

I, Kevin Shelley, Secretary of State of the State of California, hereby certify:

That the attached transcript of ____ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

DEC 1 1 2003

Secretary of State

Kein Sulley

ENDORSED - FILED In the office of the Secretary of State of the State of California

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION OF

DEC 0 4 2003

KEVIN SHELLEY Secretary of State

LOS ANGELES COUNTY ALLIANCE FOR STUDENT ACHIEVEMENT

The undersigned certify that:

- 1. They are the President and the Secretary, respectively, of LOS ANGELES COUNTY ALLIANCE FOR STUDENT ACHIEVEMENT, a California nonprofit corporation.
- 2. Article I of the Articles of Incorporation of the corporation is amended to read as follows:

"The name of this corporation is ALLIANCE FOR COLLEGE-READY PUBLIC SCHOOLS."

- The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
- 4. The corporation has no members.

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

Date: November 6, 2003

Judy Burton, President

Theodore Mitchell, Secretary



I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of ____ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAR 0 6 2001

Secretary of State

ENDORSED - FILED in the office of the Secretary of Str of the State of California

FEB 2 8 2001

BILL JONES, Secretary of State

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION OF

THE LAAMP/LEARN REGIONAL SCHOOL REFORM ALLIANCE

Sonia Hernandez and Ted Mitchell certify that:

- They are the President and Secretary, respectively, of THE LAAMP/LEARN 1. REGIONAL SCHOOL REFORM ALLIANCE, a California nonprofit corporation.
- The following amendment to the articles of incorporation has been approved by the 2. board of directors. Article I of the Articles of Incorporation of the corporation is amended to read as follows:

"The name of this corporation is Los Angeles County Alliance for Student Achievement."

3. The corporation has no members.

Each of the undersigned declares under penalty of perjury under the laws of the State of California that the matters set forth in this Certificate are true and correct of his or her own knowledge, and that this declaration was executed on February 26, 2001 at Los Angeles, California.





I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of ____ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

DEC - 7 1993

Bill mes

Secretary of State

2183937

ENDORSED - FILED in the office of the Secretary of State of the State of California

ARTICLES OF INCORPORATION

DEC - 3 1999

OF

BILL JONES, Secretary of State

THE LAAMP/LEARN REGIONAL

SCHOOL REFORM ALLIANCE

ARTICLE I.

NAME

The name of this corporation is THE LAAMP/LEARN REGIONAL SCHOOL REFORM ALLIANCE.

ARTICLE II.

PURPOSES AND POWERS

This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

- A. The specific and primary purposes of this corporation are to improve the academic achievement of all students and the overall effectiveness of public schools in the Los Angeles region.
- B. This corporation shall have and may exercise all of the rights and powers conferred upon nonprofit public benefit corporations under the laws of the State of California from time to time existing. Notwithstanding any other provision of these Articles of Incorporation, however, this corporation shall not carry on any activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), or (b) by a corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).
- C. No substantial part of the activities of this corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, except as provided in Section 501(h) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), and this corporation shall not directly or indirectly

participate or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

ARTICLE III.

ORGANIZATION

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

ARTICLE IV.

AGENT FOR SERVICE OF PROCESS

The name and address in the State of California for the initial agent for service of process of this corporation is:

William G. Ouchi 110 Westwood Plaza Suite B523 Los Angeles, CA 90045-1481

ARTICLE V.

MEMBERS

This corporation shall have no members.

ARTICLE VI.

DEDICATION AND DISSOLUTION

The property, assets, profits and net income of this corporation are irrevocably dedicated to charitable purposes, and no part of the property, assets, profits or net income of this corporation shall ever inure to or for the benefit of or be distributable to any director, officer or other private person, except that the corporation shall be empowered to pay reasonable and proper remuneration for services actually rendered and to make payments and distributions in furtherance of the exempt purposes for which it was formed. Upon the winding up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to one or more nonprofit funds, foundations or corporations which are organized and operated exclusively for charitable purposes and which qualify as tax-exempt organizations under Section 501(c)(3) of the Internal Revenue

Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

DATED: November 30, 1999.

REYNOLDS T. CAFFERATA



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

DEPARTMENT OF THE TREASURY

Date: MAR 2 3 2004

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

Employer Identification Number: 95-4779029 DLN: 17053059769054 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,

Director, Exempt Organizations

Rulings and Agreements

FOR COLLEGE-READY PUBLIC

AND SCHOOL A

(A NONPROFIT OR

COMBINED FINANCIAL

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(WITH COMPAR/ FOR THE YEAR ENDED JU

MENTS

nancial Position

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al Statements

summarized comparative inform statements and, in our report those financial statements.

e with auditing standards genera

plicable to financial audits cor r General of the United States, or Audits of California K - 12 Lo perform the audit to obtain reas material misstatement. An aud unts and disclosures in the fina inciples used and significant esti ial statement presentation. We k

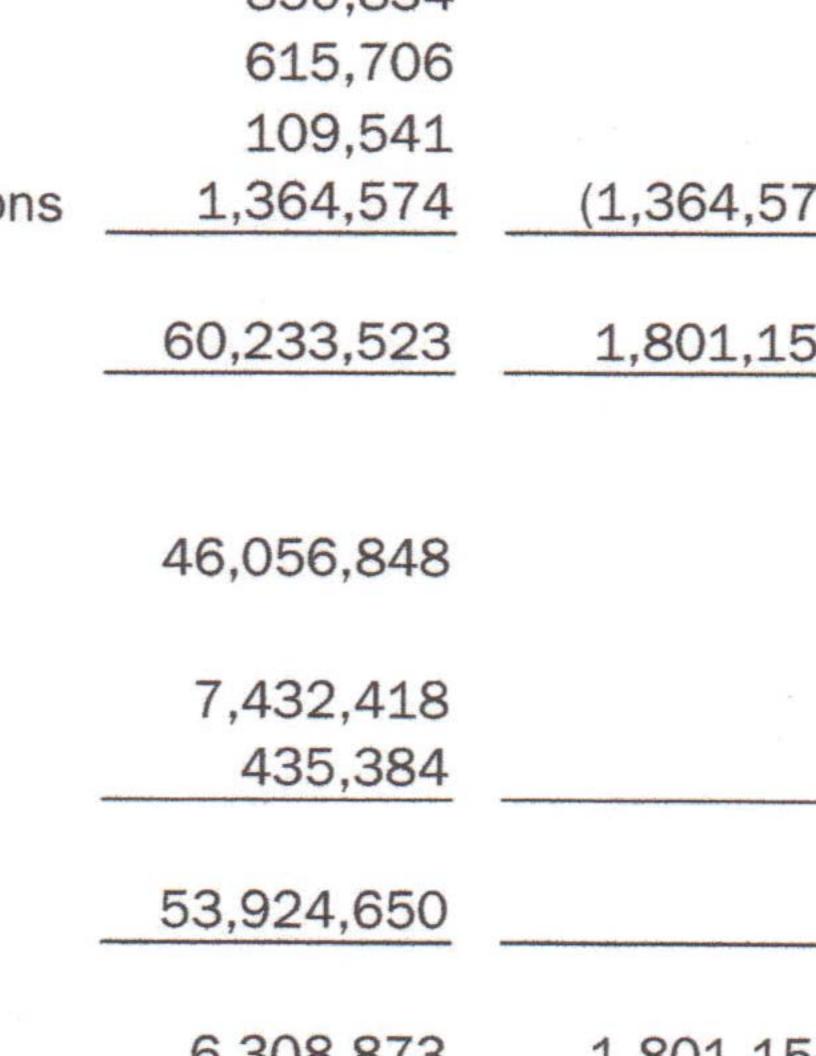
cial statements referred to abou

the purpose of forming an opinion on the The combining and consolidated informat combined financial statements rather t is and cash flows of the individual organ been subjected to the auditing procedure s and, in our opinion, is fairly stated in all r ents taken as a whole.

