<ul style="list-style-type: none"> • What is the status of Charter application, real estate and financing for the new school? • What are specific plans related to preparation for the new school?
Initiation Phase	From one year before a new Alliance CSP-funded Charter School is established until July before it opens	<ul style="list-style-type: none"> • What staffing has been hired? • What is the status of the tasks on the Checklist for Opening New Schools?
Installation Phase	School Year 1 of a new Alliance CSP-funded Charter School	<ul style="list-style-type: none"> • How has the new school implemented the Alliance High-Quality Charter School Model? • Are the governance, parent, professional development (PD), and the data analysis and planning components of the school program functioning as planned? • Is the school meeting the performance measures (PMs) including student PMs for all students, and disaggregated by NCLB subgroups?
Implementation Phase	School Year 2 of an Alliance CSP-funded Charter School and each year thereafter	<ul style="list-style-type: none"> • What are the strengths of the new school? Which PMs is it meeting including student PMs for all students, and disaggregated by NCLB subgroups? • What areas that could be improved? Which PMs is it not meeting, and why? • Is each school meeting the proposed plan for operation and sustainability?

Coordinating the Evaluation, Feedback and Reporting: Wexford Institute will provide external evaluation services for the project to answer the evaluation questions. Wexford has almost 20 years of experience in evaluating federal projects with a focus on serving students from low-income communities and English Learners. Alliance will work closely with Wexford to assess the effectiveness of our evaluation plan, and Wexford’s capabilities and services, and refine our evaluation strategies as needed. Wexford will coordinate evaluation services with the Project Director and staff through conference calls or meetings held at least monthly, and more

frequent as necessary. Informal feedback will be provided during these calls/meetings. Formal reports will be provided twice a year: 1) for the Annual Performance Report (APR); and 2) for an update when data is available that was not available at the time of the APR. Following is a description of the methods to be used to collect data and provide the necessary information to answer the evaluation questions and report annual progress.

Methodology: The Alliance CSP Evaluation Plan uses mixed methods to answer the evaluation questions. It includes the use of objective PMs that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data (see PMs in Project Design section of this proposal). The evaluation uses methods from four-types of evaluation: 1) descriptive evaluation; 2) implementation analysis; 3) assessment of progress toward goals, objectives and PMs; and, 4) outcome evaluation.

Descriptive evaluation: Twice each year, the evaluation will provide:

- Descriptive data on the status of the creation of new schools with the CSP funding
- Descriptive data related to new schools that have been established through CSP funding, including students being served, staffing, and teacher and administrator quality

This data will be collected from Alliance CMO staff through interviews and review of documents.

Implementation analysis: Wexford will work with Alliance staff to develop fidelity criteria for the implementation of the components of the project, based on this proposal. Once a year, the evaluation will provide an analysis of how or to what degree the new CSP-funded charter schools are implementing the Alliance High-Quality Charter model proposed for this project – including personalization, use of blended learning, and use of formative data for instruction. This data will be collected from the Alliance CMO, from each school site through observations and

interviews, and from data reported by LAUSD in its annual oversight report.

Assessment of progress: Twice each year, the evaluation will provide: a summary of progress to date on PMs for all schools; and, an analysis by school, as appropriate for each PM. This data will be collected from Alliance CMO staff through interviews and review of documents, as well as from school principals, as appropriate.

Outcome evaluation: Once a year, the evaluation will provide a report on: major outcomes; progress on goals, objectives and PMs, with student PMs disaggregated NCLB subgroups; any delays in reaching planned outcomes; and, recommendations for the following year.

Data Collection and Analysis Summary: The following table details the annual data collection activities.

Table 15. Data Collected Annually

Data	Data Collection/ Instrumentation	Timeline	Data Summary/ Analysis
Status on preparation for new schools – charter applications, real estate, facility development, and financing	Review of preparation with Alliance CMO staff	Quarterly, and more often as necessary	Summary of accomplishments and comparison to planned schedule
Opening of new schools and related student, staff, teacher and administrator data	School schedules, student data from CBEDs, teacher and principal quality data from Alliance Educator Effectiveness Initiative	Fall and Spring annually	Compare to Performance Measure targets
Fidelity and quality of implementation	LAUSD oversight report; school and classroom observations; Alliance CMO, school and classroom document and data review; interviews with staff	September - January annually (once schools are established)	Comparison of what is being implemented to fidelity criteria
Student achievement and college-readiness	CMO school and student data as appropriate for each related PM and the annual targets, for all schools and individual schools as indicated in the PM	Spring and Fall annually	Comparison to PM annual targets, with analysis by school or overall project or both, as indicated

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Alliance Replication Project
ED-GRANTS / 84.282M

Alliance College-Ready Public Schools - Resumes/Curriculum Vitae		
Page	Name	Title
1	Judy Ivie Burton	President and Chief Executive Officer
3	David Hyun	Chief Financial Officer and Chief Operations Officer
6	Howard Lappin	Chief of Schools
9	Ena LaVan	Area Superintendent (High Schools)
11	Robert Pambello	Area Superintendent (High Schools)
14	Catherine Sutor	Chief Development and Communications Officer
16	Harris Luu	Vice President, Educator Effectiveness
18	Vireak Chheng	Vice President, Information and Technology
19	Enrique Diaz	Managing Director, Real Estate
21	Alejandra Velez	Director, Special Education and Student Support Services
23	Jorge Torres	Director, College Counseling
28	Mary Silva	Director, Parent and Community Engagement
32	Jonathan Tiongco	Director, BLAST Implementation
34	Ben Wang	Controller
37	Alliance Board of Directors (brief bios)	N/A

RESUME, 2012

Work

[REDACTED]
[REDACTED]
[REDACTED]

Residence

[REDACTED]
[REDACTED]

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: "Principal and Teacher Effectiveness", "Blended-Learning", and "Urban School Education Reform". Most recent prior 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 21 highly successful small charter schools in low performing, overcrowded target communities in Los Angeles over the past 9 years and has raised more than \$150 million in public and private grants for operations, facilities, instructional technology, professional development and scholarships. The only 2011 National Blue Ribbon high school in Los Angeles, was an Alliance school and four Alliance high schools were 2009 California Distinguished Schools. Alliance high schools are significantly outperforming the California and LAUSD average. Los Angeles' highest performing 2011 charter high school is an Alliance school. Recent Alliance successes include winning \$8M federal Quality Charter Expansion Grant to fund ten new Alliance blended learning schools and \$5M i3 Federal Innovation Grant for student use of technology.

2000 – 2003

Superintendent, LAUSD Local District B

Served as the Superintendent of Local District B in the Los Angeles Unified School District. Leading the largest of eleven local districts with 81 pre K – 12 schools and early education centers serving over 80,000 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 all 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 Central Los Angeles. Responsible for supervision of instruction and operations in 14

schools. Evaluated performance of elementary principals. Led development of District 1 strategic plan.

1982 – 1992

Principal, Assistant Principal

Martin L. King, Jr. Elementary, Region C. 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, Region C. Predominately Hispanic and Black Chapter I school of 1,100. Implemented “Eastman Bilingual Program” as one of seven pilot expansion schools. Hart Street Elementary School, Region D. Assistant Principal Malabar Elementary School, Region G in East Los Angeles. Predominately Hispanic Chapter I school of 1,200. Led improvement of ESL instruction.

1986

Associate University Instructor

California State University, Los Angeles (CSULA). Taught California School Finance in Graduate School of Education Masters Program

1980 – 1982

Assistant Field Coordinator of Compensatory Education LAUSD Region G

Supervised implementation of Chapter I, School Improvement, and Bilingual Programs in 56 schools.

1971 – 1980

Bilingual Advisor, Coordinator and Classroom Teacher

Administrative Offices, Regions G and E. Trained teachers and administrators in implementation of bilingual/ESL instruction. Crenshaw Community Adult School, ESL Teacher. Hyde Park Elementary, Region C. Predominately African American Chapter I school of 1,000. Coordinator of School Improvement and Bilingual Programs. Director of Reading Achievement Center, Grades 3-6. Teacher, K - 2.

EDUCATION

2011	Ed.D	Pomona University, Honorary Doctorate of Education
1992	A. B. D.	University of La Verne, Doctoral Program, Educational Management. Graduate School of Education,
1989	Certificate	Harvard University, Graduate School of Education, Principal’s Institute on Education Reform,
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)

HONORS, PROFESSIONAL AND COMMUNITY SERVICE EXPERIENCES

2012-Present	Fellow	Pajara Aspen Institute
2011-Present	Board Member	Board of Directors, Excellence in Education, (ExED)
2011-Present	Board Member	Board of Directors, California Charter Schools Association
2011-Present	Board Member	Board of Directors, Low Income Investment Fund
2010	Award Recipient	2010 Irvine Foundation, Leadership Award Recipient
2010	Award Recipient	2010 Education Leader of the Year, Loyola Marymount University
2010	Award Recipient	2010 Education Leader of the Year Award, Harvard Club
2010	Award Recipient	2010 Distinguished Superintendent Award, Pepperdine University
2007-Present	Board Member	Advisory Board, Harvard Principals Center
2006	Member	LAUSD, Board of Education, Innovation/Charter School Committee
2006-Present	Board Member	Unite-LA
2006	Advisor	Mayor Villaraigosa, Education Advisory Committee
2000-2002	Commissioner	Mayoral Appointment, LA Commission on Children, Youth and Their Families
2000	Chairperson	LAUSD Pubic Schools Accountability Task Force
2000	Chairperson	LAUSD Reading Matters Task Force
1993	Co-Chairperson	LAUSD School-Based Budget Task Force
1992	Trustee	LEARN Accountability and Assessment Task Force
1990	President	LAUSD Elementary Principals’ Organization
1989	Superintendent’s Appointee	LAUSD Central Council for School-Based Management
1987	Chairperson	School Based Management Guidelines Committee
1983	Nominee	Chamber of Commerce, Principal of the Year

PERSONAL

Second Language: Fluent Oral and Written Spanish

Special Interests: Reading, Golf, Western Horse Riding, Skiing

DAVID HYUN, CPA, MBA

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
Washington State Board of Accountancy
License No. 28973

California Real Estate Broker
California Department of Real Estate
License No. 01771961

EXPERIENCE:

January 2009-
Present

Alliance College Ready Public Schools, Los Angeles, California (Charter School Management Organization)

Chief Financial Officer/Chief Operating Officer

- As a true business partner to the CEO and chief officers, assess organizational performance against both the annual budget and long-term strategy. Develop tools and systems to provide critical financial and operational information to the CEO.
- Participate in the ongoing strategic planning process as an integral member of the senior management team.
- Provide day to day leadership and management that will lead the Alliance to accomplish its mission and core values.
- Spearhead the development, communication and implementation of effective growth strategies and processes.
- Oversee the accounting, finance, facilities, operations, human resources, procurement and business planning and analysis departments
- Ensure that the organization establishes operation procedures that generate higher efficiency.
- Oversee and manage the acquisition, development, construction and financing of Alliance schools. To date, have closed approximately \$100M in projects. These transactions included leverage loans, bonds, new market tax credits and state bonds.
- Oversee the strategic plans of the human resources/payroll departments to ensure the appropriate assessment of staffing needs of Alliance schools and home office.
- Ensure proper maintenance of all accounting systems and functions including 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.
- 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.
- Responsible for overall corporate governance/legal structure set-up and maintenance.
- Oversee the set up and management of a procurement department.

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.

Howard Lappin



PROFESSIONAL EXPERIENCE

- 5/02 – 12/02 **EXECUTIVE DIRECTOR – URBAN LEARNING CENTERS**
Responsible for supervising the implementation of Comprehensive School Reform in over 40 schools.
- 9/01 – 5/02 **VICE-PRESIDENT – PUEBLO NUEVO ENTERPRISES** –Responsible for fundraising and mentoring Principals of Camino Nuevo Charter Academy.
- 9/89 – 9/01 **PRINCIPAL- FOSHAY LEARNING CENTER.** A K-12, multi-track school with approximately 3400 Title I students in inner city Los Angeles. Student population is 70% Hispanic and 30% African American, 30% Limited English Proficient. Over 92% of the students participate in the Free and Reduced Lunch Program.
- Foshay is an Urban Learning Center, one of the eight National New American School Designs, a State of California SB 1274 Restructuring Demonstration Site, a SB 620 Implementation Site and a LEARN school.
- Foshay has been nationally acclaimed as representative of GOALS 2000 and was part of the GOALS 2000 celebration at the White House.
- Foshay was highlighted in several articles in the *Los Angeles Times*, including one that called it "National Model of Successful Reform." Articles about the school have also been featured in *Teacher Magazine*; *Electronic Learning*; Breaking The Glass Ceiling- Paraeducator Pathways to Teaching; the U.S. Department of Labor-Working Together for Public Service, Report; Reclaiming our Nation at Risk, by Kent Lloyd, Diane Ramsey and Terrel Bell; two reports of the National Commission on Time and Learning; the GAO Report AT RISK YOUTH School-Community Collaborations Focus on Improving Student Outcomes.
- Several television specials about Foshay have been shown on a number of local and national television programs focusing on school reform and restructuring including KCAL; KCBS; KCET; NBC; CNN; FOX National News and two appearances on *Good Morning America*.
- Foshay has hosted several visitors, including the Prince of Wales; Secretary of Education, Richard Riley; Governor Pete Wilson; members of the Republican Governors' Education Task Force; Senator Dianne Feinstein, California Superintendent of Schools, Delaine Easton; and Mayor Richard Riordan.
- In 1996, Foshay was designated a California Distinguished School.
- Foshay spotlights its state-of-the-art Technology Center, Parent Center, School Based Community Health Clinic and a newly remodeled Library.
- 5/83 – 9/89 **ASSISTANT PRINCIPAL – SOUTH GATE HIGH SCHOOL**
- 9/77 – 5/83 **ASSISTANT PRINCIPAL – BELL HIGH SCHOOL.**
- 9/70 – 9/77 **TEACHER AND DEAN OF BOYS – VAN NUYS HIGH SCHOOL**
- 9/62 – 9/70 **TEACHER – SAN FERNANDO JUNIOR HIGH SCHOOL**

EDUCATION

1995 – to date
1993/94
1974
1961

USC Doctoral Program – Education Policy and Administration
UCLA; Advanced Management Program
CSUN; M.A. – Secondary Education Administration
UCLA; B.A. – History

HONORS AND AWARD

June 2001 Featured on Fox National News on special dealing with Zero Tolerance
May, 2001 Foshay received the Los Angeles Educational Partnership School Excellence Award.
September 2000 Foshay named an Exemplary Technology Center by the Tomas Rivera Foundation.
March 2000 Foshay selected by *Newsweek* as the "95th Best High School in the U.S.
October 1999 Selected by *L.A. Times* as one of the "103 Most Influential People in the Community."
January 1998 Recognized by Governor Wilson in State of State Speech as a "California Hero."
October 1998 Foshay selected one of "Top Ten Schools in Los Angeles" by *Los Angeles Magazine*.
July 1997 Selected as California Principal of the Year.
May 1997 Foshay selected as a semi finalist in Harvard University Innovations in American Government competition
January 1996 Selected as a Eureka Fellow
August 1995 Foshay's Cross Age Tutoring program featured on *Good Morning America*.
March 1995 Selected as an American Hero in Education by *Reader's Digest* - chosen to represent Group on *Good Morning, America*
June 1994 Selected to represent LAUSD Principals at Edmonton, Canada budget conference
May 1994 School chosen to represent Goal 3 at the Goals 2000 Celebration at the White House.

COMMITTEES

2000 DeWitt Wallace Foundation Focus Group on the Training of Administrators
1999 Classrooms for Kids - building schools in Los Angeles
1997-99 Bell Knowledge Network for Educational Reform
1997 to date Board of Directors, Century/LIFT (Learning Initiatives for Today)
1996 to date Los Angeles Urban Learning Center Executive Committee
1999 to date USC, Rossier School of Education, Counseling Credential Advisory Board
1995-97 Los Angeles Unified School District - Standards' Establishment Task Force
1995 to date USC Community Advisory Committee
1995-98 UCLA Principal's Center Steering Committee
1994 to date Urban Learning Center Implementation Committee
1993 to date USC Peace Corp Returnee Advisory Council
1995 to date Los Angeles Unified School District - Budget Task Force
1995 Department of Education Western Region Goals 2000 focus group
1989-90 USC and United Teachers of LA- School Based Management Task Force
1989-90 Middle School Principal's Committee Executive Board

CONFERENCES & PRESENTATIONS

July 2002 AEPP Conference - Philadelphia, Penn.
July 2001 SREB High Schools That Work - Atlanta, GA
May 2001 LAAA Conference - Palm Springs, CA
February 2001 Gateway Cities Future - Long Beach
June 2000 Reinventing American High Schools - Washington, D.C.
May 2000 Developing Administrative Leadership - San Francisco
February 2000 State Legislative Leaders' Foundation, Making the Grade - Los Angeles
February 2000 National Year-Round School Conference - San Diego
February 2000 Council of Great City Schools, "High School Reform" - Washington, D.C.
December 1999 National League of Cities "Conference of Cities" - Los Angeles
November 1999 Association of California Administrators - Anaheim
October 1999 Panelist for *L. A. Weekly* on school reform.
June 1999 Reason Foundation - Santa Barbara
December 1998 Office of Juvenile Justice and Delinquency Prevention - Washington, D.C.
November 1998 Cross City Campaign for Urban Reform and School Based Budgeting. -L. A.
October 1998 National Partnership Conference. -L. A.
October 1998 U.S. Dept. of Ed's Improving America's Schools Conference. - Portland
October 1998 Tomas Rivera Institute's Technology Conference. - Irvine.
July 1998 Comprehensive School Reform Conference. - Washington, D.C.
November 1997 Cross City Campaign for Urban Reform and School Based Budgeting - N.Y.
March 1997 Help One Student To Succeed National Reading Conference. -Dallas.
January 1997 Association of California School Administrators. -San Diego.
September 1996 Staff in service, U.S. Department of Education. -Washington, D.C.
April 1996 Milken Foundation National Education Conference. -L. A.
February 1996 National Year-Round Conference. -Orlando.
August 1995 Secretary of Education's "Back to School" Satellite Town Hall Meeting - Wash. D.C.
May 1995 U.S. Dept. of Education Partnership in the Year 2000." - San Francisco.

March 1995
January 1995
May 1994
March 1994
March 1994

University of Washington -Inter Professional Education & Training. -L. A.
Ventura County Middle Schools Conference. Ventura.
White House celebration of GOALS 2000. -Washington, D.C.
California League of Middle Schools - San Francisco.
California Partnerships Conference. - Irvine.

TEACHING EXPERIENCE

1999 U.S.C. - Workshop on Charter Schools (Co - Teacher)
2000 LAUSD - New Administrator Academy
2000/2001 U.S.C. - Seminar in the Principalship (Co - Teacher)
2000/2001 U.S.C. - Workshop on Charter School Development (Co - Teacher)

CONSULTANTSHIPS

Andre Agassi Foundation Charter School - Las Vegas, Nevada
Camino Nuevo Charter Academy
Excellence in Educational Development
University of Southern California Charter School
Urban Learning Centers.

PUBLICATIONS

CORO Leadership Review, June 2001

PROFESSIONAL PREPARATION

2004 **Pepperdine University Graduate School of Education and Psychology
Los Angeles, California**
Master of Science, Educational Leadership (July 2004)

1996 **University of California, Los Angeles**
Bachelor of Arts, Political Science (Constitutional Law & American Politics) 1996

CREDENTIALS

Preliminary Administrative Services Credential
Professional Clear Multiple Subject Teaching Credential
Cross-cultural, Language & Academic Development (CLAD) Emphasis

PROFESSIONAL EXPERIENCE

Vice-President of Schools (2011-Present)
Alliance College-Ready Public Schools

College-Ready Promise Leadership Coach (2011)
Alliance College-Ready Public Schools

Principal (2006–2011)
College-Ready Academy High School #6, Alliance for College Ready Public Schools

Assistant Principal (2004-2006)
College-Ready Academy High School, Alliance for College Ready Public Schools

Sixth Grade Pre-College Enrichment Academy Coordinator (1998-2004)
Foshay Learning Center- Los Angeles Unified School District
Creation of application and recruitment process for fifth-grade students from neighborhood feeder schools, conduct interviews with approximately 150 applicants and parents; compose/mail correspondence, schedule and facilitate parent meetings throughout the academic year

Intersession/Intervention Program Coordinator (1999-2004)
Foshay Learning Center-Los Angeles Unified School District
Recruitment of teachers for instruction of intersession classes sixth- to twelfth grades, support teachers as necessary with student counseling and/or discipline; composition of informational materials for distribution to teachers, parents and students, maintain accurate attendance records, distribute grading materials.

Sixth Grade Pre-College Enrichment Academy Teacher (1998-2003)
Foshay Learning Center- Los Angeles Unified School District
Delivered standards-based instruction to sixth graders according to California Frameworks and Standards in the areas of Language Arts and World History/Geography

Speakers Program Director/Assistant Director-Head of Counseling (1996)
Junior Statesmen Foundation Yale University Summer School
Planned, invited, and coordinated the Speakers Day Program in New York City with various political figures, journalists, jurists, and members of Yale academic community, secured high profile venues for sessions such as the United Nations General Assembly, New York City Hall, Federal Building; administration of the summer school office, including the supervision of an eleven member counseling staff and a student population of two hundred.

PROFESSIONAL SKILLS & QUALITIES

- Excellent communication skills (verbal and written)
- Works well with others
- Maintains positive and professional relationships with co-workers
- Highly motivated and strong work ethic
- Works well under pressure
- Exceptionally detailed while maintaining focus on the “big picture”

COMPUTER SKILLS

- Mac and PC OS proficient
- Microsoft Office Professional Suite for Mac & PC
- Internet & Multimedia

REFERENCES

Available upon request



Robert Pambello

Education

Master's Degree in School Administration
University of Arizona
December 1987

Bachelor of Science in Biology Education
University of Arizona
August 1982

Certificates

Standard Texas Principal Certificate- Expiration date: April 2019
Standard Arizona Principal Certificate- Expiration date: April 2019
Clear California Principal Certificate- Expiration date: August 2019

Positions Held

Area Superintendent of Schools (focus: Blended Learning Schools)
Co-founder of Blended Learning for Alliance College Ready Public Schools
Alliance College-Ready Public Schools
Los Angeles, CA
6/2011-present

Faculty Member
University of Phoenix in Southern California
12/2009-present
Gardena, Pasadena, Diamond Bar, CA

Principal
Heritage College Ready Academy High School
7/2008-6/2011
Los Angeles, CA

Principal
KIPP Los Angeles College Preparatory School
6/2007– 6/2008
Los Angeles, CA

Regional Director for Intervention and Support

KIPP Foundation
6/2006-6/2007
San Francisco, CA

Principal

Reagan High School
Houston, TX
7/2005-6/2006

Principal

Created a Math/Science Magnet

Stevenson Middle School
Houston, TX
7/2001-7/2005

Principal

Hohokam Middle School
Tucson, AZ
7/1998-7/2001

Principal

Created the Middle School Concept for Indian Oasis-Baboquivari Unified School District

Baboquivari Middle School
Sells, AZ
7/1994-7/1998

Vice Principal

Baboquivari Jr./High School
Sells, AZ
7/1989-7/1994

Teacher

Indian Oasis Primary School
Grades Two and Three
Sells, AZ
8/1986-5/1989

Teacher

Topawa Intermediate School
Grade: Six
Sells, AZ
8/1985-5/1986

Co-Director/Co-Founder and Teacher

Tucson Fine Arts Elementary School
Tucson, AZ
8/1981-5/1985

Internships

Principal Internship

Homer Davis Elementary School
Tucson, AZ
1987

Teacher Internship

Miles School
Tucson, AZ
1981

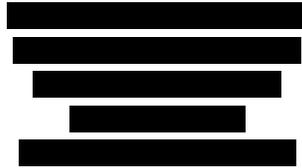
Awards

- Arizona Middle School Distinguished Administrator of the Year
1994-1995
- University of Arizona College of Education Alumni Outstanding Educator of the Year
2000-2001
- University of Phoenix Teacher of the Month
February 2011
- University of Phoenix Innovative Teacher of Year, Crystal Award Winner
October 2013

Board Member

- University of Phoenix Southern California College of Education
- Pu'ukumu School Kauai, Hawaii

Catherine Suitor



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

Harris D. Luu

Career Objective To serve as the educational leader in supporting a high quality education for all students.

Professional Experience **Vice President of Educator Effectiveness** **2012 - Present**
Alliance College Ready Public Schools

*Previously Director of Instructional Leadership
Support teachers and administrators with teacher evaluation
Conduct formal observation cycle for teachers
Design and facilitate professional development for administrators
Collaborate with national partners and HUB partners
Design and facilitate professional development for teachers
Facilitate teacher advisory groups
Facilitate management and administrative advisory groups
Review and score observers TCRP certification exams
Support school sites with WASC and LAUSD review
Serve on interview panels for instructional team
Serve as the grant officer for the Bill and Melinda Gates Foundation
Serve as the grant officer for the Teacher Incentive Fund

High School Principal, Green Dot Public Schools **2007 – 2012**

Supervised and evaluate teachers, classified staff, and PPS
Developed schoolwide strategic plan: Literacy
Balanced school budget
Developed and supervised athletics program
Led school discipline team
Led parent meetings and workshops
Led school team in WASC accreditation, charter renewal,
and all compliance functions
Led professional development and coaching of teacher

Assistant Principal, Green Dot Public Schools **2005 - 2007**

Supervised and evaluated teacher and classified staff
Examined schoolwide data to develop test prep focus
Facilitated WASC teams
Led schoolwide discipline program
Athletic Director
Co facilitated site based professional development

High School Science Teacher, Green Dot Public School **2003 - 2005**

Served as department chair
Developed science curriculum for district
Prepared highly effective standards based lessons

Clinical Professor, CSUDH **2003 - 2005**

Courses taught (Fall 2003, Summer 2004, Summer 2005)
TED 402 – Educational Psychology
Developed online resources
Placed candidates in sites to conduct research

Visiting Assistant Professor/ Clinical Faculty, LMU

2001 – 2003

Teach for America- Coordinator
Courses Taught (summer 2002): Classroom Management

Program Director/ Financial Aid Manager
Coordinated supervision in the field of TFA candidates
Observed and coached year 1 teachers.

Algebra/Science Teacher, Hawthorne School District

1997 – 2001

Developed gifted and talented curriculum
Department chair and coach
Supported new students to the school
Coached boy's soccer team

Teaching Assistant/ Research Assistant, LMU

1998 – 2001

Evaluated student research papers
Evaluated student projects
Taught micro lessons on Human Motivation

Awards and Honors: Juan F. Salinda Scholarship (LMU), Kappa Delta Pi (LMU)

Conferences/ Workshops/ Presentations/ Papers Presented:

2000 California Association for Counseling & Development – paper presented with Thomas Batsis, PhD, LA County Youth Gang Intervention Study – Sacramento, Ca.

Education

Doctor of Education, In Progress – *K-12 Leadership* IN PROGRESS
University of Southern California
Dissertation Title: Rethinking the causes of urban underachievement and motivation: Predictors of Self-Handicapping: Self Worth, Goal Orientation, and Individual Cultural Beliefs. (Chapter 1-3 defended and approved)

Master of Arts – Secondary Education, LMU 2000

Bachelor of Arts – Political Science, UCLA 1995

Professional (Clear) Multiple Subject Credential
Professional (Clear) Administrative Services Credential

Professional

[Redacted]

Dr. Diane Fiello
Vice President, Educator Effectiveness, Alliance College Ready Public Schools

[Redacted]

Mr. Steve Barr
Chairman of the Board, Future is Now Schools

[Redacted]

Vireak Chheng

Address: [REDACTED]

Telephon [REDACTED]

E-mail: [REDACTED]

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*)

ENRIQUE DIAZ



Objective

To join a diverse, exciting, and progressive organization where I can contribute my extensive experience in municipal planning, project and construction management, building operations, and architecture.

Experience

KELLER CMS - Los Angeles, CA

Project Manager (Feb 2008 – Current)

- Operate as the owner's representative on multiple mixed-use and multi-family projects. Management responsibilities include construction administration, forward planning activities, maintenance of schedules and budgets for new projects and tenant improvements ranging in scale from \$10,000 to over \$100,000 million.
- Conduct solicitations for Requests for Qualifications/Proposals (RFQ/RFP), maintenance of information requests (RFI's) during the construction process, process applications for payment, complete owner's punch list and manage the contractor's completion of any construction deficiencies.
- Successfully direct time sensitive building system shut-downs in order to complete off-hour construction within planned tenant improvements with minimal disturbance to building occupants through on-going communication with the owner, facilities director, contractors, design consultants, building manager, and student-resident coordinator.
- Review technical submittals for proposed improvements to ensure compatibility with existing building mechanical, electrical, plumbing, and fire-life-safety systems.
- Perform constant communication and coordination with local, county, and regional governmental agencies for compliance with codes throughout the building design, construction, and continuing operations phase.
- Upon project completion, responsible for collecting warranty information, maintenance and operation manuals, as-builts, conduct training of building systems and on-going building improvements.
- Develop daily and weekly communication reporting tools (Prolog) for tracking the successful completion of building operation issues with facility staff, property general manger, and building owner.
- Currently managing the production of a series of technical training video's for a Central Utility Plant at Los Angeles International Airport.

COMPLETED PROJECTS INCLUDE:

- Responsible for the project management of a mixed-use, new construction project consisting of 421-unit student apartments, 100,000 square foot ground floor retail and office space, and 775 space parking garage.
- Successfully completed the management of a mixed-use 89-unit residential apartment project with 5,000 square foot ground floor retail shell, and 220 space parking garage; achieved the restoration of a historical bank façade integrated into the design of a new building within an urban community.
- Construction manager for a proposed mixed-use 28-unit apartment, and 1,400 square foot office space. Communication with planning, building, and engineering agencies to successfully obtain clearances and permits, completed a constructability review of the proposed project and sought value engineering opportunities.
- Oversaw the delivery of a 10,000 square foot student amenities facility within an occupied building, including on-going value engineering for completion of the project within the budget while maintaining the owner's strict expectations.
- Managed the retail and office build-out for 90,000 square feet of tenant improvement space within an occupied building (14 spaces total), including the review of proposed plans for compliance with building design standards.

WARMINGTON HOMES CALIFORNIA- Costa Mesa, CA

Project Manager (Feb 2003 – Feb 2008)

- Responsible for the development and construction of 6 multi-family condominium projects, totaling 368-units within the community of Playa Vista in the City of Los Angeles.
- Achieved project entitlements, permits, agency clearances, approvals, and utility services with the City of Los Angeles Planning, Building & Safety, Engineering, Water & Power, Dept. of Transportation, Fire Department, So Cal Gas Company, and regional air management district (AQMD).

- Led the project team through all phases of development from design, permitting, building occupancy, and the turnover to the property manager.
- Acted as the builder's representative on 6 Homeowner's Association Boards by serving as a technical advisor and responding to homeowner inquiries.

ASC PROPERTY MANAGEMENT - Santa Clarita, CA
Project Manager (Aug 2002 - Jan 2003)

- Project and budget management for various commercial projects for a start-up property development company.
- Successfully obtained governmental approvals and permits for commercial projects within the City of Santa Clarita.

CITY OF SANTA CLARITA PLANNING DEPARTMENT - Santa Clarita, CA
Associate Planner, Assistant Planner 1 & 2 (Sep 1998 - Jul 2002)

- Processed administrative and discretionary entitlements in the Planning Department for the mid-size, growing community of Santa Clarita. Prepared and delivered presentations to the Planning Commission and City Council.
- Managed the development of a residential subdivision (1,900 units) and commercial project (250,000 square feet) in the community of Valencia for the Planning Department.
- Daily interaction with members of the public on issues related to new construction projects, local zoning codes, regulations, and community related development issues.