LIABILITIES AND NET ASSETS

AS

on



6,056,848	\$ 7,432,418	\$	43
1,104,884	4,160,569	-	15:
1,438,668	177,258	-	13
2,862,331	355,754		1
92,364	_		
6,111,582	_		
126,234	375,194		1
631,110	80,210		
2,659,846	1,043,499		3
3,352,945	1,407,941		6
3,829,804	720,713		2

roccitable, not

enses

activities

ties

er public schools in preparing al are to create small schools w in a personalized learning enviro ernships, and parent and comm rty three small high schools of 5 375 to 450 students. The core years will pass the high school school for four years will grad ccessfully enter college. iance high school opened its doo ntified by the year they will gra 2010, there were eleven Allian

WILLIAM WILLIAM LINE LOS MIRCIOS

statements of the Alliance includ s consolidated under the equity r

Holdings LLC;

C.

set up for the purpose of holdi to house the Alliance-affiliated s s of the consolidated subsid ny High School No. 11; ny High School No. 13; and Academy No. 7.

atement of cash flows, the Alli

transactions have been eliminate

an three months to be cash equi-

edges Receivable received as unresport depending on the exister contributions for which the res

e contribution was received are

period of construction loans.

Depreciation is computed using the related assets, which are good disposed of, the related cost accounts, and the resulting gair maintenance are charged to d.

g-lived assets with definite useful d ("FASB") Accounting Standar ounting for the Impairment or Dis tatement recognition and measu ax return. In accordance with AS ne financial statements if that po on the technical merits of the pos had no unrecognized/derecognized/ long-term financing are amortized the effective interest rate method 10 was \$23,566. cheduled increases in monthly

erally accepted in the United

ACC. ACC I TO PICCOTINGS G ICCOR

and high schools in Los Angeles

ecognized by the Alliance if the

would typically need to be purchased with a specific project of more supporting service. Certain

service have been allocated an

management's estimate.

ments

Fair Value Measurement and Dis

nublic funding receivables, pleds able, accounts payable and acceptair value due to the short-term rease obligations and long-term on the earn interest based on prevails are placed with high-credit, quality

red by the Federal Deposit Instituted by the Federal Deposit Institute in these accounts exceeds the insuch accounts and believes in ash equivalents.

and municipal funding accou

Pronouncements

SB issued Accounting Standard sures (Topic 820)" ("ASU 2010 lated to recurring and nonrecur the transfers of assets and liab ent hierarchy, including the reaso equires a rollforward of activities nd liabilities measured using Lev porting period beginning January for Level 3 fair value measureme ng January 1, 2011. Managemen t believe it will have a material

ounting intolature, the obuilloation

ceivables

ENT

sisted of the following at June 30

g improvements ess ent edit bears interest at the bank's ires monthly interest payments and interest due on February 1, ance. As of June 30, 2010, no a is line of credit agreement at ma

onsisted of the following:

Los Angeles Charter Schools

NCB Capital Impact, bearing to 7.25% per annum with principal ents due monthly. The note , 2016 and is secured by a trust W. 54th Street property.

Communities Development ducational Facilities Revenue s A. Term bonds of \$4,940,000 2030, with an interest rate of term bonds of \$10,225,000 2, with an interest rate of 5.25%

Communities Development

Gilmore Bank, bearing interest annum. Interest is due monthly ances, with the total outstanding est due on December 31, 2010. d by a trust deed on the 10704 property.

e to the California Department of interest at a rate of 0.53% per nd interest payments are due ing the first fiscal year following funds are received. The loan is

PLANS

covered under multiple-employe the State of California (the "Shers' Retirement System and classes)

chaca by state statute.

ls' contributions to STRS for each

	Doorie
	Requir
ded June 30,	Contribu

\$ 709

\$ 1,052

\$ 1,453

nt System ("CalPERS")

ols contribute to the School Er

ls' contributions to CalPERS for

ded June 30,

Requir

Contribu

of face to ball Lito for fiscal year

	\$ \$	151, 207, 267,
make additional direct articipating employers ents, if any, have not b	in th	e Sta

st account for the purpose of report of the cost of demolition. Annual years 2017 and 2034, respectively Fund reaches \$1,500,000. If the molition upon the termination of the cost of costablish and Extraorism states are purpose of report of the cost of the co

The leases require monthly part handle and the leases require monthly part handle and ha

mum lease payments

se leases for year ended June 30

30, 2010, the Alliance entered of \$7,300,000 for a total commetion costs incurred amounted to completed in fiscal year 2011.

e payments enting interest

ire minimum lease payments

R OPERATING LEASES

portion of the property located a oncancelable operating lease. The supplemental rent equal to 20% ments received by the lessee. The

ue

CTED NET ASSETS

assets at June 30, 2010 were e programs are as follows:

New
Revenu

\$ 525,000 \$ 0s 15,896 246 33,800 410

UPPLEMENTARY INFORMATIO

AE NOC	108 817	10000	1		200
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Ε,	1				
477,158	4,685	(880,988)	34,706		138
\$ 70,357	\$ 250	\$ 429,265	1	4	701
\$ 18,524,086	\$ 12,832,314	\$ 17,136,706	1,954,738	S	986
17,183,850	12,200,046	13,345,157	1,954,738	1)31
	£	•	•		
1	•	754,121			
300					
72,355	325,454	878,294	•		
938,494	35,608	1,900,837			204
329,087	271,206	258,297	•		751
1,470	1,068	1	1	1	

	104 404	744 057	440 500	1240 4041
	(230,000)	(372,975)	(2000)	
T	3,660,906	4,102,999	486,466	2,332,518
	(137,571)	199,661	204,525	(72,085)
	1,283,950	737,618	1,151,164	72,097
	158,087	92,395	271,154	8,528
	1,125,863	645,223	880,010	63,569
	1,146,379	937,285	1,355,689	12
	29,050	29	67,556	12

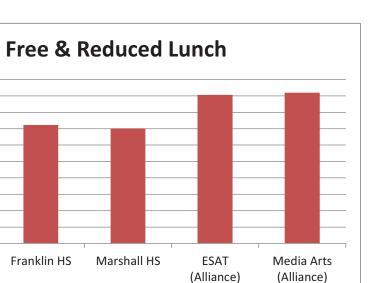
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36,675		49,550		65,637		316,554		524
488,112	₩	291,777	↔	467,327	↔	501,790	₩	895
2,657,162	S	1,762,559	50	2,328,241	S	4,034,231	50	760
35,379		67,148		295,344		133,317		405
8,844		6,515		22,000		1		515
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2,612,939		1,688,896		1,977,897		3,900,914		340
1,400,000		17,476		148,513	1	27,306		080
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2,403		1		5,749		23,561		286
86,299	₩	141,909	₩	109,964	49	73,026	69	728
852,396	40	960,959	50	907,361	45	972,921	40	053
43,365		34,466		162,767		146,489		485
17,500		8,844				21,184		1 1
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r		,		•		1		
791,531		917,649		744,594		805,248		568
40,265		33,760		48,268		53,141		953
		22,817		1		309		1

	The second contract of the	100 1001		
1,925,594	1,389,236	849,448	2,364,109	870
206,781	182,297	771,504	344,127	971
3,718,496	3,801,508	4,633,004	5,726,277	275
583,028	709,025	887,304	1,060,342	085
3,135,468	3,092,483	3,745,700	4,665,935	190
3,925,277	3,983,805	5,404,508	6,070,404	246
24,418	56,611	67,698	75,528	408
		•	•	r
603,493	570,981	727,972	723,376	159
100,000,7	270,000	340,007	300 703	600

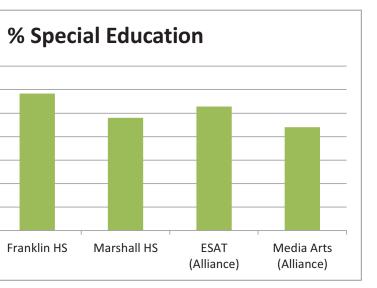
(118,285)	(42,820)	118,448	138,555	787
331,979	461,870	(176,800)	(12,221)	252
1,172,410	1,272,759	1,641,317	1,495,111	384
273,443	280,819	382,592	375,674	801
898,967	991,940	1,258,725	1,119,437	583
1,504,389	1,734,629	1,464,517	1,482,890	636
12,773	5,640	16,195	18,772	617
158,697	198,777	171,768	167,325	936
6,381	12,242	7,593	7,344	020
110'070	040100	1001101	001100	200