CITY OF BELL GARDENS COMMUNITY DEVELOPMENT DEPARTMENT - Bell Gardens, CA
Planning Specialist/Intern (Jan 1998 - Aug 1998)

- Processed entitlement applications for various small residential and commercial tenant improvement projects.
- Completed issuance of business licenses for small and medium sized businesses in the community.
- Used Spanish-speaking skills to provide assistance to members of the public in this Latino community for planning and permit inquiries especially related to code enforcement issues.

CITY OF LA VERNE COMMUNITY DEVELOPMENT DEPARTMENT - La Verne, CA
Intern (Jan 1998 - Aug 1998)

- Collaborated in the design of a duplex for Habitat for Humanity built for 2 families within the community.
- Involved in updating the City's Zoning Map to be in compliance with zone changes that occurred in the City.
- Provided updated graphic illustrations and sketches to the City's General Plan document.

Education

UNIVERSITY OF SOUTHERN CALIFORNIA (Los Angeles, CA)

- Bachelor of Architecture (1996)

Certifications/Licenses

- Registered Architect, State of California
- LEED AP®
- NCARB
- OSHA 30-hr

Skills

- Microsoft Word, Excel, PowerPoint, Microsoft Project, AutoCAD, Sure Trak, Outlook, Prolog and Constructware.
- Bilingual (Spanish)

Awards

- Two City Commendations with the City of Santa Clarita for efforts with the City's Sign Compliance Program.
- American Planning Association (APA) Award for City of La Verne's General Plan Update.
- American Planning Association (APA) Award for City of Santa Clarita's Business Sign Compliance Outreach Program.

DR. ALEJANDRA VELEZ

EDUCATION & CREDENTIALS

Doctor of Education – University of Southern California	05/2012
Master of Special Education – Loyola Marymount University	05/2007
Bachelor of Arts in Politics & International Relations with Honors in French – Scripps College	05/2005
Administrative Credential – University of California Irvine	Conferred 06/2014
Special Education (Mild/Moderate) Multiple Subject Teaching Credential - LMU	05/2007
Bilingual Crosscultural, and Academic Development (BCLAD) Certified	05/2007

PROFESSIONAL/LEADERSHIP EXPERIENCE

Director of Special Education & Student Services June 2012-Present

Alliance College-Ready Public Schools (Alliance), Los Angeles, CA

- Developed and implemented organizational protocols and procedures to monitor special education services, program implementation and compliance with Federal and State mandates
- Coordinated, supervised and evaluated special education personnel
- Served as the organization's representative to the Special Education Local Plan Area
- Assisted with the development and monitoring of special education budget
- Wrote and was awarded a [REDACTED] grant to hire a Special Education Coach, two years in a row
- Co-wrote technology grants, and teacher grants that amounted to [REDACTED]
- Collaborated in the creation of the Special Education Framework for Effective Teaching and A Guide to Effective Teaching
- Observed and coached special education teachers in lesson design, implementation and classroom management using the Framework for Effective Teaching
- Planned and implemented professional development in special education, curriculum and assessment, and parent engagement to principals, teachers, office staff and parents

Assistant Principal/Dean of Culture 2011-2012

Partnerships to Uplift Communities (PUC Schools)/CALs Middle School, Los Angeles, CA

- Coached and evaluated all subject teachers in lesson design, implementation and management
- Collaborated in the development and implementation of individual and school-wide academic and behavioral interventions
- Coordinated the after school program, and developed Friday assemblies & parent engagement
- Co-developed and led the first mentoring program at the school

Special Education Coordinator 2008-2011

Green Dot/Ánimo Ralph Bunche (ARB), Los Angeles, CA

- Coordinated Western Association of Schools and Colleges (WASC) self-study report
- Planned and developed professional development to train high school teachers on effective teaching strategies for learning disabled children and ELL students
- Restructured department to better serve students with disabilities and to increase collaboration with other departments at the school. In the '09-'10 academic year 75% of students with special needs passed all their courses with a C or better
- Counseled students and parents to better support academic and social needs

- Clustered and scheduled students with special needs into appropriate courses based on their high school graduation path

Summer School High School Principal 2008

Green Dot/Ánimo Ralph Bunche (ARB), Los Angeles, CA

- Administered and lead a group of 12 teachers and 360 students during summer school where 95% of the students passed their summer courses
- Created a matrix of the courses that were offered based on students' needs
- Scheduled students into the appropriate classes based on credit deficiency needs

Spanish Teacher 2007-2008

Green Dot/Ánimo South Los Angeles (ASLA), Los Angeles, CA

- Created and developed Spanish curriculum and taught it to native and non-native students
- Accommodated Spanish curriculum and implemented research-based strategies

Special Education High School Teacher 2005-2007

Teach For America/Bell High School/LA Unified School District, Los Angeles, CA

- Created English, History, and Math curriculums for high school students at or below a 2.5 grade level in reading, writing and math
- Assisted general education teachers in the implementation of 10th grade English and Math curriculums that would better serve students in the Resource Specialist Program
- Tutored students in regular and special education in the areas of English, history, math and science

Commercial Service Analyst Summer 2004

U.S. Embassy, Commercial Service, Paris, France

- Performed market research of the e-commerce industry in France and wrote reports for potential U.S. investors
- Facilitated communication between U.S. companies supplying products and potential French buyers
- Translated market analysis and executive reports from French to English

AWARDS/SELECTED HIGHLIGHTS

- Fluent in Spanish and French
- Presenter at the Association of California School Administrators Conference (ACSA) 2012
- Gates Scholar 2001-2012
- USC Graduate School Dean Students' List 2009-2012
- Fulbright Recipient 2011
- Scripps College Academic Merit Award 2001-2005
- National Venture Scholar 1999

JORGE LUIS TORRES, Ed.D.

EDUCATIONAL LEADER

Counselor ~ Educator ~ Student Advocate

Has demonstrated over 13 years of preparation and experience pertinent to educational leadership, problem solving ability, technical proficiency and interest in critically assessing and improving current educational policies and practices through researched based pedagogy. Is self-motivated with high energy, initiative and focus. Has keen insight into the needs and views of others, able to listen to and identify issues or problem areas to form innovated solutions.

PROFESSIONAL EXPERIENCE

ALLIANCE COLLEGE-READY PUBLIC SCHOOLS, Los Angeles, CA 2013-Present

Director of College Counseling

- Oversee and lead the development of District's Counseling program, as it relates to the academic, personal/social and career domains for 15 high schools and 7 middle schools
- Lead monthly and quarterly Professional Development for Counselors and Support Personnel
- Created and implemented Counselor Rubric Performance Evaluation
- Created successful expansion of Alliance Mentoring Program (AMP) to support all High Schools' first year college alumni with first year retention
- Selected as 1 of 8 nationwide High Impact Partners with uAspire to deliver financial affordability training
- Lead member on a [REDACTED] planning grant from the Rosalinde & Gilbert Foundation to support our alumni with the transition to college
- Coordinate and lead district's Crisis Response Team unit, as it pertains to suicide prevention, deaths, and child abuse reporting mandates
- Supervise College Success Team that is comprised of 1 Alumni Tracker and 3 AMP Coordinators
- Coordinate and support schools through course approval processes for in-house course approvals, University of California, Advanced Placement, and NCAA
- Support schools with coordinating the Alliance Pre-College Admissions Testing Day (ACT Explore, ACT Plan & PSAT Administration)
- Serve on the Alliance Scholarship & College Success Committee – work with Board Members and Scholarship Committee Chair to schedule and develop meeting agendas, keep minutes, and develop new initiatives
- Prepare, present and create reports/agenda items and provides technical information to the Board, as requested by the Superintendent
- Works collaboratively with outside agencies and colleges to create new partnerships and services aimed at supporting school/student success
- Develop and maintain district policies and administrative regulations related to student support services adhering with state and federal law

PROFESSIONAL EXPERIENCE*(Continued)*

LAWNDALE HIGH SCHOOL, Lawndale, CA

2011-2013

School Counselor

- Counsel over 500 students, providing them with career, personal and academic guidance
- Created RTI/SWPBIS interventions that increased student performance
- Developed researched based intervention to decrease student fail rate on campus. Results saw an increase in appropriate student behaviors i.e. student initiated conferences with teachers regarding their performance, became “active learners” and monitoring their performance through student portal. Ultimately, these behaviors led to a 67% decrease of students failing 3 or more courses
- Served as Administrator for student Individual Educational Plan meetings (IEPs)
- Conducted, created and managed 504 Plans, providing students with accommodations
- Lead Student Study Team (SST) intervention team meetings for students struggling academically
- Coordinated College Summit Program, responsible for keeping everyone aligned with the overall school strategy. Work closely with College Summit staff, teachers to lead on those activities that contribute to the college-going culture of the school and that go beyond a single classroom, including peer leader recruitment strategy, teacher recruitment strategy and parent night coordination
- Organized FAFSA/Cal-Grant/“Cash for College” programs on-site that increased the amount of students receiving financial aid and scholarship money
- Organized and created student college, career and financial aid events on campus
- Served as liaison for university and college representatives
- Conferenced and consulted with teachers and parents, as necessary regarding student performance

LEUZINGER HIGH SCHOOL, Lawndale, CA

2002-2011

School Counselor

- Provide academic, personal and social guidance to a caseload of over 500 students
- Through interventions, community outreach, and other diligent efforts I employed, our school community saw an improvement in overall performance: 24% graduation rate increase, 23% more students enrolled in Advanced Placement (AP) courses, 21 more AP test takers, 56% decrease in students dropping out, and 100 fewer truancies
- Established “Cash for College” program on-site through a partnership with the Los Angeles Area of Chamber and Commerce. This program increased the amount of students receiving financial aid and scholarship money to attend college. I served as Site Captain
- Member of Leuzinger's Restructuring Team that helped to develop a school wide Advocacy Class that ensures that all students have an advocate and receive lessons in the academic, career, and personal/social domains

PROFESSIONAL EXPERIENCE

(Continued)

- Member of school district’s Academic Steering Committee that oversaw, reviewed, and implemented academic programs for schools in the district
- Served as a member of the Olympian Leadership Team that addresses school site issues
- Served as Individual Educational Planning (IEP) Administrator Designee
- Created a college-going culture on-site, which has lead to an increase in the amount of students attending four-year universities with an increase of 50 more students being admitted
- Administered College Peer Counseling Program, as I mentored, trained, and oversaw this developed program on campus
- Served as school’s Advancement Via Individual Determination (AVID) Counselor to provide academic guidance to college bound students
- Recipient of award winning support personnel academy report card (SPARC) “Diamond Best in the West Award” for schools receiving an academy award five years in a row

UNIVERSITY CALIFORNIA, LOS ANGELES, Los Angeles, CA 2006-2009

Undergraduate Admissions Reader

- Reviewed, evaluated and scored undergraduate admission applications
- Successfully completed UCLA certification process

EDUCATIONAL TESTING SERVICES, Lawndale, CA 2004-2008

SAT Test Supervisor

- Oversaw and administered SAT testing program at Leuzinger High School. Responsible for recruiting, hiring, managing and training staff
- Students taking the SAT have more than doubled since the inception of this program on campus. Have also allocated students with test fee waivers for all students

ACT, Lawndale, CA 2005-2008

ACT Test Supervisor

- Responsible for all aspects of test administration, manage, hire, train and recruit staff

EL CAMINO FAMILY FOSTER CARE AGENCY, Pico Rivera, CA 2000-2002

Foster Care Social Worker

- Administered case management services to foster children
- Created and managed individualized treatment plans for minors addressing their personal, social/emotional, physical and academic needs
- Supervised and assisted foster parents to carry out treatment plan and other support services for foster children
- Consulted with foster parents and children regarding behavioral and psychosocial adaptation

PROFESSIONAL EXPERIENCE

(Continued)

- Consulted and carried out treatment plan/court ordered minutes with assigned County Social Worker (CSW) and Judge
- Monitored and ensured appropriate standards of care provided by foster parents to foster children

INTERNSHIPS

ELIZABETH LEARNING CENTER, Cudahy, CA 2002

School Counseling Intern

- Provided academic, career, and personal/social guidance to middle and elementary school students
- Conducted group and individual counseling to students and parents

SOUTHERN CA DRUG & ALCOHOL PROGRAMS, Downey, CA 2000

Group Counselor

- Served as alcohol and drug group leader
- Created and established curriculum
- Delivered group presentations and delivered lessons for scheduled meetings

EDUCATION

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, CA 2008-2011

Doctor of Education

- Educational Leadership

CAL STATE UNIVERSITY, LOS ANGELES, Los Angeles, CA 2000-2002

Master of Science Degree in Counseling

- Pupil Personnel Services Credential with advanced authorizations in School Counseling and Child Welfare and Attendance Services
- Applied Behavior Analysis Certificate

CAL STATE UNIVERSITY, LOS ANGELES, Los Angeles, CA 1996-2000

Bachelor of Arts Degree in Social Work

- Dean’s List

ADMINISTRATIVE SERVICES CREDENTIAL 2010

- Certificate of Eligibility

PROFESIONAL LICENSURE

Licensed Professional Clinical Counselor

May 2014

PROFESIONAL DEVELOPMENT

- California LPCC Law and Ethics (jurisprudence) Exam
- National Counselor Examination (NCE)
- National Clinical Mental Health Counselor Examination, (NCMHCE)
- California Association of School Counselors, Western Association for College Admission Counseling, Dream Deferred: The Future of African-American Education, University California Counselor Conference, Cal State University Counselor Conference,
- AVID Summer Leadership Institute, Eliminating Barriers, SPORT Project

HONORS/AWARDS

- Western Association for College Counseling Conference Scholarship \$75 (2011)
- Kelly Reilly Scholarship \$1,500 (2010)
- Donald Golder Memorial & Emery & Joyce Stoops Scholarship Recipient \$2,000 (2009)
- Letter of recognition for “Cash for College” from Assemblymember Karen Bass Speaker of the Assembly, California’s 47th Assembly District (2009)
- Yearbook Dedication, Leuzinger High School (2008)
- Congressional Hispanic Caucus Institute (CHCI) Scholarship Recipient \$5,000 (2008)

WORLD LANGUAGES

English (fluent: speak, read, write and translate)

Spanish (fluent: speak, read, write and translate)

PROFESSIONAL AFFILIATIONS

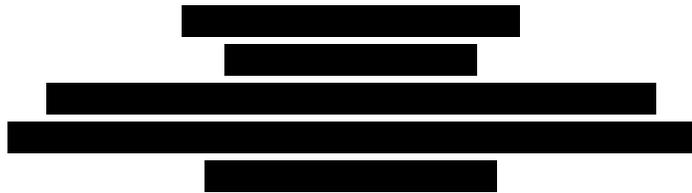
California Association of School Counselors~ Member

California Association for Licensed Professional Clinical Counselors~ Member

REFERENCES

- Maria Bravo~ Project Director III, Los Angeles County Office of Education, [REDACTED]
 Kelly Santos~ Director Curriculum and Instruction, CVUHSD, [REDACTED]
 Dr. Rosalyn Varee~ Associate Principal, Lawndale High School, [REDACTED]
 Vince Bravo~ Consultant II, Los Angeles County Office of Education, [REDACTED]
 Pamela Brown ~ Associate Principal, Leuzinger High School, [REDACTED]
 Dr. Stephen Nellman~ Principal, Loyde Continuation High School, [REDACTED]
 Anita Ravi~ Chief Academic Officer, Alliance College-Ready Public Schools, [REDACTED]

MARY LOUISE SILVA



PROFESSIONAL EXPERIENCE:

**Alliance for College-Ready Public Schools
Director, Parent-Community Engagement**

April/2005 - Present

- Uphold the Alliance core value of working in partnership with parents by overseeing parent engagement and community outreach activities for 26 Los Angeles secondary “charter” schools.
- Provide on-going technical assistance and professional development opportunities to assist school administrators, teachers, counselors, and staff with successfully planning, implementing, and evaluating parent engagement activities.
- Develop and deliver parent education curricula (as part of the Parent Leadership Academy Workshop Series) at Alliance schools to support college readiness and completion.
- Develop marketing plans and execute outreach strategies to fulfill enrollment at new and existing Alliance schools.
- Collaborate with parent advocacy groups and lead Alliance wide parent advocacy activities.
- Develop community partnerships and leverage resources to bring needed educational and social resources for Alliance students and families.
- Serve as the “Chief of Staff” for the School Board of each Alliance school.
- Prepare proposals and reports for schools, funders, and Board of Directors.
- Plan special conferences and events.

UCLA Extension

**Department of Education
Instructor**

July 2011 - Present

- Serve as an Instructor for EDUC X430.1 *Parent Development with an Emphasis on Raising Children for School and Life Success* (the first course for UCLA Extension Parent Education and Training Certificate Program)

**Children’s Center of the Antelope Valley, Early School Readiness Initiative
April/2005**

08/2004 –

Transition Coordinator

- Coordinated, implemented, and monitored community-wide transition activities and services in the Antelope Valley.
- Collaborated with several districts to integrate and lead transition efforts.
- 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.
- Planned and implemented kindergarten round-up activities and early school readiness summer bridge program.
- 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 8 program and administrative staff members.

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 for educationally disadvantaged students from LA County.
- Managed a \$2.5 million budget; the 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 five 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 four 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.
- Developed and implemented a standard national curriculum.
- Developed budget projections and initiated program expenditure controls.

- Prepared quarterly financial and annual reports.
- Established evaluation mechanisms.
- Served as the development officer.
- Supervised eight 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
12/1993**

07/1992 –

- 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.

COMMUNITY BOARDS

Genesis LA

08/2011-Present

Community Advisory Board Member

- Genesis LA is a non-profit economic growth corporation that brings capital and capacity into inner city neighborhoods to finance new developments which allow residents to obtain services, secure jobs, and find affordable housing in their own neighborhoods.

SKILLS:

- Expert in building school/parent partnerships
- Excellent leadership and program management skills
- Outstanding presentation and training skills
- Excellent community organizing experience
- Excellent relationship building skills
- Strong grant writing skills
- Fluent in Spanish

EDUCATION:

- University of Southern California, MPA/Masters of Public Administration – 1995
- University of California, Los Angeles, BA/History – 1991

REFERENCES:

- **Dave Linzey**
Executive Director at Clayton Valley Charter High School
[REDACTED]
[REDACTED]
- **Dr. Jovan Jacobs**
SELPA Director for Compton School District
[REDACTED]
[REDACTED]
- **Laura Galvan**
Director of Teacher Residency for Alliance College-Ready Public Schools
[REDACTED]
[REDACTED]

Jonathan Tionqco

SUMMARY OF QUALIFICATIONS

- A **transformative leader**, serving as a former Director of Instruction, directly responsible for changing the culture of a once-failing school and leading it to its highest API results in organization history, a 9 out of 10 similar schools statewide ranking, and a 5-year district renewal.
- An **innovative educator**, recognized by Microsoft as a United States Innovative Teacher and acknowledged for exceptional teaching practices by school and district personnel; presented at various educational conferences and facilitates professional development promoting project-based learning, technology integration, and the use of multimedia, music, mnemonics, and movement.
- A **community builder**, collaborating with community partners to provide free home computers for families; increase school-based technology and resources; improve student achievement through after school programming, supplemental educational services, enrichment, and service learning; and support and lead bilingual parent education classes and workshops.
- A **lifelong learner**, pursuing training and education in the areas of international leadership, multiple intelligences, school law, education policy and reform, technology integration, English learner support, response to intervention, service learning, and data driven instruction.
- A **mascot**, full of energy and enthusiasm, creating school slogans, cheers, songs, acronyms, advertisements, activities, programs, and events. Represents and serves school communities with passion, integrity, and respect.

CREDENTIALS

Tier II Professional Clear Administrative Services Credential	In Progress
Tier I Preliminary Administrative Services Credential	Exp. December 2014
Professional Clear Multiple Subjects Teaching Credential	Exp. December 2014

EDUCATION

Teachers College, Columbia University

- Masters of Arts in Computing in Education, 2007 - 2009; GPA - 4.00

University of California, Los Angeles (UCLA)

- Bachelor of Arts in Sociology, 2001 - 2005; Major GPA - 3.26

EXPERIENCE

ALLIANCE COLLEGE-READY PUBLIC SCHOOLS: LOS ANGELES, CA **2013 - PRESENT**

Director of BLAST Implementation

- Direct and supervise the Blended Learning for Alliance School Transformation (BLAST) programs, initiatives, and best practices.
- Create a BLAST Schools professional learning community and develop culture of collaboration and communication among school leaders and teachers from across the network.
- Coordinate and facilitate professional development around the BLAST signature practices to support effective teaching and learning and raise student achievement.
- Manage, supervise, and evaluate use of digital content. Maintain positive vendor relationships.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL: LOS ANGELES, CA **2010 - 2013**

Director of Instruction

- Direct instructional programming to address school's learning outcomes: technology-

integration, project-based learning, and active citizenship.

- Recruit, hire, train, and evaluate all certificated teaching staff members.
- Supervise ongoing teacher professional development by providing feedback on weekly lesson plans, observing daily classroom instruction, and facilitating teacher trainings and meetings.
- Collaborate in creation of academic calendar, teaching schedule, and bell schedule.
- Create and implement “Be MORE” school-wide positive behavior support program.
- Manage, generate, and report data regarding student achievement, testing information, parent involvement, and discipline infractions.
- Oversee the successful implementation of grant-funded programs through partnerships with Youth Policy Institute, Computers For Youth, National Council of La Raza, AmeriCorps, and the Cesar Chavez Foundation.
- Coordinate student recruitment efforts by facilitating community orientations, leading bilingual campus tours for families, and organizing distribution of informational brochures and flyers.

BERT CORONA CHARTER SCHOOL: ARLETA, CA

2006 - 2010

Lead Teacher & Technology Coach

- Serve as a Lead Teacher and On-Site Support Provider to facilitate organization’s instructional hallmarks and objectives. Facilitate grade level meetings and coordinate grade level events.
- Execute state funded, California Department of Education Enhancing Education Through Technology (EETT) grant at BCCS.
- Develop advanced proficiency in Microsoft Office (Word, PowerPoint, and Excel), iLife (iMovie, GarageBand, iPhoto, iWeb, Comic Life), iWork (Pages, KeyNote), Google Applications (E-mail, Drive, Calendar), and other Web 2.0 tools (wikis, blogs, podcasts, etc.)
- Plan and facilitate professional development workshops in best practices in teaching with technology for teaching staff. Train teachers to use various educational technologies (i.e. web design, digital portfolio creation, presentation software, communications, video editing, web 2.0 tools, technology resource management, etc.).

Multiple Subjects Teacher

- Create, design, and implement standards-based instruction in 6th - 8th grade English-Language Arts, Social Studies, Communications, and Leadership using Strategic Design principles.
- Maintain an interactive class website to increase home-to-school communication and classroom participation.
- Create “Go Bert” motto and culture for the school, teachers, students, and families.
- Participate in professional development including: Success For All Reading Program and the Member Center, Strategic Design, Thinking Maps, Readers & Writers Workshop, Service Learning, IEP Accommodations and Modifications, and SDAIE Strategies for ELL Students.

PROFESSIONAL CERTIFICATES

- Thailand for School Leaders *Certificate in International Leadership* (2010)
- Harvard Graduate School of Education *Using Multiple Intelligences as a Tool to Help Students Learn* (2010)
- United States Microsoft Innovative Teacher (2009)
- Teachers College School Law Institute Certificate of Completion (2008)
- Teachers College Writer’s Institute Certificate of Completion (2008)

HONORS & ACTIVITIES

- Coalition of Essential Schools Presenter for Looking at Student Work (2009)
- Computer-Using Educators Conference Student Showcase Presenter (2008 - 2010)
- Students Run Los Angeles Marathon Primary Leader (2008-2010)
- Cesar Chavez Club Coordinator (2006-2010); State Featured Service Club for Youth Service California (2008)
- Capital One Mascot All-American for UCLA (2005)

BEN P.Y. WANG, CPA, MBA

EDUCATION AND CERTIFICATION

- University of Southern California – *Master of Business Administration* – emphasized in Corporate Finance and Investment and Financial Market, 2013
- California State University, Fullerton – *Bachelor of Business Administration* – emphasized in Accounting, 2007
- California Board of Accountancy, *Certified Public Accountant*, currently active. Certificate Number: 107975
- Association of Certified Fraud Examiners, currently active member. Member Number: 575912

WORK EXPERIENCE

Alliance College-Ready Public Schools – Los Angeles, CA

Controller – May 2012 ~ Current

Accounting Manager – January 2010 ~ May 2012

ACCOMPLISHMENTS

- Developed the audit preparation process including review steps, audit working papers, pre-audit internal testing and training to staff on auditing procedures. This resulted in a decrease of audit adjustments from 46 in FY2009 to zero.
- Designed and implemented the entire internal control structure from the ground up successfully reducing the number of financial deficiencies uncovered by auditors from five in FY09 to zero.
- Redesigned the accounts payable process to ensure school site approval, improve turn-around time, increase staff efficiency and improve vendor relationships. Reformed the payroll process to enhance efficiency and accuracy by automating payroll entries and STRS/PERS reporting.
- Designed and implemented a standard quarterly financial package for the Board of Directors, internal financial statement package including all supporting Statement of Financial Position and Statement of Activities, and monthly financial reporting package to schools including budget vs actual reporting and analysis.
- Developed entire budgeting process used by all Alliance entities including development of annual budget model with the ability to make real-time updates and calculations, defined employee/principal roles in the budget process, managed planning timeline, accounted for multiple scenarios of state funding cuts, and automated the budget data upload into the accounting system.
- Cultivated a department culture of collaboration, communication, transparency and trust. This resulted in an increase of department satisfaction survey from 45% in FY09 to 98% in FY13 and a significant decrease in staff turnover.

RESPONSIBILITIES

- Preparing and reviewing monthly combined and consolidating financial statements and compliance reporting for the central organization with 8 departments, 28 individually-operating schools and 22 real estate holding limited liabilities Companies including monthly accruals, closing entries, and analyses of general ledger accounts for accuracy and ensuring all accounts are properly reconciled.
- Organizing and preparing quarterly audit committee packet including combined quarterly financial statement and variance analysis, quarterly cash flow statement, inter-company loan balance, quarterly budget-versus-actual and variance analysis, and consolidating financial statements.
- Monitoring 28 individually-operating schools fiscal responsibilities to meet Federal, State, and Local compliance requirements and to monitor internal control over fiscal practices.
- Utilizing strong technical abilities to organize, plan, and prepare for annual financial and A-133 audit, achieving zero audit findings and zero internal control deficiencies.
- Reconciling complex strategic financing transactions and evaluating its potential financial and operational impacts by understanding the nature of the transaction and generating schedules of debt service, rent payment, deferred rent, bond discount, bond reserve payment, and covenants.

BEN P.Y. WANG, CPA, MBA

WORK EXPERIENCE (CONTINUED)

Alliance College-Ready Public Schools – Los Angeles, CA

Controller – May 2012 ~ Current

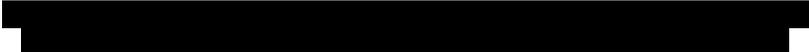
Accounting Manager – January 2010 ~ May 2012

- Working with Vice President of Finance to design, implement, and monitor internal control policies over all aspects of accounting, fundraising, facility management, and operation functions.
- Working with School Principals and other representatives for all budgeting, accounting, and expenditure monitoring matters to ensure fiscal sustainability and budgeting and analyzing cash flow by applying and obtaining understanding of Federal, State, Local, and private grants and contributions.
- Supervising and providing trainings to compliance manager, general ledger accountants, accounts payable clerks to ensure projects are completed in a timely manner and to provide essential accounting knowledge to complete the tasks.
- Demonstrating ability to lead, build, and manage an effective team by utilizing strong and effective interpersonal and communication skills and guiding financial decisions by establishing, monitoring, and enforcing policies and procedures.
- Strengthening accounting department moral by screening, interviewing, hiring, and retaining qualified accounting staff member and by tailoring personal goals to fit with departmental targets and company mission.
- Creating internal-use manuals for staff in regards to various reporting and reconciliation schedules, such as payroll and employee benefit reconciliation, Federal grants reporting, private grants reporting, invoice coding and description, journal entry template and description, to standardize reporting and documentation description.
- Leading joint projects with other departments, including operation, fundraising, administrative, instructional, and facility management by utilizing effective communication and technical reconciliation skills while maintaining and monitoring internal control using sound professional judgment and providing constructive strategies to streamline operating process.
- Acting as the legal liaison by working closely with external legal advisors and attorneys to ensure adequate and proper legal documents for compliance requirements, strategic financing transactions, and internal governance.
- Building and strengthening relationships with external business partners such as bankers, lenders, vendors, other charter management executives to extend a well-rounded network and connections.
- Exercising high level of professional ethics and personal and professional integrity.

SingerLewak LLP – Los Angeles, CA

Semi-Senior Audit Associate – November 2007 ~ December 2009

- Performed attestation engagements including audit, review, and compilation on publicly-traded companies, privately-held companies, and non-for-profit organizations in accordance with auditing standards generally accepted in the United States of America (“GAAS”).
- Performed Single Audit, including OMB Circular A-133 and OMB’s Compliance Supplement and guidance, to various public benefit corporations in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States.
- Prepared audit report with financial statements, cash flow statements, notes to financial statements, and supplemental information including consolidating financial statements and audit finding and recommendation in accordance with generally accepted accounting principles (“GAAP”).
- Reviewed audit working papers prepared by staff and provided professional guidance and comment to facilitate staff development.
- Presented financial statements with internal control findings and recommendations to clients’ senior management team and audit committee.
- Planned and closely monitored engagement progress to ensure engagement flow and deadline are satisfied.
- Worked effectively within given budgetary parameters and assisted staffs prioritizing and managing their workloads.
- Performed other accounting, auditing, tax duties, and litigation supports as needed in engagements and as assigned by supervisory personnel.



BEN P.Y. WANG, CPA, MBA

WORK EXPERIENCE (CONTINUED)

e-Fang Accountancy Corporation - Industry, CA

Staff Accountant - October 2005 ~ October 2007

- Recorded transactions in ledgers, prepared trial balances and financial statements using computer software program.
- Performed schedule computations of accruals, property and equipment, and calculated depreciation expenses.
- Prepared payroll tax, sales, and other local tax and certain personal income tax returns.
- Reconciled accounts to control accounts.
- Analyzed the companies' year-end financial statements.
- Prepared corporate, partnership, non-for-profit, and individual tax returns.
- Generated monthly payroll to clients and payroll-related reports to IRS and Franchise Tax Board.

SOFTWARE EXPERTISE

- | | |
|------------------------------|--------------------------|
| ▪ Microsoft Excel | ▪ Intuit Quicken |
| ▪ Microsoft Word | ▪ Peachtree |
| ▪ Microsoft PowerPoint | ▪ LotusNotes |
| ▪ SAGE MIP | ▪ LaCerte |
| ▪ Financial Edge – Blackbaud | ▪ UltraTax |
| ▪ T-Value | ▪ RIA Checkpoints |
| ▪ CaseWare | ▪ BNA Fixed Assets |
| ▪ ProSystem FX Engagement | ▪ JMP Statistical System |
| ▪ Intuit QuickBooks | ▪ ACL Sampling |



BOARD OF DIRECTORS

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.

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.

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 is the CEO of The Teaching Channel, which is a website offering a growing library of short videos to inspire K-12 teaching. Previously, he was President of the eEducation Group, where he served as the Chief e-Learning and strategic consultant to many of the nation's top Universities and School Districts, and the Founder and Chairman of OnlineLearning.net, the leading online continuing education provider when it was sold to Sylvan. He currently is a Board Member for Facing History and Ourselves and the LA Area Chamber of Commerce, has served on California's State Board of Education, as Chair of California's Postsecondary Education Commission, a U.S. Secretary of Education appointee to the Congressional Web Education Commission, President of LA's Children, Youth and Families Commission, and Chairman of LA City's Information Technology Agency.

Judy Ivie 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. 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.

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.