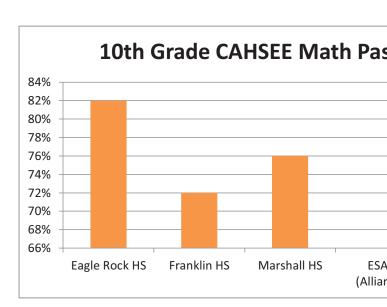
<u> </u>	Year	Student	Grade	Hispanic/ Latino	:/ Latino	African A	African American	White	iite	ŧō	Other	English L	English Learners	Special
	Opened	Total	Levels	#	%	#	%	#	%	#	%	#	%	#
ublic Schools	2004	6891	6-12	5971	%9'98	860	12.5%	18	%8:0	30	%4.0	1524	22.1%	200
S														
High School #5	2007	268	9-12	483	%0'98	83	14.6%	2	%4.0	0	%0.0	158	27.8%	46
High School #7	2002	420	9-12	260	61.9%	159	37.9%	1	%Z'0	0	%0'0	128	30.5%	26
ligh School #11	2010	137	6	103	75.2%	34	24.8%	0	%0'0	0	%0.0	40	29.2%	19
Technology HS	2009	286	9-10	258	90.2%	5	1.7%	7	2.4%	4	1.4%	46	16.1%	24
School	2004	230	9-12	485	91.5%	40	7.5%	0	%0'0	2	%6:0	94	17.7%	36
y High School	2009	276	9-10	158	57.2%	118	42.8%	0	%0.0	0	%0.0	47	17.0%	28
Academy HS	2002	989	9-12	504	%0.98	81	13.8%	1	%7.0	0	%0.0	130	22.2%	28
ady Academy HS	2002	534	9-12	532	%9.66	0	%0.0	1	0.2%	1	0.2%	122	22.8%	34
d Science School	2006	523	9-12	512	%6'26	1	0.5%	3	%9.0	9	1.1%	84	16.1%	35
t Design Academy	2009	232	9-10	231	%9.66	0	%0.0	1	0.4%	0	%0.0	99	28.0%	19
School	2006	435	9-12	413	94.9%	19	4.4%	1	%7.0	2	%9.0	81	18.6%	23
High School	2006	471	9-12	404	82.8%	67	14.2%	0	%0.0	0	%0.0	87	18.5%	31
Slo														
Idle Academy	2008	436	8-9	371	85.1%	64	14.7%	0	%0.0	2	%9.0	125	28.7%	35
Academy #4	2009	322	2-9	281	87.3%	40	12.4%	0	%0.0	1	0.3%	75	23.3%	20
Academy #5	2009	172	2-9	166	%9.96	0	%0.0	0	%0.0	9	3.5%	47	27.3%	29
Academy #7	2010	92	9	59	62.1%	36	37.9%	0	%0.0	0	%0.0	25	26.3%	8
le School	2007	423	8-9	323	76.4%	97	22.9%	1	0.2%	2	0.5%	77	18.2%	28
le School	2005	445	8-9	428	96.2%	16	3.6%	0	%0:0	7	0.2%	93	20.9%	31



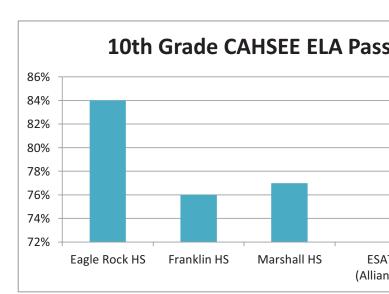
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(Alliance)

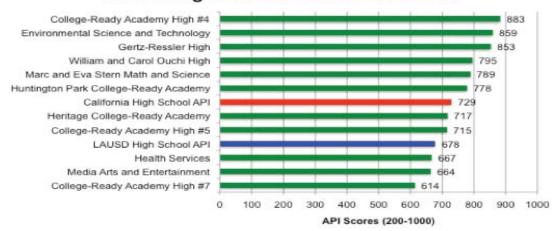




(Allia



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



	2010 API 132 LAUSD and Charter High School Sorted from Highest to Lowest Performing	15
	Red = Alliance High Schools	
1.	Harbor Teacher Preparation Academy	936
2.	Renaissance Arts Academy	886
3.	Los Angeles Center for Enriched Studies	884
4.	College Ready Academy High #4	883
5.	Sherman Oaks Center for Enriched Studies	882
6.	Granada Hills Charter High	874
7.	Environmental Science and Technology Hig	859
8.	High Tech LA	857
9.	Gertz-Ressler Academy High	853
10.	Bright Star Secondary Charter Academy	851
11.	Charter High School of Arts-Multimedia &	824
12.	Francisco Bravo Medical Magnet High	820
13.	Palisades Charter High	819
14.	El Camino Real Senior High	798
15.	William and Carol Ouchi High	795
16.	Frank Lanterman	794
17.	Middle College High	793
18.	Animo Pat Brown	790
19.	Marc & Eva Stern Math and Science	789
20.	Camino Nuevo High School Charter	788
21.	Huntington Park College-Ready Academy	778
22.	Port of Los Angeles High	778
23.	Daniel Pearl Journalism & Communications	776
24.		769
25.	CA Academy for Liberal Studies Early Col Downtown Business High	756
	Downtown Business High Crover Cloveland High	756
26.	Grover Cleveland High King/Drow Medical Magnet High	
27.	King/Drew Medical Magnet High	755
28.	William Howard Taft Senior High	745
29.	Reseda Senior High	740
30.	Wallis Annenberg High	740
31.	Animo Venice Charter High	739
32.	Eagle Rock High	738
33.	View Park Preparatory Accelerated High	738
34.	Ernest P. Willenberg Special Education C	737
35.	<u>Fairfax Senior High</u>	731
36.	Animo South Los Angeles Charter	730
37.	Hollywood Senior High	729
38.	Benjamin Banneker Special Education Cent	727
39.	Northridge Academy High	725
40.	Orthopaedic Hospital	724
41.	Crenshaw Arts/Tech Charter High	719
42.	North Valley Charter Academy	719
43.	Central LA Area New High School #9	718
44.	Chatsworth Senior High	717
45.	Heritage College-Ready High	717
46.	North Hollywood Senior High	716
47.	Van Nuys Senior High	716
48.	College Ready Academy High #5	715
49	Verdugo Hills Senior High	712
50.	Animo Oscar De La Hoya Charter High	711
51.	Alexander Hamilton Senior High	710
52.	Community Charter Early College High	710
53.	Animo Jackie Robinson High	707
54.	Alphonso B. Perez Special Education Cent	704
55	International Studies Learning Center	704
56.	Los Angeles Leadership Academy	697
57.		695
58.		693
58. 59.	John H. Francis Polytechnic Venice Senior High	693
59. 60.	Venice Senior High San Pedro Senior High	693
61		692
	Animo Film and Theater Arts Charter High	685
62.	John Marshall Senior High	
63.	Student Empowerment Academy	684
64.	Student Empowerment Academy Capaga Bark Sopier High	679
65.	Canoga Park Senior High	678
66.	University Senior High	678
67.	Maywood Academy High	676
68.	Community Harvest Charter	674
69.	Bell Senior High	671
70.	Los Angeles High School of the Arts (LAH	671
71.	Ulysses S. Grant Senior High	671
72.	Discovery Charter Preparatory #2	667
73.	Health Services Academy High	667
74.	James Monroe High	667
75.	Media Arts and Entertainment High	664
76.	Central City Value	662
77.	Animo Ralph Bunche High	658
78.	Benjamin Franklin Senior High	658
79.	Birmingham Community Charter High	653
80.	Nathaniel Narbonne Senior High	651
81.	New Millennium Secondary	650
82.	South Gate Senior High	649
	Westchester Senior High	649
83.	Phineas Banning Senior High	646
	San Fernando Senior High	642
84.		072
84. 85.		641
84. 85. 86.	Carson Senior High	641 640
84. 85. 86. 87.	Carson Senior High Academic Leadership Community	640
84. 85. 86. 87. 88.	Carson Senior High Academic Leadership Community Belmont Senior High	640 639
84. 85. 86. 87. 88.	Carson Senior High Academic Leadership Community Belmont Senior High Arleta High	640 639 638
84. 85. 86. 87. 88.	Carson Senior High Academic Leadership Community Belmont Senior High	640 639

	API 132 LAUSD and Charter High School	
Sor	ted from Highest to Lowest Performing	J
	Red = Alliance High Schools	
93 James A	. Garfield Senior High	630
	tzler Preparatory Charter High	626
	Contreras Learning Complex	626
	eles Senior High	623
97. South Ea		622
	Lincoln Senior High	615
	Ready Academy High #7	614
	w Wilson Senior High	612
	lev Senior High	611
	R. Roybal Learning Center	611
	of Communications. New Media and	607
	ocke Technology High	606
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An Alliance College-Ready Academy

A California Nonprofit Public Benefit Corporation

OFFICES

Principal Office. The principal office of the corporation for the transaction of the business of the corporation shall be fixed and located at such place within the State of California as the Board of Directors (herein called the "Board") shall determine. The Board is granted full power and authority to change such principal office from one location to another.