Joseph Drake

Joseph Drake is co-founder and president of Good Universe, an independent full-service motion picture financing, production and global sales company. Drake formed the company in May 2012 with former Mandate Pictures partner Nathan Kahane. Drake and Kahane formed Good Universe with a two pronged feature film strategy. A franchise-building strategy Drake pioneered as president of the Lionsgate motion picture group, which resulted in global box office, hits *The Expendables* and global juggernaut *The Hunger Games* franchise. In addition to



franchises, Good Universe will continue to focus on the kinds of niche movies that brought acclaim and significant profitability for its predecessor company Mandate Pictures such as the highly profitable global box office success Juno, which garnered a host of accolades including an Academy Award® for Best Original Screenplay and three additional Oscar® nominations. Drake founded Mandate Pictures in 2001. That same year Drake made Kahane a partner and together they formed a separate joint venture with Sam Raimi and Rob Tapert, Ghost House Pictures, which continues to be a leader in the horror genre. In 2007 the partners sold Mandate Pictures to Lionsgate. Following the acquisition of Mandate, Drake transitioned into his role as president of the Lionsgate motion picture group and co-chief operating officer of Lionsgate, while maintaining his role as CEO of Mandate Pictures. Earlier in his career, Drake served posts at Rysher Entertainment, Senator International, Lionsgate International, and Moviestore Entertainment.

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.

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 for Universal Operations Risk Management, LLC. Previously, he served as 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. 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.



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 ecommerce 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.

Richard Riordan

The Honorable Richard Riordan served as Mayor of Los Angeles from 1993-2001, succeeding long-term Mayor Tom Bradley. As the former Los Angeles Mayor and California Secretary of Education, Mr. Riordan brings expertise in managing the politics of change, as well as relationships with key decision makers that help the Alliance network grow and expand the opportunity for quality education to students across Los Angeles. Mr. Riordan received a B.A. in Philosophy from Princeton University, after which he served in the Korean War as a United States Army Field Artillery Officer. After leaving the Army, he earned a J.D. from the University of Michigan, and held a successful career as an attorney and businessman, forming the law firm of Riordan & McKinzie in the early 1970s. Today, Mr. Riordan serves as Chairman of The Riordan Foundation. Originally established to support the development of early literacy



skills in young children, The Riordan Foundation's focus has expanded over the last 30 years to include educational technology integration initiatives that equip schools with the resources necessary for students of all backgrounds to compete successfully in the modern workplace.

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 in 1986 and became a General Partner in 1991. Prior to joining the firm, Mr. Simmons was a Vice President in the Los Angeles office of Bankers Trust Company, specializing in lending to leveraged buyouts. From 1978 to 1984, Mr. Simmons held other key positions with Bankers Trust, which included responsibility for middle market lending in Southern California and serving in the Commercial Banking Group in New York City. Mr. Simmons graduated cum laude with a bachelor's degree from Williams College in 1978 and received his master's degree in business administration from New York University in 1982.

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 nonprofit 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.

Rachel Kaganoff Stern

Mrs. Kaganoff Stern currently serves as Vice President of The Junior Statesmen Foundation. She has served on the Board of Directors of the Planned Parenthood Advocacy Project for the past six years. She is a former Co-Chair and member of the Executive Board of the Los Angeles based Women's Political Committee - the second largest women's PAC in the country, which, in its 30-year history, has contributed over 2 million dollars to women candidates for office. She serves on the Steering Committee of The Women in Leadership Initiative at Princeton University. Mrs. Kaganoff Stern also writes the food blog "Inside the Kaganoff Kitchen". Mrs. Kaganoff Stern spent 15 years as an Associate Political Scientist at the RAND Corporation in Santa Monica. She worked across a number of research areas including health care, civil justice, and national security policy. Her primary responsibilities were to design and implement case studies. Her final project at RAND was a two-year study evaluating the strengths and weaknesses of the programs used to compensate losses resulting from the September 11 Terrorist Attacks. Prior to working at RAND, Mrs. Kaganoff Stern spent two years working as a researcher at the Institute for Defense Analyses in Washington, D.C. She also had a brief but exciting stint working as a researcher for the Senate Select Committee on Secret Military



Assistance to Iran and the Nicaraguan Opposition (more commonly known as the "Iran-Contra Committee"). Mrs. Kaganoff Stern graduated magna cum laude with an A.B. in Politics from Princeton University and has a master's degree in Public Policy from Duke University.

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.

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.

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)

Alliance Replication Project
ED-GRANTS / 84.282M

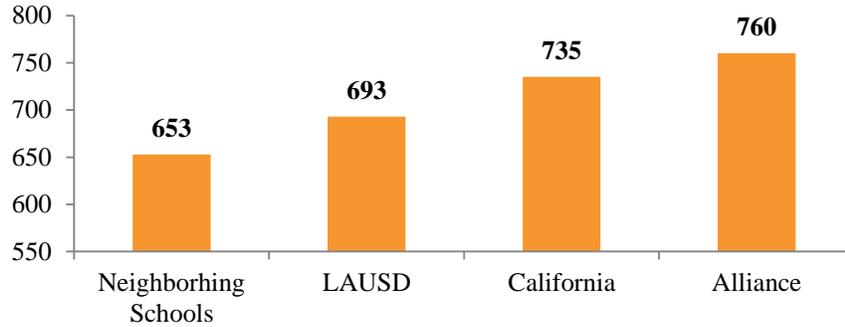
SCHOOLS OPERATED BY APPLICANT: Alliance College-Ready Public Schools					
Name	Grade Levels Currently	Grade Levels at Capacity	Address	Separate Charter	Charter Authorizer
Alliance Gertz-Ressler High School	9th-12th	9th-12th	2023 S. Union Avenue, Los Angeles, CA 90007-1326	Yes	Los Angeles Unified School District
Alliance Judy Ivie Burton Technology Academy High School	9th-12th	9th-12th	10101 South Broadway Street, Los Angeles, CA 90003	Yes	Los Angeles Unified School District
Alliance Collins Family College-Ready Academy High School	9th-12th	9th-12th	2071 Saturn Avenue, Huntington Park, CA 90255-	Yes	Los Angeles Unified School District
Alliance Marc and Eva Stern Math & Science School	9th-12th	9th-12th	5151 State University Drive, Los Angeles, CA 90032	Yes	Los Angeles Unified School District
Alliance Dr. Olga Mohan High School	9th-12th	9th-12th	644 West 17th Street, Los Angeles, CA 90015	Yes	Los Angeles Unified School District
Alliance William and Carol Ouchi High School	9th-12th	9th-12th	5355 South 5th Avenue, Los Angeles, CA 90043	Yes	Los Angeles Unified School District
Alliance Patti and Peter Neuwirth Leadership Academy	9th-12th	9th-12th	4610 South Main Street, Los Angeles, CA 90037	Yes	Los Angeles Unified School District
Alliance Environmental Science & Technology High School	9th-12th	9th-12th	2930 Fletcher Drive, Los Angeles, CA 90065	Yes	Los Angeles Unified School District
Alliance Health Services Academy High School	9th-12th	9th-12th	12226 South Western Avenue, Los Angeles, CA 90047	Yes	Los Angeles Unified School District
Alliance Media Arts & Entertainment Design High School	9th-12th	9th-12th	113 South Rowan Avenue, Los Angeles, CA 90063	Yes	Los Angeles Unified School District
Alliance Tennenbaum Family Technology High School	9th-12th	9th-12th	2050 North San Fernando Road, Los Angeles, CA 90065	Yes	Los Angeles Unified School District
Alliance Cindy & Bill Simon Technology Academy High School	9th-12th	9th-12th	10720 Wilmington Avenue, Los Angeles, CA 90059	Yes	Los Angeles Unified School District
Alliance College-Ready Academy High School 16	9th-12th	9th-12th	1575 West 2nd Street, Los Angeles, CA 90026	Yes	Los Angeles Unified School District

Alliance Replication Project
ED-GRANTS / 84.282M

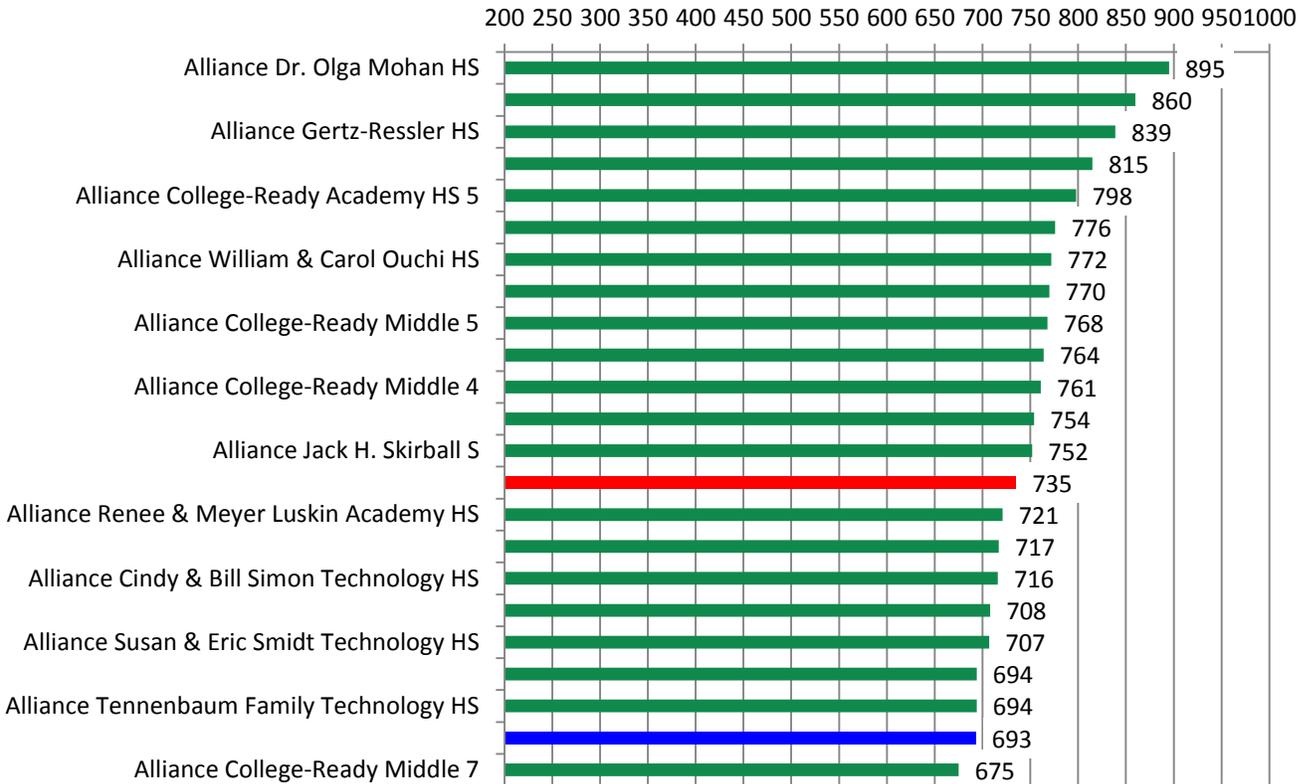
SCHOOLS OPERATED BY APPLICANT: Alliance College-Ready Public Schools					
Name	Grade Levels Currently	Grade Levels at Capacity	Address	Separate Charter	Charter Authorizer
Alliance Renee & Meyer Luskin Academy High School	9th-12th	9th-12th	2941 West 70th Street, Los Angeles, CA 90043	Yes	Los Angeles Unified School District
Alliance Susan & Eric Smidt Technology High School	9th-11th	9th-12th	211 South Avenue 20, Los Angeles, CA 90031	Yes	Los Angeles Unified School District
Alliance Richard Merkin Middle School	6th-8th	6th-8th	2023 S. Union Avenue, Los Angeles, CA 90007-1326	Yes	Los Angeles Unified School District
Alliance Christine O'Donovan Middle School	6th-8th	6th-8th	5355 South 4th Avenue, Los Angeles, CA 90043	Yes	Los Angeles Unified School District
Alliance Jack H. Skirball Middle School	6th-8th	6th-8th	603 East 115th Street, Los Angeles, CA 90059	Yes	Los Angeles Unified School District
Alliance College-Ready Middle Academy 4	6th-8th	6th-8th	9719 South Main Street, Los Angeles, CA 90003	Yes	Los Angeles Unified School District
Alliance College-Ready Middle Academy 5	6th-8th	6th-8th	211 South Avenue 20, Los Angeles, CA 90031	Yes	Los Angeles Unified School District
Alliance College-Ready Middle Academy 7	6th-8th	6th-8th	2941 West 70th Street, Los Angeles, CA 90043	Yes	Los Angeles Unified School District
Alliance College-Ready Middle Academy 12	6th & 7th	6th-8th	100 East 49th Street, Los Angeles, CA 90011	Yes	Los Angeles Unified School District

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

API COMPARISONS:



**2013 Academic Performance Index (API)
Alliance Among High Schools and Middle Schools
in Los Angeles Unified School District**



**THREE YEAR API TRENDS
WITH COMPARISON TO NEIGHBORING LAUSD SCHOOLS**

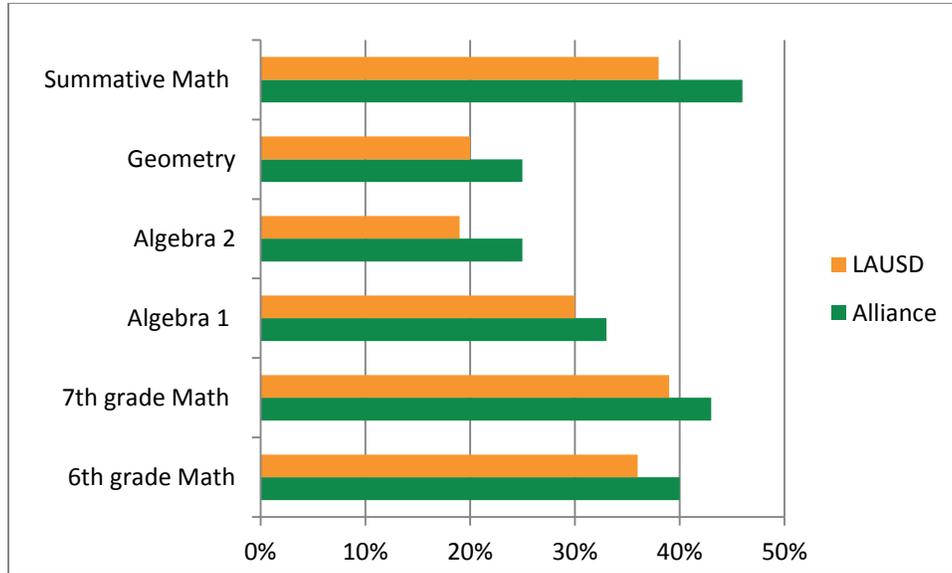
Alliance Schools have continued to see overall gains in their API, the state school-wide measure of student academic performance based on the California Standards Test (CST). In addition to Alliance schools ranking among the top performing schools in Los Angeles, 100% of Alliance schools outperform the traditional public schools closest to Alliance schools.

School	10-11	11-12	12-13	Neighboring School, 12-13
High Schools				
Alliance Gertz-Ressler High School	842	838	839	667
Alliance Judy Ivie Burton Technology Academy High School	715	737	754	608
Alliance Collins Family College-Ready High School	790	782	815	695
Alliance Marc and Eva Stern Math Science School	809	785	776	645
Alliance Dr. Olga Mohan High School	894	883	895	650
Alliance William and Carol Ouchi High School	764	773	772	632
Alliance Patti & Peter Neuwirth Leadership Academy	770	765	798	621
Alliance Environmental Science and Technology High School	881	871	860	749
Alliance Health Services Academy High School	683	713	717	617
Alliance Media Arts and Entertainment Design High School	706	684	694	662
Alliance Tennenbaum Family Technology High School	N/A	628	694	690
Alliance Cindy and Bill Simon Technology Academy High School	625	639	715	642
Alliance College-Ready Academy High School 16	N/A	748	770	670
Alliance Renee and Meyer Luskin Academy High School	N/A	N/A	712	599
Alliance Susan and Eric Smidt Technology High School	N/A	N/A	707	647
Middle Schools				
Alliance Richard Merkin Middle School	758	748	764	712
Alliance Jack H. Skirball Middle School	699	751	752	618
Alliance Christine O'Donovan Middle School	704	720	708	652
Alliance College-Ready Middle Academy 4	786	777	761	632
Alliance College-Ready Middle Academy 5	713	768	768	727
Alliance College-Ready Middle Academy 7	633	686	675	628

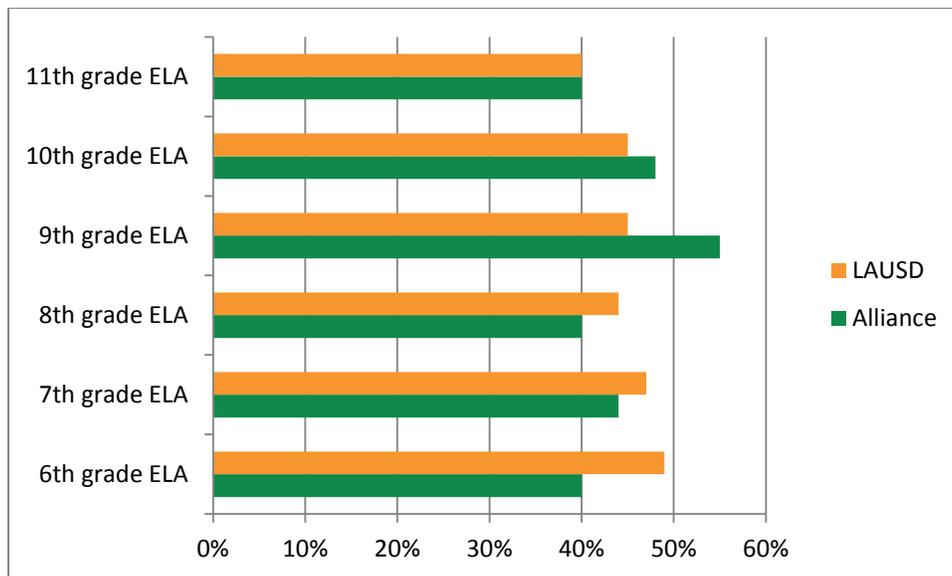
ALLIANCE STUDENTS PROFICIENT OR ADVANCE VS. LAUSD

Alliance students continue to show growth in students scoring proficient or advanced on the California Standards Test (CST) at rates higher than their peers in LAUSD. Alliance students consistently outperformed their LAUSD peers in mathematics, the sciences and in history and social studies.

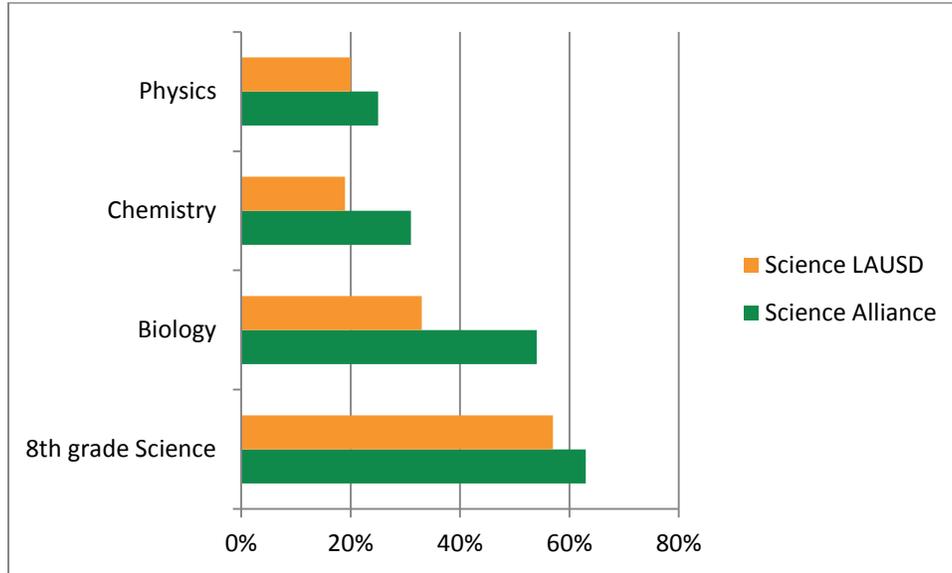
CST - Mathematics



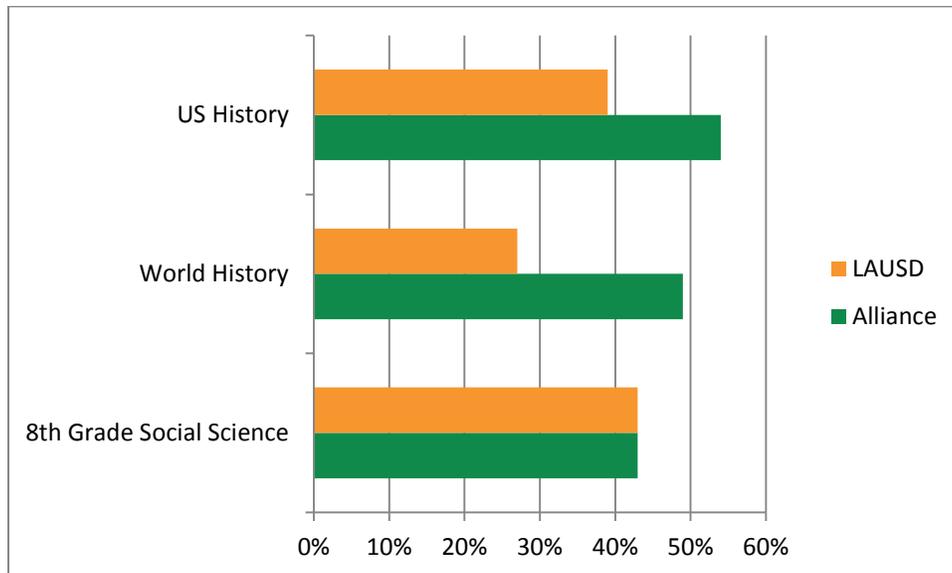
CST - English Language Arts



CST - Sciences



CST - History & Social Sciences



CAHSEE

Alliance students significantly outperform their peers in LAUSD and at the state, overall and by sub-group, on passing the California High School Exit Exam (CAHSEE) on the first attempt. All students must take and pass the CAHSEE in English and Math to graduate from high school. The test is first administered in the 10th grade.

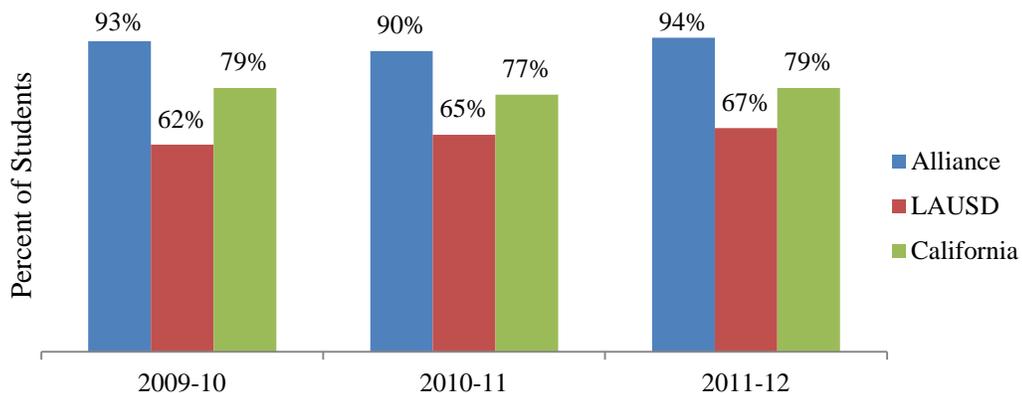
English Language Arts	Alliance	LAUSD ¹	CA
Special Education	41.9%	31%	40%
English Learners	51.5%	29%	42%
Free/Reduced Price Meals	87.3%	77%	77%
All Students	87.3%	77%	83%

Mathematics	Alliance	LAUSD ²	CA
Special Education	49.4%	35%	42%
English Learners	70.0%	41%	54%
Free/Reduced Price Meals	90.7%	77%	78%
All Students	90.8%	78%	84%

GRADUATION AND COLLEGE READINESS

Graduation

Alliance Schools consistently outperform both the LAUSD and California in graduating students from high school. Based on the California Department of Education (CDE), four year cohort graduate rates are nearly 30% higher than LAUSD and 15% higher than the state.



¹Alliance data is from 2013-2014 and LAUSD and California data are from 2012-2013, the most recent year of data available.

²Alliance data is from 2013-2014 and LAUSD and California data are from 2012-2013, the most recent year of data available.

As importantly, Alliance schools are graduating students, including those from educationally disadvantaged sub-groups, at significantly higher rates than both LAUSD and California.

	Alliance	LAUSD	CA
White	N/A	71%	87%
Latino	94%	67%	74%
African American	97%	64%	66%
Free/Reduced Lunch	94%	69%	76%
English Learners	89%	31%	67%
Special Education	93%	67%	66%
All Students	94%	67%	79%

College-Readiness:

To help students become college-ready, Alliance students on average take far more rigorous, college preparatory courses before graduating than traditional public schools. Of the 2013-14 graduating seniors, 99.5% took and passed with a C or better the A-G courses required for admission to a four year California public university vs. only 41% of graduating seniors at LAUSD. Additionally, Alliance students are encouraged to take Advanced Placement (AP) classes. In 2013-14, 80% of students took at least one AP class and 52% took at least two.

Additionally, all Alliance students are encouraged to take at least one college entrance exam (either SAT or ACT) by the fall of their senior year. For the class of 2013, on the ACT 36% of students scored at or above the national average for English, 24% for Math and 20% for Reading. On the SAT, 15% of students scored at or above the national average for Writing, 25% for Math, and 19% for Reading. Unlike traditional schools in which only a subset of students take a college entrance exams, all Alliance students take at least one college entrance exam.

In 2013-14, 95% of Alliance students were accepted to two- or four-year colleges, with 67% of those accepted to four –year colleges and university. The state and LAUSD do not publish their college acceptance rates, or their rates of students taking AP courses or college entrance exams.

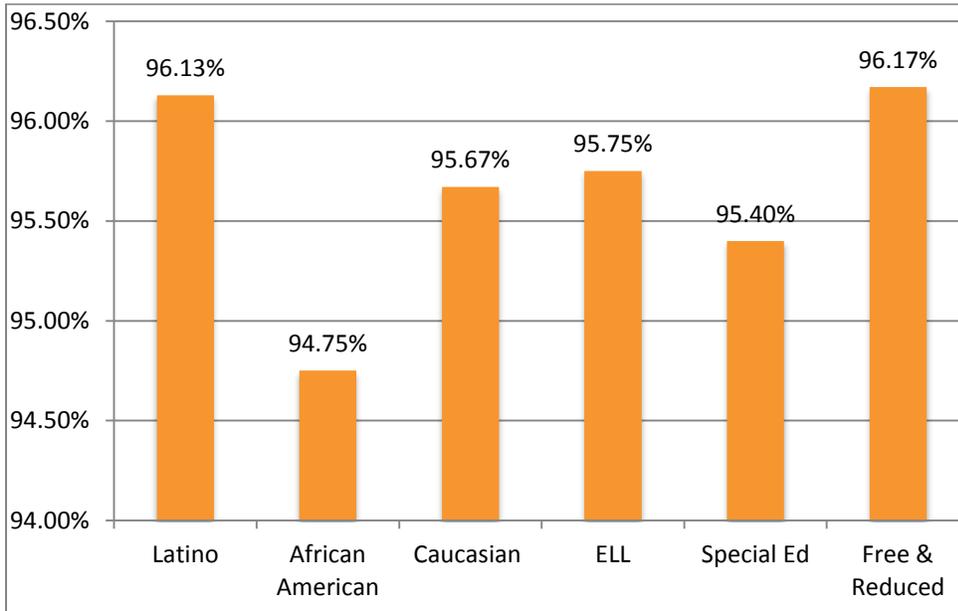
ENABLING ACCOUNTABILITY METRICS

Stakeholder Satisfaction:

Student, Parent and Employee satisfaction are key enabling measures for student achievement. In 2013, 87% of parents expressed overall satisfaction with their child’s education at Alliance schools and 92% of students registered overall satisfaction with school. School staff (teachers and classified staff) expressed an overall satisfaction rate of 75%.

Student Attendance:

A first prerequisite for learning is time in school. In 2013-14, every Alliance school maintained or exceeded the target rate of 95% for average daily attendance. Among sub-groups, all subgroups, but one hit the 95% target rate, with African-American students maintaining a 94.75% rate.



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Alliance for College-Ready Public Schools and School Affiliates
Los Angeles, California

Report on the Financial Statements

We have audited the accompanying combined financial statements of Alliance for College-Ready Public Schools and its combined school affiliates (collectively, the "Alliance," a nonprofit organization) which comprise the combined statement of financial position as of June 30, 2013, the related combined statements of activities, functional expenses and cash flows for the year then ended and the related notes to the combined financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these combined financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the Education Audit Appeals Panel's *Standards and Procedures for Audits of California K - 12 Local Education Agencies*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the combined financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the combined financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the financial position of the Alliance for College-Ready Public Schools and its combined school affiliates as of June 30, 2013 and the changes in net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the combined financial statements as a whole. The accompanying consolidating statements of financial position, statements of activities and schedule of expenditures of federal awards, as required by the U.S. Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations* are presented for purposes of additional analysis and are not a required part of the combined financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combined financial statements. The information has been subjected to the auditing procedures applied in the audit of the combined financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the combined financial statements or to the combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the combined financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 2, 2013 on our consideration of the Alliance's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Alliance's internal control over financial reporting and compliance.

Report on Summarized Comparative Information

We have previously audited the Alliance for College-Ready Public Schools and its combined school affiliates' 2012 combined financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 12, 2012. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2012 is consistent, in all material respects, with the audited combined financial statements from which it has been derived.



SingerLewak LLP

Los Angeles, California
December 2, 2013

**CHARTER SCHOOLS PROGRAM –
REPLICATION & EXPANSION GRANTEE ASSURANCES**

As the duly authorized representative of the grantee, I certify that the grantee has submitted to the Secretary, or will submit within 30 days of the date of the Grant Award Notification, the following items:

- 1) All items described in section V (Application Requirements) of the Notice Inviting Applications for New Awards for Fiscal Year 2012, published in the Federal Register on;
- 2) Proof that the grantee has applied to an authorized public chartering authority to operate each charter school and provided to that authority adequate and timely notice, and a copy, of this application;
- 3) Proof of the grantee's non-profit or not for-profit status;
- 4) A statement as to whether the charter school the applicant is proposing to replicate or expand currently receives, or has previously received, funding for this program either through a State subgrant or directly from the Department;
- 5) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- 6) A description of the State or local rules generally applicable to public schools that will be waived for, or otherwise not apply to, the charter schools the applicant proposes to create or expand; and
- 7) Such other information and assurances as the Secretary may require.

As the duly authorized representative of the grantee, I also certify to the following assurances:

- 8) That the grantee will annually provide the Secretary such information as the Secretary may require to determine if the charter schools created or expanded under this grant are making satisfactory progress toward achieving the objectives described in 5203(b)(3)(C)(i);
- 9) That the grantee will cooperate with the Secretary in evaluating this program;
- 10) That the grantee will use the funds to replicate or expand a high-quality charter school in accordance with the requirements of the CSP;
- 11) That the grantee will ensure that a charter school that receives funds under this program will not receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or the initial implementation of a charter school; and
- 12) That the State will grant waivers of State statutory or regulatory requirements, and a description of the State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the schools the applicant proposes to replicate or expand.