Other Offices. Branch or subordinate offices may be established at any time by the Board at any place or places.

MEMBERS

Membership. The corporation shall have one member. The sole member of the corporation shall be Alliance for College-Ready Public Schools, a California nonprofit public benefit corporation (formerly known as Los Angeles County Alliance for Student Achievement) (the "Alliance"). As used herein, the terms "member" and "members" shall refer to Alliance.

Rights of Membership. The member, acting through its Board of Directors, shall have the right to vote, as set forth in these Bylaws, on the election of directors, on the disposition of all or substantially all of the corporation's assets, on any merger and its principal terms and any amendment of those terms, and on any election to dissolve the corporation. In addition, the member shall have all rights afforded members under the California Nonprofit Public Benefit Corporation Law.

Transfer of Membership. No membership or right arising from membership shall be transferred. All membership rights shall cease on the member's dissolution.

Meetings. A meeting of the member shall be held in each year in which directors are to be elected at that meeting for the purpose of conducting such election and to transact any other proper business which may be brought before the meeting. No other regular or special meetings of the member are required. The member may exercise its rights as a member at any time without prior notice.

DIRECTORS

Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these Bylaws regarding actions that require approval of the member, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, a management company, or committees however composed, provided that the activities and affairs of the

corporation shall be managed and all corporate powers shall be exercised under the unipported E direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers, in addition to the other powers enumerated in these Bylaws:

- 1. To select and remove the officers, agents and employees of the corporation, prescribe powers and duties for them as may not be inconsistent with law, the Articles of Incorporation, or these Bylaws, supervise them, fix their compensation, and require, from them security for faithful service. Such compensation may be increased or decreased at the pleasure of the Board.
- 2. To make such rules and regulations for the conduct of the affairs and activities of the corporation as the Board may deem advisable and as are not inconsistent with law, the Articles of Incorporation or these Bylaws.
- 3. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation, or other evidences of debt and securities thereof.

Number of Directors. The authorized number of directors shall consist of not less than five (5) or, during any period that the corporation is operating a public charter school that is providing educational instruction to enrolled students (a "School"), eight (8) nor more than twenty (20) directors, with the exact number of directors to be fixed within the limits specified herein by resolution of the Board as enacted from time to time. No reduction of the authorized number of directors shall have the effect of shortening the term of any incumbent director.

Selection of Directors. During any period that the corporation is operating a School, the principal of the School then in office (the "Principal") shall serve as an ex-officio director of the corporation. The Principal shall designate a teacher employed by the School and a parent of a pupil attending the School as additional directors. The remaining directors of the corporation shall be elected by the member.

Term of Office. Each director designated by the Principal shall hold office for a term ending on the next June 30 following his or her appointment and until a successor has been designated and qualified. Each director elected by the member shall hold office for a term ending on the third June 30 following his or her appointment and until a successor has been elected and qualified.

Removal. Any director may be removed with cause by the affirmative vote of a majority of the directors present at a meeting duly held at which a quorum is present. Any director elected by the member may be removed with or without cause by the member at any time.

Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation of a director designated by the Principal is effective at a future time, a successor may be designated by the Principal before such time, to

take office when the resignation becomes effective. If the resignation of a director elapsed by the member is effective at a future time, a successor may be elected by the member before such time, to take office when the resignation becomes effective.

Vacancies. Vacancies in the members of the Board designated by the principal shall be filled by the designation of the principal. Vacancies in the members of the Board elected by the member shall be filled by the vote of the member. Each director so designated or elected shall hold office until the expiration of the term of his or her predecessor and until his or her successor has been designated or elected and qualified. A vacancy or vacancies in the Board shall be deemed to exist in case of the death, resignation, or removal of any director, or if the authorized number of directors is increased. The Board may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or found by a final order of judgment of any court to have breached any duty arising under Article 3 of the California Nonprofit Public Benefit Corporation Law.

Interested Directors. Not more than forty-nine (49%) percent of the persons serving on the Board at any time may be interested persons. An "interested person" is (1) any person being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise and (2) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law of any such person. Notwithstanding the foregoing, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

LAUSD Representative. During any period that the corporation is operating the School pursuant to a charter petition approved by the Los Angeles Unified School District ("LAUSD"), LAUSD may designate a natural person to represent LAUSD at meetings of the Board. LAUSD may remove or replace the representative with or without cause at any time. LAUSD shall be entitled to notice of meetings of the Board and the LAUSD representative may participate in the deliberations of the Board as if he or she were a member of the Board, but the LAUSD representative shall not be deemed a director of the corporation and shall have no voting rights or power.

MEETINGS

Place of Meeting. Regular public or special public meetings of the Board shall be held at any place within the State of California which has been designated from time to time by the Board. In the absence of such designation, regular meetings shall be held at the principal office of the corporation.

Brown Act. Regular public and special public meetings of the Board shall be held in accordance with the Brown Act, with not less than 72-hour notice and with public posting of the agenda in a location with open access.

Regular Meetings. Regular public meetings of the Board shall be held quarterly on such dates and at such times as may be fixed by the Board.

Special Meetings. Special public meetings of the Board for any purpospendix E purposes may be called at any time by the President, the Secretary or any number of directors with 72-hour notice and public posting of the agenda. Notice of the time and place of special meetings of the Board shall be sent to each director by first-class mail at least four (4) days before the meeting, or given or delivered by other form of written or telephonic communication (including cable, telegram, telex, facsimile, electronic mail and telephone) or personally at least seventy-two (72) hours before the meeting. Such notice may be written or, if delivered by telephone or personally, oral. Written notice shall be addressed or delivered to each director at his or her address (e.g., mailing address, facsimile number or electronic mail address) as it is shown upon the records of the corporation, or as may have been given to the corporation by the director for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the directors are regularly held.

Quorum. One-half (1/2), but not less than three (3), of the authorized directors then in office constitutes a quorum of the Board for the transaction of business, except to adjourn as provided in Section 14 of this Article. All matters shall be decided by the vote of a majority of directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is required by the California Nonprofit Public Benefit Corporation Law (including, but not limited to, those provisions relating to approval of transactions with interested directors, transactions involving corporations with common directors, fixing of compensation for directors, creation of or appointments of committees and indemnification of directors and other agents), or by the Articles of Incorporation or these Bylaws, except that a meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Participation in Meetings by Conference Telephone. Members of the Board may participate in any meeting through the use of video or telephone conference equipment provided there is open public access to the meeting.

Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any directors' meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place is fixed at the meeting adjourned, except that if the meeting is adjourned for more than 24 hours, notice of any adjournment to another time or place shall be given prior to the time of the reconvened meeting to the directors who were not present at the time of adjournment.

Rights of Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy any and all books, records, and documents of every kind of the corporation, and to inspect the physical properties of the corporation.

Committees. The Board may designate and appoint one or more committees, each consisting of two (2) or more directors, and delegate to such committees any of the authority of the Board except with respect to:

- 1. Take any final action on any matter, that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the member;
- 2. The filling of vacancies on any committee:

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- 3. The fixing of compensation of the directors for serving on the Board opponents committee:
- 4. The amendment or repeal of bylaws or the adoption of new bylaws;
- 5. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repeal-able;
- 6. The appointment of committees of the Board or the members thereof; or
- 7. The approval of any self-dealing transaction, as defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as provided in Section 5233(d)(3) of such law.

Any such committee must be established and the members thereof appointed, by resolution adopted by a majority of the number of directors then in office, and such committee may be designated as an "Executive Committee" or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members of any committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meeting and actions of the Board Minutes shall be kept of each meeting of each committee.

OFFICERS

Required Officers. The officers of the corporation shall be a President, a Secretary, and a Chief Financial Officer, each of whom shall be chosen by and hold office at the pleasure of the Board. Any number of offices required or permitted by this Article may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the President or Chairman of the Board.

Permitted Officers. The Board may choose a Chairman of the Board, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Chief Financial Officers, and such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as the Board at its pleasure may from time to time determine.

Election of Officers. The officers shall be elected annually by the Board at a regular or special meeting of the Board, and may succeed themselves in office. Each person elected as an officer shall continue in office until the next annual election of officers or until his successor shall have been duly elected and qualified or until his earlier death, resignation or removal in accordance with these Bylaws. Vacancies of officers caused by death, resignation, removal or increase in the number of officers may be filled by the Board at a regular or special meeting.

Removal of Officers. Any officer may be removed at any time with cause and with notice by the affirmative vote of the Board.

President. Subject to the control of the Board, the President shall be the penint E executive officer of the corporation and shall have general supervision, direction and control over the affairs and property of the corporation and over its several officers, and shall have such other powers and perform such other duties as may be delegated by the Board from time to time. If the corporation has no Chairman of the Board, then the President shall preside at all meetings of the Board.

Secretary. The Secretary shall be the custodian of the seal of the corporation and of the books and records and files thereof, and shall affix the seal of the corporation to all papers and instruments requiring the same. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a minute book of all meetings of the Board and its committees. The Secretary shall also keep, or cause to be kept, at the principal office in the State of California the original or a copy of the Articles of Incorporation and Bylaws of the corporation, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by these Bylaws or by law to be given, and shall have such other powers and perform such other duties as may be delegated by the Board. Any Assistant Secretary appointed by the Board to hold office at the pleasure of the Board, may have the same powers as the Secretary.

Chief Financial Officer. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the directors of the corporation such financial statements and reports as are by law or these Bylaws required to be sent to them. The Chief Financial Officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation and such depositories as maybe designated by the Board. The Chief Financial Officer shall disburse the funds of the corporation as may be ordered by the Board, shall render to the President or the directors, whenever requested, an account of all transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

INDEMNIFICATION

The corporation shall have the power to indemnify directors, officers, employees and agents to the extent permitted by Section 5238 of the California Nonprofit Public Benefit Corporation Law and Chapter 42 of the United States Internal Revenue Code of 1986 (if applicable), as amended or superseded.

REPORTS

The corporation shall furnish to all of the directors annually a report containing the following information in reasonable detail:

- 1. The assets and liabilities, including the trust funds, of the corporation as of the end of the preceding fiscal year.
- 2. The principal changes in assets and liabilities, including trust funds, during the preceding fiscal year.

- 3. The revenue or receipts of the corporation, both unrestricted and perturbed to particular purposes, for the preceding fiscal year.
- 4. The expenses or disbursements of the corporation, for both general and restricted purposes, during the preceding fiscal year.
- 5. Any information, required by Section 6322 of the California Nonprofit Public Benefit Corporation Law, with respect to the preceding fiscal year.

The report required by this Article shall be accompanied by any report thereon of independent accountants, or if there is no such report, by the certificate of an authorized officer of the corporation that such reports were prepared without audit from the books and records of the corporation.

OTHER PROVISIONS

Inspection of Articles and Bylaws. The corporation shall keep in its principal office in the State of California the original copy of its Articles of Incorporation and of these Bylaws, as amended to date, which shall be open to inspection by the directors and such other persons as required by law, at all reasonable times during office hours.

Endorsement of Documents; Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the Chairman of the Board, the President, or any Vice President and the Secretary, any Assistant Secretary, the Chief Financial Officer, or any Assistant Chief Financial Officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, but, unless so authorized by the Board, no such person or persons shall have any power or authority to bind the corporation by any contract or engagement to pledge its credit or to render it liable for any purpose or amount.

Representation of Shares of Other Corporations. The President or any other officer or officers authorized by the Board or the President are each authorized to vote, represent, and exercise on behalf of the corporation all rights incident to any and all shares of any other corporation or corporations standing in the name of the corporation. The authority herein granted may be exercised either by any such officer in person or by any person authorized so to do by proxy or power of attorney duly executed by said officer.

Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in Part 1 of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation law shall govern the construction of these Bylaws.

Amendments. These Bylaws may be amended or repealed by the affirmative vote of a majority of the number of directors then in office, with the consent of the member. During any period that the corporation is operating the School pursuant to a charter petition approved by

LAUSD, the Bylaws may not be amended in a manner that materially alters the charteness the charteness the charteness that the consent of LAUSD.

CERTIFICATE OF ADOPTION

I, the u	indersigned, do hereby certify:	
	That I am the duly elected and acting Secretary of, rnia nonprofit public benefit corporation; and	a
	That the foregoing bylaws, comprising 6 pages, constitute the Bylaws of such corp adopted by resolution of the Board of Directors of the corporation on January, 2	
	TNESS WHEREOF, I have hereunto subscribed my name and affixed the seal of su ation this day of, 200	ıch
	, Secretary	



HIGH SCHOOL COURSE CATALOGUE 2010-2011

PLEASE USE THE 6-DIGIT ALLIANCE COURSE CODES WHEN SCHEDULING STUDENTS IN POWER SCHOOL

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INTRODUCTION

Included in this guide are Alliance graduation requirements, college admission requirements, and a brief description of the courses available to students.

Our goal at Alliance College-Ready Public Schools is first and foremost to prepare ALL students to graduate from high school ready for success in college, to help students acquire the attitudes, knowledge and skills that contribute to effective learning in school and in life, and to help students understand the relationship of academics to the world of work and to discover knowledge of self to make informed career decisions.

Unit/Credit requirements for graduation: 230 Total Minimum A-G Credits required: 160			
Course requirements for graduation: Passing <u>all</u> courses with a grade of C or higher (basic proficiency)			
Starting with the class of 2012, UC's undergraduate admissions requirements mandate students complete 11 out 15 "a-g" courses by the end of the 11 th grade			
Core Courses offered may be Standard Core, Honors or Advanced Placement			
Advanced Placement Courses and Exams may be on site or online			
Even requirements for graduation: Descing score on California High School Evit Even (CAUSEE)			
Exam requirements for graduation: Passing score on California High School Exit Exam (CAHSEE) English and Math			

ALLIANCE A - G COLLEGE PREP COURSEWORK AND GRADUATION REQUIREMENTS

Alliance high school graduation requirements are in alignment with the University of California (UC) and California State University (CSU) "A-G" minimum undergraduate admission requirements. ALL Alliance students must pass all courses with a grade of "C" or higher to receive course credit.

Subject Area	Grade 9	Grade 10	Grade 11	Grade 12
	[65 credits]	[65 credits]	[65 credits]	[65 credits]
A-G UC/CSU	Advisory [5]	Advisory [5]	Advisory [5]	*Advisory [5]
Requirements				
(a) History / Social		(a) World History,	(a) U.S. History [10]	(g)American
Science		Cultures, and		Government (sem.)
- 2 yrs required:		Historical		[5] & Economics
- 20 credits		Geography [10]		(sem.) [5]
(b) English/Language	(b) English 9	(b) English 10	(b) English 11 [10]	(b) English12 [10]
Arts	[10]	[10]	American Lit /	Adv Comp/
- 4 yrs required:	ESL 3/4		Contemporary Comp.	AP Lit
- 40 credits				
(c) Math	(c) Algebra 1 [10]	(c) Geometry [10]	(c) Algebra 2 [10]	(g)Pre-Calculus [10]
- 3 yrs required	OR	OR	OR	OR
- 30 credits	(c) Geometry	(c) Algebra 2	(c) Pre-Calculus or	Linear Algebra
			Linear Algebra	Or Other Elective
(d) Laboratory	(d) Biology [10]	(d) Biology [10]	(d) Chemistry [10]'	(g)Physics [10]
Science	Or			
- 2 yrs required (3	(d) Earth Science	Or Marine Biology	(g) Honors Bio	OR elective
recommended)		Or (d) Chemistry		
- 20 credits				
(e) Language other	(e) Spanish 1	(e) Spanish 2 [10]	(g) Spanish 3 [10]	(g)Spanish 4 [10]
than English	[10]			
- 2 yrs required	Or Certification	Or Certification	OR Elective	OR Elective
- 20 credits	Or Other language	Or Other language		
(f) Visual / Performing			(f) Music, Dance,	
Arts			Drama, or Art [10]	(g) Elective
- 1 yr required				
- 10 credits				
(g) College Prep				
Elective				
- 1 yr (2 semesters)				
- 10 credits (g) courses				
Physical Education	PE/*Health [10]	PE/*Life Skills [10]		
- offered/not required	Or Elective	Or Elective		
grades 9,10				
Other Electives	Academic Support			Community Service
	Elective: [10]			Project [*Via
	English, Math			Advisory]

The following information is based on the University of California/California State University admission requirements. These requirements are typical of most universities, however be sure to check with the student's college of choice to confirm specific requirements. Alliance graduation requirements are aligned to UC/CSU college-entrance requirements.