Judy Ivie Burton
NAME OF AUTHORIZED

President and CEO
OFFICIAL TITLE

[REDACTED]
SIGNATURE OF AUTHORIZED OFFICIAL

7/18/14
DATE

Alliance College-Ready Public Schools
APPLICANT ORGANIZATION

7/21/14
DATE SUBMITTED

Alliance Replication Project
ED-GRANTS / 84.282M

2014 Letters of Support		
Page	Organization	Signature
1	Los Angeles Unified School District	Dr. John E. Deasy, Superintendent
2	New Millennium Secondary School	Cristalle Callis, Chief Operating Officer
4	Youth Policy Institute	Dixon Slingerland, Executive Director
6	Nonprofit Finance Fund	Jennifer S. Kavar, Director, Financial Services
7	Los Angeles Unified School District School	Monica Garcia, Board Member
8	After School All Starts - Los Angeles	Ana Campos, President and Executive Director
9	California Charter Schools Association	Jed Wallace, President and CEO
10	California State University, Dominguez Hills	Dr. Roberta Benjamin, School Leadership Program
11	California State University, Los Angeles	William A. Covino, President
12	California Community Foundation	Antonia Hernandez, President and CEO
13	Charter School Growth Fund	Alex Hernandez, Partner
14	Eli and Edyth Broad Foundation	Luis de la Fuente, Senior Director
15	Los Angeles Area Chamber of Commerce	Gary Toebben, President & CEO
16	New Schools Venture Fund	Deborah McGriff, Managing Director
17	New Teacher Center	Ellen Moir, Chief Executive Officer
18	The Ralph M. Parsons Foundation	Wendy Garen, President and CEO
19	Weingart Foundation	Fred Ali, President and CEO
20	Partnership for Los Angeles Schools	Joan Sullivan, Chief Executive Officer
21	Bill and Melinda Gates Foundation	Don Shavley, Deputy Director, Education

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LOS ANGELES UNIFIED SCHOOL DISTRICT

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

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

July 21, 2014

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

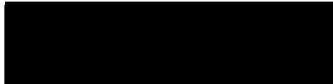
Dear Secretary Duncan,

The U.S. Department of Education's Charter Schools Program 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 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 26 middle and high schools. 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, Central Los Angeles, 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 four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning. They have been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also been awarded an U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. 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, 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.

Cordially,


Dr. John E. Deasy
Superintendent



July 21, 2014

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

Dear Secretary Duncan,

New Millennium Secondary charter school fully supports and endorses the application of Alliance College-Ready Public School to the U.S. Department of Education's Charter Schools Program Replication and Expansion of High Quality Charter Schools program. New Millennium Secondary is an independent LEA chartered by Los Angeles Unified School District that educates students in underserved neighborhoods in Carson and Gardena. Sixty-seven percent of New Millennium students qualify for the free or reduced meal plan, 72% are African-American, 22% are Latino, Asian Pacific Islander and 5% are White or mixed race, and 10% are Special Education students and 2% are English language learners. New Millennium is currently in its third year of Program Improvement for not achieving AYP targets under NCLB.

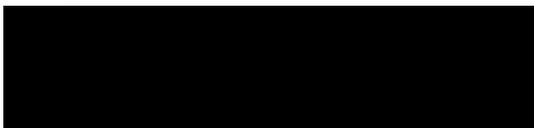
Alliance is uniquely qualified to expand its schools and bring a high quality, college preparatory to additional underserved communities. Their core values and educational strategies are carried out consistently across their schools. They have built a solid foundation and continue to innovate, learn and improve as they grow. In the past four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning. They have been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also been awarded an U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. They are financially sound, efficient and well-managed with superb leadership on both the Board and Staff.

Because of Alliance's proven track record in operating award-winning, high quality academic programs in underserved communities, New Millennium initiated a fruitful partnership with Alliance in the 2013-14 school year to help New Millennium achieve its goal of preparing students for success in the 21st century by providing a rigorous and relevant college-preparatory education. In the past year, Alliance has provided high quality operational and financial support services to New Millennium Secondary as well as much needed professional development for our New Millennium teachers and principal. Moving forward New Millennium is seeking a deeper partnership with Alliance that will ultimately transform New Millennium into a new Alliance school.



With additional support from the U.S. Department of Education, Alliance will bring continued commitment and consistency in building strong, high performing charter schools in the low-income communities where it is needed most, including to the community served by New Millennium Secondary.

Sincerely,



Cristalle Callis
Chief Operating Officer
New Millennium Secondary School
1301 w 182nd Street Suite B
Gardena CA 90248





www.ypiusa.org

Headquarters

634 South Spring Street, 10th Floor
Los Angeles, CA 90014

Phone: (213) 688-2802

Fax: (213) 688-2942

www.ypiusa.org

Founded 1983

July 21, 2014

The Honorable Arne Duncan
Secretary, U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

Youth Policy Institute (YPI) serves as the lead entity for the federal Promise Zone in Los Angeles and strongly supports the grant application of Alliance College-Ready Public Schools' to the U.S. Department of Education's Charter Schools Program Replication and Expansion of High Quality Charter Schools program. The goal of Alliance's application is to expand and deepen the success of their outstanding charter management system by opening two new schools annually in underserved communities most in need of high performing schools, including in the Los Angeles Promise Zone.

As part of Los Angeles Promise Zone application, Alliance signed a letter of support and committed to opening at least one charter high school in the Los Angeles Promise Zone during the ten year designation period. The complete investment for an Alliance high school includes \$800,000 in startup costs, and \$2,000,000 in capital for the facility. In addition to providing high quality education for 600 low-income students annually, an Alliance high school will also provide jobs for 25 Teachers, one Special Education Teacher, three Administrators, two Counselors, six Classified Staff (Office Manager, Plant Manager, Clerks, and Paraprofessionals), one Parent Liaison, and two Campus Security agents contracted.

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 four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning. They have been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also been awarded an U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. 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, Alliance will bring continued commitment and consistency in building strong, high performing charter schools in the Los Angeles Promise Zone, as well as in other low-income communities of Los Angeles where need is greatest.

Sincerely,



Dixon Slingerland
Executive Director



28 Second Street
Suite 600
San Francisco, CA 94105
415 255 4849 tel
415 576 1090 fax
nonprofitfinancefund.org

July 18, 2014

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

Dear Secretary Duncan,

The Nonprofit Finance Fund (“NFF”) is pleased to support and wholeheartedly endorse the application of The Alliance for College-Ready Public Schools (“Alliance”) to the U.S. Department of Education’s Charter Schools Program Replication and Expansion of High Quality Charter Schools. The goal of 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 26 middle and high schools. 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, Central Los Angeles, and East Los Angeles. NFF provided flexible capital to Alliance to fund the construction of two of these schools in 2013 and 2014.

The Alliance is exceptionally well-qualified to implement this program, based on its strong track record in providing 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 four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core-aligned, digital content to differentiate and personalize instruction, increase academic rigor, and foster student ownership of learning.

The Alliance has been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also received an U.S. Department of Education “i3” grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education’s Charter Schools Program Replication grant. The Alliance is 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, Alliance will sustain its commitment to building strong, high performing charter schools in the low-income, low-performing communities that most need them, and to successfully preparing students for college success.

Very truly yours,

Jennifer S. Kavar
Director, Financial Services



July 21, 2014

The Honorable Arne Duncan
Secretary of the United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

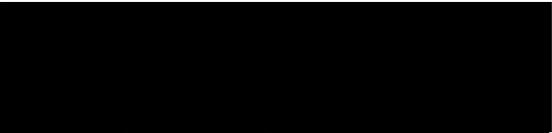
Dear Secretary Duncan,

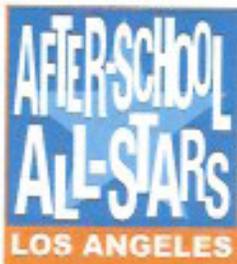
I am writing to express my full support for the Alliance College Ready Public Schools application to the U.S. Department of Education's Charter Schools Program Replication and Expansion of High Quality Charter Schools grant. The goal of Alliance's application is to expand and deepen the success of their outstanding charter management system by adding two new schools annually to their existing 26 middle and high schools. 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, Central Los Angeles, 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 four years, they have expanded their use of technology, providing every student with a laptop or iPad. They provide access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning. They have been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. The Alliance has also been awarded the U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant.

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

In the spirit of hope,


Monica Garcia



July 14, 2014

Governor Arnold Schwarzenegger

38th Governor of California
Honorary Executive Chairman

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

Dear Secretary Duncan,

The U.S. Department of Education's Charter Schools Program 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 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 26 middle and high schools. 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, Central Los Angeles, 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 four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning. They have been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also been awarded an U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. 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, 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,

Ana L. Campos
President & Executive Director

Educate, Enlighten and Inspire

After-School All-Stars, Los Angeles PR/Award# U282M140022
282M140022 Avenue Los Angeles, CA 90028

Phone: 323.957.4426 Fax: 323.957.6818

www.la-allstars.org



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

July 10, 2014

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

Dear Secretary Duncan:

The U.S. Department of Education's Charter Schools Program 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 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 26 middle and high schools. 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, Central Los Angeles, 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 four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning. They have been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also been awarded an U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. 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, 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,



Jed Wallace
President and CEO
California Charter Schools Association

July 21, 2014

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

Dear Secretary Duncan,

The U.S. Department of Education's Charter Schools Program 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 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 26 middle and high schools. 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, Central Los Angeles, and East Los Angeles.

California State University Dominguez Hills has worked with Alliance Public Schools in preparing quality leaders for their charter schools and is currently partnering with them on our Innovative School Leadership Institute grant. We can only sing high praises for their work in the urban communities of Los Angeles. Alliance approaches all their endeavors with high quality and exceptional professionalism. It is our honor to write this letter of support.

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 four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning. The Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative have awarded them multi-year grants. They have also been awarded an U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. 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, 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,



Dr. Roberta Benjamin





CALIFORNIA STATE UNIVERSITY, LOS ANGELES

OFFICE OF THE PRESIDENT

July 21, 2014

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

Dear Secretary Duncan:

The U.S. Department of Education's Charter Schools Program 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 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 26 middle and high schools. 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, Central Los Angeles, and East Los Angeles.

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With additional support from the U.S. Department of Education, 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,



William A. Covino
President



CALIFORNIA
COMMUNITY
FOUNDATION

*Building the Future
of Los Angeles*

July 15, 2014

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

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Marie Brooks Washington

PRESIDENT & CEO
Antonia Hernández

GENERAL COUNSEL
William C. Choi

Dear Secretary Duncan,

On behalf of the California Community Foundation I would like to provide my full support and endorsement for the Alliance College-Ready Public Schools application to for the U.S. Department of Education's Charter Schools Program Replication and Expansion of High Quality Charter Schools. The goal of 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 26 middle and high schools. The Alliance has a proven track record in our Los Angeles community and a proven "smart growth" plan that identifies and opens schools in underserved communities in need of high performing schools, including the Los Angeles County communities of South Los Angeles, Huntington Park, Central Los Angeles, and East Los Angeles.

The Alliance's 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. They have been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also been awarded an U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. Their success in improving educational outcomes for underserved low-income youth in our Los Angeles community has attracted the interest of many donors and has allowed them build an effective management system. They are financially sound, efficient and well-managed with superb leadership on both the Board and Staff. The Los Angeles community stands firmly behind the success of the Alliance.

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,


Antonia Hernández
President and CEO

PR/Award # U282M140022

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July 14, 2014

U.S. Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary Duncan:

The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP) represents an important opportunity to support high-quality charter schools that improve educational outcomes for our country's most high need students. *It is my pleasure to express our support for Alliance College-Ready Public Schools' application for CSP funding.*

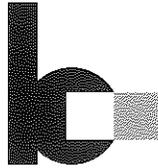
Alliance College-Ready Public Schools ("Alliance") serves over 10,000 low-income, Los Angeles students across 26 public charter middle and high schools. 94% of Alliance students graduate high school in four years, and 95% of those graduates go on to college. Four Alliance schools rank in the top 25 most transformative high schools in the nation by Newsweek.

The Charter School Growth Fund has supported Alliance's personalized learning initiative BLAST (Blended Learning for Alliance School Transformation), which is being implemented across the network and in future schools. We are optimistic about the positive impact on student achievement that is possible through personalized learning models. Alliance has taken an innovative approach to helping teachers differentiate instruction for students through robust professional development, incorporating teacher voice in developing new approaches, and documenting best practices.

The Alliance is well positioned to provide an excellent education option for thousands more Los Angeles students and families.

Sincerely,

Alex Hernandez
Partner, Charter School Growth Fund



July 21, 2014

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

Dear Secretary Duncan,

The U.S. Department of Education's Charter Schools Program 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 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 26 middle and high schools. 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, Central Los Angeles, 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 four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning. They have been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also been awarded an U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. 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, 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 black rectangular redaction box covering the handwritten signature of Luis de la Fuente, Ph.D.

Luis de la Fuente, Ph.D.
Senior Director

2121 Avenue of the Stars
Suite 3000
Los Angeles, California 90067



July 21, 2014

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

Dear Secretary Duncan,

The application being submitted by Alliance College-Ready Public Schools for the U.S. Department of Education's Charter School Program Replication and Expansion of High Quality Charter Schools has the full support and endorsement of the Los Angeles Area Chamber of Commerce. The goal of 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 26 middle and high schools. Alliance has an intelligent and proven "smart growth" plan that opens schools in underserved communities like South Los Angeles, Huntington Park, Central Los Angeles, 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 four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning.

The Alliance has been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also been awarded a U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. They are financially sound and well-managed with superb leadership by both the Board and Staff.

With additional support from the U.S. Department of Education, 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,



Gary L. Toebben
President & CEO
Los Angeles Area Chamber of Commerce

7/21/2014

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

Dear Secretary Duncan,

The U.S. Department of Education's Charter Schools Program 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 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 26 middle and high schools. 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, Central Los Angeles, 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 four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning. They have been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also been awarded an U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. 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, 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,



Deborah McGuire
Managing Director

Ellen Moir
CHIEF EXECUTIVE OFFICER



BOARD OF DIRECTORS

July 16, 2014

Ellen Moir
Founder & CEO

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

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Dear Secretary Duncan,

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Shruti Sehra

Mike Smith

Gary Syman

The U.S. Department of Education's Charter Schools Program 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 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 26 middle and high schools. 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, Central Los Angeles, 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 four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning. They have been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also been awarded an U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. 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, 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,

Ellen Moir
Chief Executive Officer

PR/Award # U282M140022

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THE
RALPH M. PARSONS
FOUNDATION

July 21, 2014

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

Dear Secretary Duncan:

I write to express our enthusiastic endorsement of **Alliance College-Ready Public Schools** and their application for the Charter Schools Replication and Expansion funding.

With your support, the Alliance will expand the success of their outstanding charter management system by adding 2 new schools annually to their existing network of 26 middle and high schools. Alliance has a proven "smart growth" plan that creates schools in Los Angeles County's most impoverished neighborhoods.

The Ralph M. Parsons Foundation was among the earliest supporters of Alliance, which opened its first school in 2004. Since that time, the Parsons Foundation has invested \$500,000 in the Alliance and we are currently considering another request for an additional \$250,000. This represents a significant investment for our foundation, which focuses our grantmaking solely in Los Angeles County and conducts rigorous review of each of our grantees.

We monitor our grants closely and find Alliance to be financially sound, efficient and well-managed with exemplary leadership on both the board and staff. Alliance's core values and educational strategies are carried out consistently across their schools, and they innovate and improve as they grow. Their outcomes measures for student achievement are impressive.

The Alliance has expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core-aligned, digital content to personalize instruction and increase academic rigor.

The Alliance has deep support from their board of directors, an impressive group of committed civic and business leaders. We hope that their track record of success, including previous U.S. Department of Education grants (a Charter Schools Program Replication grant and an "i3" grant to improve teacher, student and principal leadership through the use of technology) will be remembered as you consider requests for new support.

We encourage the U.S. Department of Education's continued funding of Alliance, and I welcome you to contact me personally should you wish to discuss the Foundation's experience with them in greater detail.