UC/CSU Admission Requirements "A-G"	YEARS
U.S. History	1
World History or AP European History (CDE requires W.H.)	1
College Prep English, AP recommend	4
Advanced Math (Algebra 1, Geometry, Algebra 2, Pre Calculus or Linear Algebra)	3
Laboratory Science	2
Language Other Than English (LOTE)	2
Visual and Performing Arts	1
Additional Academic Electives are required. These include a third year of science, foreign language	1
and a fourth year of math, social science, advanced visual or performing arts.	

In addition to the above undergraduate course requirements, college admissions exams required include:

- -SAT Reasoning
- -SAT Subject Exams
- -ACT and the ACT Writing Exam

ENGLISH

All students must be enrolled in an English class every semester and must earn a total of 40 units of English credit in to graduate. All Alliance English courses comply with required California standards for English Language Arts.

ENGLISH COURSES

Count under category (b) for the UC/CSU "A-G" college admissions requirements

ENGLISH 9A - 230107 ENGLISH 9B - 230108 (Year) Freshman, Grade 9

UC Approved (b)

English 9AB is a literature-based course, which introduces basic literary genres through representative works and authors. The curriculum reflects integration of writing, vocabulary development, speaking and listening, and research skills.

ENGLISH 10A - 230109 ENGLISH 10B - 230110

(Year) Sophomore –Grade 10

UC Approved (b)

Literature-based, the curriculum integrates writing, literature, vocabulary development, listening, speaking, and research skills. Students learn the writing process as they write in various domains for a variety of purposes.

ENGLISH 11A - 203012 ENGLISH 11B - 203013

(Year) Junior

UC Approved (b)

This class is required for all students. Students are expected to demonstrate fluency in writing, independent study, and think critically and abstractly. American literature, vocabulary development, listening skills, speaking skills, and research skills are integrated into the curriculum.

ENGLISH 12 - A - 230141 ENGLISH 12 - B - 230142

(Year) Senior, Grade 12

UC Approved (b)

This course helps students further enhance their literacy, critical thinking, and communication skills.

Students will analyze informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays.

ADVANCED PLACEMENT/HONORS ENGLISH

The English Honors program is a four-year program designed to prepare students for the Advanced Placement (AP) Examination in Language and Composition and the AP Exam in Literature and Composition administered annually by the College Entrance Examination Board.

Preparation for Advanced Placement English

begins when students enter the English Honors Program. The Advanced Placement English Program for juniors and seniors provides intensive study of literature and composition in preparation for the comprehensive three-hour exam in May. Students who perform with exceptional competency on the exam may be granted college credit and/or advanced placement in English at the college they plan to attend.

Expectations of English Honors Students

We expect English Honors students to be highly proficient in the English language: they should read critically, be sophisticated enough to deal with literature containing mature themes, write with precision, and have an understanding of grammatical sentence structure.

ENGLISH 9A HONORS – 230091 ENGLISH 9B HONORS - 230092

(Year) Freshmen

UC Approved (b)

English Honors 9 is a challenging yearlong literature/composition Course. The class consists of daily homework, in-class assignments, and long-term projects demonstrate such critical thinking skills as evaluation, interpretation, reflection, and synthesis.

ENGLISH 10A HONORS – 230093 ENGLISH 10B HONORS - 230094

(Year) Sophomore

UC Approved (b)

This course is an accelerated course that is literature-based. Class discussion, projects, reading and writing assignments and homework are structured to stimulate high levels of critical thinking and to develop the ability to analyze, synthesize, and evaluate.

ENGLISH 11 HONORS A- 230113 ENGLISH 11 HONORS B- 230114

(Year) Junior

UC Approved (b)

This course helps students enhance their fluency in writing, independent study, critical thinking and abstract thinking skills. Writing, American literature, vocabulary, listening & speaking skills and library skills are included in the curriculum.

ENGLISH 12 HONORS A - 200145 ENGLISH 12 HONORS B - 200146

(Year) Senior

UC Approved (b)

This class focuses on a survey of British literature. Students will use their higher order thinking skills involved in reading, analyzing and evaluating core text. In addition, students are expected to produce writing assignments that reflect advanced quality work. Frequent reading, writing, and homework assignments will stimulate

high levels of critical thinking and reflect an advanced level of complexity.

Advanced Placement ENGLISH LANGUAGE and COMPOSITION A - 230125

(Year) Junior

UC Approved (b)

Advanced Placement Junior English prepares students for the Advanced Placement Examination in Language and Composition. The class is an exploration of American Literature from the Puritan period to the post-Civil War period. Students will also study examples of nonfiction prose to develop an appreciation for diction, syntax, and style and an understanding of the methods of argumentation (rhetoric). Students must become acquainted with different techniques of writing style and be able to use them in their own writing. Students must be able to read well, understand grammar, and employ composition skills with a high level of competence before entering this course.

Advanced Placement ENGLISH LANGUAGE and COMPOSITION B - 230126

(Year) Juniors

UC Approved (b)

This course continues the first semester's study of American literature and extends it into the modern period. Students will continue their study of diction, syntax, style, and rhetorical techniques for use on the AP Language Exam administered in May. In the five weeks preceding the exam, students will complete a variety of activities intended to prepare them for the examination. Following the AP examination, students will engage in an intensive study of the techniques of poetry, its meaning, techniques, and forms.

Advanced Placement ENGLISH LITERATURE & COMPOSITION A - 230117

(Year) Seniors

UC Approved (b)

This senior level course will continue the study of poetry introduced in AP Junior English B. A Shakespearean play and two or three novels and/or plays will be included in the literature requirements. Students will study Chaucer, sixteenth century poetry, and other preeighteenth century literature. Students will be required to write a minimum of 3 lengthy essays of literary analysis in addition to a personal essay appropriate for college applications.

Advanced Placement ENGLISH LITERATURE AND COMPOSITION B - 230118

(Year) Seniors

UC Approved (b)

AP English B is a course designed to help students sharpen their analytical skills and to structure their review of literature in preparation for the challenging AP Exam in Literature and Composition.

The course includes analysis of various types of literature, such as poetic explication, as well as the study of techniques involved in the writing of timed essays of analysis.

Students are expected to read well and employ composition skills with a high level of competence before entering this course.

Students will write approximately one essay per week and reread and analyze six to eight works of literary merit in the first quarter of the course.

In the five weeks preceding the exam, students will complete a variety of activities intended to prepare them for the rigorous examination. Following the AP exam, students will complete independent projects related to literature.

ENGLISH ELECTIVES

CAHSEE Prep- English A - 230551 CAHSEE Prep- English B - 230552

(Year) Sophomore, Junior, Senior

Prerequisite: None
NOT UC APPROVED

This course is designed to address students' different levels of English skills. Students will be assessed and provided with ways to meet their English skill-gaps and refresh their skills. Students requiring more rigorous remediation are quickly identified so teachers and administrators can direct their remediation resources to those students who need it most.

COLLEGE PREP ENGLISH 172325

(Semester) Juniors

Prerequisite: None

NOT UC APPROVED

This elective course will focus on the critical reading and writing skills needed to be successful on college entrance exams. Concepts covered in critical reading will include vocabulary, reasoning, and reading comprehension. The writing portion of the exam will cover the persuasive essay.

CREATIVE WRITING A - 230209 CREATIVE WRITING B - 230210

(Year) Junior, Senior **Prerequisite**: none **UC Approved (g)**

The course gives students strategies and practice in writing poetry, prose, and criticism. Through large and small groups, students discuss the aesthetic values of word choice, the importance of criticism, and the demands of finding one's own voice. Students will also acquire tools for improving their writing skills.

INTRODUCTION TO JOURNALISM 230503

INTRODUCTION TO JOURNALISM 230504

(Year) Freshman, Sophomore, Junior, Senior

Prerequisite: None UC Approved (g)

This course explores journalistic writing through the analysis of newspapers, magazines, online news publications, and broadcast journalism. Students will develop critical thinking and writing skills as they examine and create news reports and opinion pieces. The class will focus on structure and language, reinforcing California Language arts Standards through the lens of journalism. The course covers news gathering, ethics, copy writing, writing styles, photography, editing, and revising. The major authentic assessment for the course will be the monthly production of the school magazine, through which students will also learn about layout, production, and circulation of a publication.

INTRODUCTION TO SHAKESPEARE A - 230435

INTRODUCTION TO SHAKESPEARE B - 230436

(Year) Senior **Prerequisite**: none **UC Approved (g)**

This course surveys the writings of William Shakespeare, emphasizing the range and diversity of his works before and after 1600. Shakespeare's genres – comedy, tragedy, history, and romance – will be made accessible through reading, discussion, and structural analysis. Analytical reading, expository writing, and oral communication skills will be developed through selection-specific assignments. Full-length works that will be read and analyzed include the Sonnets, the comedies *Merchant of Venice, Midsummer's Night Dream, Much ado About Nothing,* and *Twelfth Night*. Also works after 1600 will include *King Lear* and *Othello*. Students should expect numerous reading

assignments, quizzes, tests, and written and oral critical responses to literature. Course work is based on state standards adopted for English Language Arts.

ENGLISH SUPPORT A - 350211 ENGLISH SUPPORT B - 350212

(Year) Freshman, Junior, Senior

Prerequisite: Teacher approval and Counselor

Recommendation
NOT UC APPROVED

This class supports students who need additional assistance in skills requisite for succeeding on the California State Test and California High School Exit Exam. This program combines small-group, teacher-directed lessons and books for self-selected reading. Students are assessed and appropriately targeted to meet individual needs. The focus of the course is to build mental models and background knowledge, decoding, fluency and comprehension.

MATH

OVERVIEW

Students are required to take a minimum of 3 years of math course work. Students are encouraged to take a math course all four years of high school to prepare them for their math college placement exam. The department offers honors and Advanced Placement courses in several content areas as well as a wide array of electives. Prerequisites for honors and AP courses are explained under specific course headings.

MATH COURSES

Count under category "c" for the UC/CSU "A-G" college admissions requirements

ALGEBRA SUPPORT A - 310221 ALGEBRA SUPPORT B - 310222

(Year) Freshman

NOT UC APPROVED

Prerequisite: Students identified as having below grade level math proficiency gaps.

This yearlong math elective will be taken in addition to the Algebra I yearlong course.

Algebra Support is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps (i.e. prerequisite skills=whole number fluency, fractions, integers). Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.

ALGEBRA 1 A - 310301 ALGEBRA 1 B - 310302

(Year) Freshman **UC Approved (c)**

Algebra 1 covers the fundamental properties of the real number system. Topics include simplifying algebraic expressions, laws of exponents, solving first and second degree linear equations and inequalities, solving systems of equations and inequalities, functions and function notation, graphs of linear and quadratic functions, radical equations, ratio and proportion, and the quadratic formula. Many problems are presented in context and students are required to read, interpret and solve such problems.

CAHSEE PREP- MATH A - 310165 CAHSEE PREP- MATH B - 310166

(Year) Sophomore NOT UC APPROVED

Prerequisite: Students identified as having math proficiency gaps.

This yearlong math elective will be taken in addition to the Geometry yearlong course.

CAHSEE Prep-Math is an intervention course designed to focus on closing the California High School Exit Exam (CAHSEE) skill gaps.
Students will be assessed and provided with ways to close their math skill-gaps and to refresh their skills.

FOUDANTIONS FOR GEOMETRY A- 310403 FOUNDATIONS FOR GEOMETRY B- 310404

Summer School/Summer Bridge Course NOT UC APPROVED

This course will cover specific math standards in preparation for High School Geometry.

GEOMETRY A - 310401 GEOMETRY B - 310402

(Year) Freshmen, Sophomore, Junior, Senior **UC Approved (c)**

Prerequisite: Algebra 1 with a rising C average Geometry is the study of points, lines and areas in a single plane, and includes some extension into three-dimensional space. Emphasis is also placed on creating a consistent set of axioms and using deductive reasoning to write proofs and derive theorems. Students need to have a strong foundation in algebraic concepts.

GEOMETRY SUPPORT A - 310407 GEOMETRY SUPPORT B - 310408

(Year) Freshmen, Sophomore, Junior, Senior **NOT UC APPROVED**

Geometry Support is a supplemental course in which students will learn and apply the essential skills and concepts necessary for success in geometry. The curriculum builds on and reinforces fundamental mathematics skills with specific targeted lessons to pinpoint areas in which students may need additional instruction and practice.

ALGEBRA 2 A - 310303 ALGEBRA 2 B - 310304

(Year) Freshman, Sophomore, Junior, Senior **UC Approved (c)**

Prerequisite: Geometry with a rising C average A further study of Algebra, this course includes analysis of higher degree equations, logarithmic and exponential functions, complex numbers conic sections, probability, sequences and series, and an introduction to trigonometry.

INTRODUCTION TO LINEAR ALGEBRA A - 310415

INTRODUCTION TO LINEAR ALGEBRA B - 310416

(Year) Senior

UC Approved (c)

Prerequisite: Algebra 2 or Algebra 2H with a rising C average

Basic concepts of linear algebra are the foundation of this course. Solutions of systems of linear equations; vectors and matrices; subspaces, linear independence, and bases; determinants; Eigen values and eigenvectors; as well as relationship between matrices and systems of linear equations; and applications are explored thoroughly throughout the course.

STATISTICS A - 310607 STATISTICS B - 310608

(Year) Sophomore, Junior, Senior UC Approved

Prerequisite: Algebra 2 or Algebra 2H with a rising C average.

This non-AP course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. Applications involving games of chance, business, medicine, policymaking, the natural and social sciences, and

sports will be explored. A graphing calculator (Texas Instruments TI 83+) is used extensively as a learning tool and is required for the course.

FINANCIAL LITERACY A - 210119 FINANCIAL LITERACY B - 210120

(Year) Junior, Senior **UC Approved (c)**

Financial Literacy course allows students to use real-life problems to explore and learn financial concepts and decision making. Students will apply and practice computation skills. Course content and project will be relevant to students' lives and futures, as they leave home and take on financial responsibilities.

COLLEGE PREP MATH- 310223

(Semester) Junior or Senior

This elective course will focus on the math skills needed to be successful on college entrance exams. Concepts covered will include numbers and operations, Algebra I, Algebra II, functions, Geometry, as well as Statistics, Probability, and Data Analysis. Students will review math content as well as testing strategies.

PRE-CALCULUS A- 310505 PRE-CALCULUS B- 310506

(Year) Junior, Senior **UC Approved (c)**

Pre-Calculus Non-Honors begins the year with an in-depth review of some of the topics of Algebra II such as: conic sections, exponential and logarithmic functions, sequences and series, statistics and probability, and matrices and determinants. Vectors, polar and parametric equations, and limits are also introduced. The second semester studies Trigonometry including triangle trigonometry, trigonometric graphs and identities, and trigonometric applications. This course is designed for those students who will be taking Calculus in college.

PRE-CALCULUS A -HONORS - 310507 PRE-CALCULUS B -HONORS - 310508

(Year) Sophomore, Junior, Senior

UC Approved (c)

Pre-Calculus Honors is an extremely rigorous program that begins the year with Trigonometry (triangle trigonometry, trigonometric graphs and identities, and trigonometric applications), vectors, and polar and parametric equations. The second semester covers the topics of limits, functional analysis including the derivative, and differential Calculus with and without the graphing calculator. This course is structured for those students who will be taking AP Calculus in their senior year.

CALCULUS A - 310703 CALCULUS B - 310704

(Year) Sophomore, Junior, Senior **UC Approved (c)**

Calculus blends the concepts and skills that have been mastered in prerequisite mathematics courses. It includes limits: differentiation: maxima and minima, and the chain rule for polynomials, rational functions, trigonometric functions, and exponential functions. There is also an introduction of integration with applications to area and volumes of revolution, in addition to a further development of integration, inverse trigonometric and logarithmic functions. techniques of integrations, and applications which include work and pressure. Other topics covered are infinite series, power series, Taylor's formula, polar coordinates, parametric equations, introduction to differential equations, and numerical methods.