Sincerely,


Wendy Garen
President and CEO

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Robert F. Erburu

WEINGART FOUNDATION

July 21, 2014

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

Dear Secretary Duncan,

The U.S. Department of Education's Charter Schools Program 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 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 26 middle and high schools. 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, Central Los Angeles, 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 four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning. They have been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also been awarded an U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. 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, 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,



Fred J. Ali
President and CEO



1541 WILSHIRE BOULEVARD, #200
LOS ANGELES, CA 90017
213-201-2000
WWW.PARTNERSHIPLA.ORG

July 17, 2014

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

Dear Secretary Duncan,

The U.S. Department of Education's Charter Schools Program 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 Alliance's application is to expand and deepen the success of their charter management system by adding two new schools annually to their existing 26 middle and high schools. Alliance opens schools in underserved communities most in need of high performing schools, including the Los Angeles County communities of South Los Angeles, Huntington Park, Central Los Angeles, 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 four years, they have expanded their use of technology, providing every student with a laptop or iPad and access to a broad array of adaptive, Common Core aligned, digital content to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning. They have been awarded multi-year grants by the Bill and Melinda Gates Foundation and the U.S. Department of Education for their educator effectiveness initiative. They have also been awarded an U.S. Department of Education "i3" grant to improve teacher, student and principal leadership through the use of technology, and are a past recipient of the U.S. Department of Education's Charter Schools Program Replication grant. 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, 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,



Joan Sullivan
Chief Executive Officer

BILL & MELINDA
GATES *foundation*

PO Box 23350
Seattle, WA 98102, USA
V 206/709.3100
F 206/709.3180
www.gatesfoundation.org

July 21, 2014

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

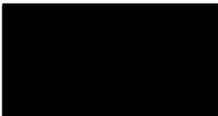
Dear Secretary Duncan,

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With additional support from the U.S. Department of Education, 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,



Don Shalvey
Deputy Director | Education

**ALLIANCE REPLICATION PROJECT
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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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NARRATIVE BUDGET JUSTIFICATION - CFDA NUMBER: 84.282M
ALLIANCE REPLICATION PROJECT

Each Alliance College-Ready Public Schools (Alliance) affiliated charter school is an independent non-profit public benefit corporation. Principals independently manage and operate their school with the support of 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. Principals carefully monitor the financial strength of their schools and are diligent about keeping accurate records, including budget and revenue projections.

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 Project Narrative.

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

NARRATIVE BUDGET JUSTIFICATION - CFDA NUMBER: 84.282M

ALLIANCE REPLICATION PROJECT

U.S. Department of Education Funds

1.) Personnel – Please see spreadsheets on the following pages for overview, Alliance Home Office, and sample school budgets. Costs include school specific personnel and a portion of personnel costs for each Alliance Home Office position listed in the detailed budget.

2.) Fringe Benefits – The assumptions for computed benefits for schools employees are:

State Teachers' Retirement System, certificated positions 8.88%

- Public Employees' Retirement System, classified positions 10.71%
- 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%

The assumptions for computed benefits for the Alliance Home Office employees are:

- Employer 403(b) contribution 5.00%
- OASDI, classified positions 6.20%
- Medicare, classified positions 1.45%
- Health and welfare benefits, classified positions 10.00%
- State unemployment insurance, classified positions 1.00%

NARRATIVE BUDGET JUSTIFICATION - CFDA NUMBER: 84.282M

ALLIANCE REPLICATION PROJECT

3.) Travel – Costs to cover the airfare, hotel and meal stipends for mandatory U.S. Department of Education’s annual Project Directors’ meeting.

4.) Equipment – Costs of new school equipment, including new instructional technology vital to providing students the necessary technological background to be successful.

5.) Supplies – Initial purchase of student software, instructional material, books and textbooks, and other school supplies.

6.) Contractual – Contract with external evaluator (3% of grant funds), other professional development held for school staff at the Alliance Home Office, public relations and community outreach costs, and management fees. Management fees cover multitude of start-up costs including human resources/teacher recruiting, school building development and preparation, budgeting/fiscal planning and invoice payments, IT services to set up the school’s technological network and connect and prepare all devices for use, and computer, furniture and supply procurement.

7.) Indirect Costs – Alliance has an approved indirect rate of 16.4% from the U.S. Department of Education.

NARRATIVE BUDGET JUSTIFICATION - CFDA NUMBER: 84.282M
ALLIANCE REPLICATION PROJECT

8.) Training Stipends – Stipends paid to new teachers for an initial 10 days of training prior to the start of the school year as well as six days of professional development trainings during the year.

Non-Federal Funds

While guidance in the Federal Registrar for the U.S. Department of Education’s CSP Replication competition does not require matching funds, Alliance has elected to include a substantial match using already committed foundation funds and state/local Average Daily Attendance (ADA) funds.

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

NARRATIVE BUDGET JUSTIFICATION - CFDA NUMBER: 84.282M

ALLIANCE REPLICATION PROJECT

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

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total (1)
	(a)	(b)	(c)	(d)	(e)	
1. Personnel						
2. Fringe Benefits	73,878	118,782	118,782	118,782	163,686	593,910
3. Travel	4,500	4,500	4,500	4,500	4,500	22,500
4. Equipment	57,750	231,000	231,000	231,000	404,250	1,155,000
5. Supplies	75,239	239,976	239,976	239,976	404,714	1,199,880
6. Contractual	89,930	279,018	279,018	279,018	468,107	1,395,090
7. Construction	-	-	-	-	-	-
8. Other	-	-	-	-	-	-
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs (16.4%)	96,963	192,883	192,883	192,883	288,803	964,416
11. Training Stipends	35,141	35,141	35,141	35,141	35,141	175,703
12. Total Costs (lines 9-11)	\$					

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

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total (1)
	(a)	(b)	(c)	(d)	(e)	
1. Personnel						
2. Fringe Benefits	146,438	549,618	551,830	554,086	957,400	2,759,372
3. Travel	24,320	28,646	29,219	29,803	34,163	146,150
4. Equipment	97,320	417,666	418,020	418,380	738,748	2,090,134
5. Supplies	66,904	343,184	343,754	344,337	620,650	1,718,829
6. Contractual	159,735	699,498	701,102	702,738	1,242,597	3,505,670
7. Construction	-	-	-	-	-	-
8. Other	185,331	383,108	386,023	388,996	586,947	1,930,405
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs'	-	-	-	-	-	-
11. Training Stipends	-	-	-	-	-	-
12. Total Costs (lines 9-11)	\$					

NARRATIVE BUDGET JUSTIFICATION - CFDA NUMBER: 84.282M

ALLIANCE REPLICATION PROJECT

SINGLE HIGH SCHOOL

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

Budget Categories	Project Year	Total (1)				
	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	15,595	22,452	-	-	-	38,047
3. Travel	-	-	-	-	-	-
4. Equipment	28,875	86,625	-	-	-	115,500
5. Supplies	27,456	82,369	-	-	-	109,825
6. Contractual	31,515	94,544	-	-	-	126,059
7. Construction	-	-	-	-	-	-
8. Other	-	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs (16.4%)	25,938	47,960	-	-	-	73,899
11. Training Stipends	17,570	-	-	-	-	17,570
12. Total Costs (lines 9-11)	█	█	█	█	█	█

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

Budget Categories	Project Year	Total (1)				
	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	40,354	204,148	380,339	393,235	-	1,018,076
3. Travel	375	1,883	3,432	3,477	-	9,166
4. Equipment	40,000	160,000	160,000	120,000	-	480,000
5. Supplies	29,625	137,860	221,645	224,069	-	613,198
6. Contractual	54,871	273,412	484,980	475,745	-	1,289,008
7. Construction	-	-	-	-	-	-
8. Other	21,225	97,460	153,044	155,071	-	426,799
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs'	-	-	-	-	-	-
11. Training Stipends	-	-	-	-	-	-
12. Total Costs (lines 9-11)	█	█	█	█	█	█

NARRATIVE BUDGET JUSTIFICATION - CFDA NUMBER: 84.282M

ALLIANCE REPLICATION PROJECT

SINGLE MIDDLE SCHOOL

SECTION A - BUDGET SUMMARY							
U.S. DEPARTMENT OF EDUCATION FUNDS							
Budget Categories	Project Year						
	I(a)	2 (b)	3 (c)	4 (d)	5 (e)	Total (1)	
1. Personnel	█	█	█	█	█	█	█
2. Fringe Benefits	15,595	22,452	-	-	-	-	38,047
3. Travel	-	-	-	-	-	-	-
4. Equipment	28,875	86,625	-	-	-	-	115,500
5. Supplies	27,456	82,369	-	-	-	-	109,825
6. Contractual	31,515	94,544	-	-	-	-	126,059
7. Construction	-	-	-	-	-	-	-
8. Other	-	-	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█	█
10. Indirect Costs (16.4%)	25,938	47,960	-	-	-	-	73,899
11. Training Stipends	17,570	-	-	-	-	-	17,570
12. Total Costs (lines 9-11)	\$ █	█	█	█	█	█	█

SECTION B - BUDGET SUMMARY							
NON-FEDERAL FUNDS							
Budget Categories	Project Year						
	I(a)	2 (b)	3 (c)	4 (d)	5 (e)	Total (1)	
1. Personnel	\$ █	█	█	█	█	█	█
2. Fringe Benefits	40,354	196,864	227,409	-	-	-	464,627
3. Travel	375	1,883	2,273	-	-	-	4,530
4. Equipment	40,000	160,000	120,000	-	-	-	320,000
5. Supplies	29,625	137,860	146,955	-	-	-	314,440
6. Contractual	53,144	264,779	316,039	-	-	-	633,962
7. Construction	-	-	-	-	-	-	-
8. Other	21,225	97,460	101,354	-	-	-	220,038
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█	█
10. Indirect Costs'	-	-	-	-	-	-	-
11. Training Stipends	-	-	-	-	-	-	-
12. Total Costs (lines 9-11)	\$ █	█	█	█	█	█	█

NARRATIVE BUDGET JUSTIFICATION - CFDA NUMBER: 84.282M

ALLIANCE REPLICATION PROJECT

HIGH SCHOOL/MIDDLE SCHOOL

Detailed Budget (Planning and Implementation Years)

1. Personnel		<u>Amount</u>	<u>FTE %</u>		
Principal (Implementation Year)	██████████		43%		
Principal (Planning Year)	██████████		100%	April-June during Planning Year	
AP (Implementation Year)	██████████		43%		
Office Manager (Implementation Year)	██████████		25%		
Office Manger (Planning Year)	██████████		100%	April-June during Planning Year	
Parent Engagement Specialist/Community Outreach (Implementation Year)	██████████		100%		
Summer Bridge (Implementation Year)	██████████		100%	6 teachers, 20 hours, \$25 per hour	
Total	██████████				
2. Fringe Benefits		<u>Amount</u>	<u>%</u>		
State Teachers' Retirement System, certificated positions		9,582	8.88%		
Public Employees' Retirement System, classified positions		5,484	10.71%		
OASDI, classified positions		3,174	6.20%		
Medicare certificated positions		1,565	1.45%		
Medicare classified positions		742	1.45%		
Health and Welfare Benefits, certificated positions		10,790	10.00%		
Health and Welfare Benefits, classified positions		5,120	10.00%		
State Unemployment Insurance, certificated positions		1,079	1.00%		
State Unemployment Insurance, classified positions		512	1.00%		
Total		38,047	23.91%		
4. Equipment			<u>unit cost</u>	<u>units</u>	
Classroom Furniture	67,500		75	900 150 students x 6 classes	
ENO Boards	48,000		8,000	6 6 classrooms	
Total	115,500				
5. Supplies			<u>unit cost</u>	<u>units</u>	
Textbooks	4,500		30.00	150 30 class sets	
Revolution Prep or "Other Test Prep Program"	6,000		40.00	150 license cost	
Achieve 3000	5,325		35.50	150 license cost	
McGraw Hill	7,500		50.00	150 license cost	
Other Student Software	26,250		35.00	750 150 students x 5 classes	
Instructional Material	8,250		11.00	750 150 students x 5 classes	
School Supplies	12,000		80.00	150 150 students	
Recruitment Materials	3,000			including postage and printing for meetings	
Initial Office Supplies	20,500				
Uniforms	16,500		55	300 150 students x 2 uniforms	
Total	109,825				
6. Contractual					
Grant Evaluator	19,200				
Alliance Management Fee	106,859				
Total	126,059				
TOTAL DIRECT COSTS	548,531				
II. Training Stipends					
	<u># of Teachers</u>	<u>Days</u>	<u>Rate</u>	<u>Cost</u>	<u>Benefits</u>
Teacher Professional Development Trainings (Aug.)	6	10	\$ 150.00	\$ 9,000.00	\$ 1,919.70
Pupil Free Days (Nov., Feb., May)	6	6	\$ 150.00	\$ 5,400.00	\$ 1,250.64
					\$ 17,570.34

NARRATIVE BUDGET JUSTIFICATION - CFDA NUMBER: 84.282M

ALLIANCE REPLICATION PROJECT

HOME OFFICE

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

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total (1)
	(a)	(b)	(c)	(d)	(e)	
1. Personnel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2. Fringe Benefits	42,688	42,688	42,688	42,688	42,688	213,440
3. Travel	4,500	4,500	4,500	4,500	4,500	22,500
4. Equipment	-	-	-	-	-	-
5. Supplies	20,326	20,326	20,326	20,326	20,326	101,630
6. Contractual	26,900	26,900	26,900	26,900	26,900	134,500
7. Construction	-	-	-	-	-	-
8. Other	-	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
10. Indirect Costs (16.4%)	45,086	45,086	45,086	45,086	45,086	225,430
11. Training Stipends	-	-	-	-	-	-
12. Total Costs (lines 9-11)	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total (1)
	(a)	(b)	(c)	(d)	(e)	
1. Personnel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2. Fringe Benefits	65,730	67,898	70,110	72,366	74,667	350,772
3. Travel	23,570	24,131	24,704	25,288	25,883	123,575
4. Equipment	17,320	17,666	18,020	18,380	18,748	90,134
5. Supplies	7,654	8,214	8,784	9,367	9,960	43,979
6. Contractual	51,720	53,292	54,896	56,532	58,201	274,642
7. Construction	-	-	-	-	-	-
8. Other	142,881	145,739	148,654	151,627	154,659	743,560
9. Total Direct Costs (lines 1-8)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
10. Indirect Costs'	-	-	-	-	-	-
11. Training Stipends	-	-	-	-	-	-
12. Total Costs (lines 9-11)	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

NARRATIVE BUDGET JUSTIFICATION - CFDA NUMBER: 84.282M

ALLIANCE REPLICATION PROJECT

HOME OFFICE

Detailed Annual Budget (Grant Years 1, 2, 3, 4 and 5)

	Amount	FTE %	Annual Salary
1. Personnel			
Area Superintendent - High Schools			
Area Superintendent - Middle Schools			
Recruitment Coordinator			
Procurement Coordinator			
Total	██████████		
2. Fringe Benefits	Amount	%	
Employer 403(b) Contribution	9,025	5.00%	
OASDI, classified positions	11,191	6.20%	
Medicare classified positions	2,617	1.45%	
Health and Welfare Benefits, classified positions	18,050	10.00%	
State Unemployment Insurance, classified positions	1,805	1.00%	
Total	42,688	23.65%	
3. Travel		<u>unit cost</u>	<u>units notes</u>
Annual Project Directors' Meeting in D.C.	4,500	1,500	3 includes airfare, hotel, meals
Total	4,500		
5. Supplies		<u>notes</u>	
New Teacher Orientation (Aug.)	17,500	includes parking, facility, supplies, printing, etc.	
Office Supplies	2,826	general office supplies for additional staff	
	-		
Total	20,326		
6. Contractual		<u>notes</u>	
Grant Evaluator	9,600		
Other Professional Development	5,300		
Public Relations/Community Outreach	12,000	includes design and printing of the annual enrollment brochure, newsletters and postage for the mailing	
Total	26,900		
TOTAL DIRECT COSTS	██████████		

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Alliance for 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

Name of Institution/Organization Alliance for 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.	
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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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Ms.	First Name: Judy	Middle Name: Ivie	Last Name: Burton	Suffix:
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Address:

Street1:	601 South Figueroa Street
Street2:	4th Floor
City:	Los Angeles
County:	Los Angeles
State:	CA: California
Zip Code:	90017-5704
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	[REDACTED]

Email Address:
[REDACTED]

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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