ADVANCED PLACEMENT- CALCULUS AB -A 310701

ADVANCED PLACEMENT- CALCULUS AB -B 310702

(Year) Selected Senior

UC Approved (c)

Prerequisite: Pre-Calculus Honors with a minimum of a "C" average.

This class is the beginning of calculus. Topics covered include functions, limits, continuity, and differentiation rules for elementary functions, trig functions, logarithmic and exponential functions. Applications of the derivative are covered extensively. An introduction to the definite integral and integration are also included.

ADVANCED PLACEMENT- STATISTICS A 310609

ADVANCED PLACEMENT- STATISTICS B 310610

(Year) Seniors

UC Approved (c)

The purpose of the AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. Additionally, using the vocabulary of statistics this course will teach students how to communicate statistical methods, results and interpretations. Students will learn how to use graphing calculators and read computer output in an effort to enhance the development of statistical understanding.

HISTORY/SOCIAL SCIENCE

OVERVIEW

Students are required to take 3 years of course work in the Social Studies department: World History (sophomore year), United States History (junior year), and one semester each of Government and Economics (senior year). The department offers honors and Advanced Placement courses in several content areas as well as a wide array of electives. Prerequisites for honors and AP courses are explained under specific course headings.

HISTORY/SOCIAL SCIENCE COURSES

Count under category "a" for the UC/CSU "A-G" college admissions requirements WORLD HISTORY A -370127

WORLD HISTORY B - 370128

(Year) Sophomore

UC Approved (a)

Students study major turning points that shaped the modern world, from the late 18th century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps.

WORLD HISTORY HONORS A -370131 WORLD HISTORY HONORS B - 370132

(Year) Sophomore

UC Approved (a)

Prerequisite: "B" or better in all previous Honors or College Prep English courses; cumulative GPA of 3.0.

Students study major turning points that shaped the modern world, from the late 18th century through the present. Students trace the rise of democratic ideas and develop an understanding

of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps. This honors level course will address topics with greater depth and rigor.

UNITED STATES HISTORY A - 370129 UNITED STATES HISTORY B - 370130

(Year) Junior

UC Approved (a)

This course traces the development of the United States from the Spanish American War to the present. Students will review the significant factors responsible for the emergence of the United States as a major world leader.

UNITED STATES HISTORY HONORS A - 370109

UNITED STATES HISTORY HONORS B - 370110

(Year) Junior

UC Approved (a)

Prerequisite: "B" or better in all previous Honors or College Prep English courses; cumulative GPA of 3.0.

This course is designed to increase student understanding of the American people through the study of social, historical, and cultural events. The course includes a short review of U.S. History up to 1890 followed by a focus on turn of the century to the present day.

ECONOMICS - 370905

(Semester) Senior

UC Approved (a)

Students study fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions and incentives. The course will also include such microeconomics concepts as market and prices, supply and demand, competition and market structure, income distribution and the role of government.

Macroeconomics concepts include international trade, unemployment, inflation and deflation, and fiscal and monetary policy.

UNITED STATES GOVERNMENT - 370670

(Semester) Senior

UC Approved (a)

This course is a survey of the government with an emphasis on the National level, including elements of State and local government as well. Students study the U.S. Constitution and examine American political, social, economic and legal systems. The economic and political systems of the major countries of the world are compared and contrasted with those of the U.S.

UNITED STATES GOVERNMENT HONORS 371002

(Semester) Senior

UC Approved (a)

This course is a survey of the government with an emphasis on the National level, including elements of State and local government as well. Students study the U.S. Constitution and examine American political, social, economic and legal systems. The economic and political systems of the major countries of the world are compared and contrasted with those of the U.S. This honors level course will address topics with greater depth and rigor.

ADVANCED PLACEMENT EUROPEAN HISTORY - A – 370301 ADVANCED PLACEMENT EUROPEAN HISTORY - B - 370132

(Year) Sophomore

UC Approved (a)

Prerequisite: Teacher and counselor recommendation.

European History Advanced Placement prepares academically-accelerated college-bound students for the College Board's AP national exam. This course is equivalent to a college level introductory course in European history, with an emphasis on the general narrative of European history from 1450. Students should be prepared for a rigorous course requiring approximately 30 pages of weekly college level reading assignments. Students are expected to evaluate historical materials, use and analyze primary sources, and writing examinations. This course fulfills the district word history requirement.

ADVANCED PLACEMENT UNITED STATES HISTORY A - 370111

ADVANCED PLACEMENT UNITED STATES HISTORY B - 370112

(Year) Junior

UC Approved (a)

Prerequisite: A minimum of a "B" in World History and a "B" in 1st semester Sophomore English.

AP U.S. History prepares the academically-accelerated college-bound student for the College Board's AP national exam. AP U.S. History engages students in a detailed study of American history from our earliest origins to the present day. Emphasis is placed on understanding themes, cause/effect relationships and broad examinations of social, political, cultural and economic issues that have shaped our nation. AP U.S. History is an advanced college level course, which emphasizes research, writing, and discussion. Students will be expected to keep up with a rigorous reading schedule that averages 50+ pages per week.

ADVANCED PLACEMENT WORLD HISTORY A – 370133

ADVANCED PLACEMENT WORLD HISTORY B - 370134

(Year) Junior

UC Approved (a)

Prerequisite: Minimum of "B" in 1st semester AP European History, or World History Honors; minimum of "B" in 1st semester Sophomore English 10 Honors.

AP World History is the equivalent of a college-level survey course in world history. This World History course provides a way to understand history and a foundation from which to view the complexities of today's world. Its emphasis is on encounters and interactions. The long-term objective is for students to demonstrate an understanding of how the big picture of world history assists in understanding the complexities of today's world. Students, who complete this course and perform successfully on the Advanced Placement Exam in May, have the ability to earn college credit from a participating college or university.

ADVANCED PLACEMENT GOVERNMENT/POLITICS U.S. - 370605

(Semester) Senior

UC Approved (a)

Prerequisite: Minimum of "B" in 1st semester AP or Honors US History; minimum of "B" in 1st semester Junior AP English.

This is an accelerated college-level course focusing on the United States Government. Students will undergo a thorough examination of The Constitution, fundamental rights, political system and major governmental institutions. Students will engage in critical analysis of contemporary political events and will be encouraged to begin to develop their own involvement in both social and political institutions. The course prepares students for the May Advanced Placement American Government Exam.

ADVANCED PLACEMENT MICROECONOMICS

- 370906

(Semester) Senior

UC Approved (a)

Prerequisite: Minimum of "B" in 1st semester AP or Honors US History; minimum of "B" in 1st semester Junior AP English.

Advanced Placement Microeconomics emphasizes how individuals make choices with limited resources. Students will examine concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the impact of the government on individual decision-making processes. Students study the stock market as an investment option and trace various stocks throughout the semester using the Wall Street Journal and the internet as resources. Students, who complete this course and perform successfully on the Advanced Placement Exam in May, have the ability to earn college credit from a participating college or university.

ADVANCED PLACEMENT MACROECONOMICS - 370907

(Semester) Senior

UC Approved (a)

Prerequisite: Minimum of "B" in 1st semester AP or Honors US History; minimum of "B" in 1st semester Junior AP English.

AP Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places emphasis on the study of national income and price-level determination. The course develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will be required to complete a wide range of readings, analyze graphical and statistical information, and take and outline detailed notes. The course will have an intense

workload, reading schedule, and the material far exceeds that covered in a regular economics classroom. Students, who complete this course and perform successfully on the Advanced Placement Exam in May, have the ability to earn college credit from a participating college or university.

PSYCHOLOGY A- 370419 PSYCHOLOGY B- 370420

(Year) Junior, Senior

UC Approved (g)

This course will introduce high school students interested in Physiological Science, Neuroscience, and Psychology to introductory neuroanatomy, the physiology of sensation, motor movement. The course continues with how the brain regulates behavior, including how learning and memory function in neurological systems.

HONORS PSYCHOLOGY A – 370421 HONORS PSYCHOLOGY B – 370422

(Year) Junior, Senior

UC Approved (g)

This course will introduce students to neuroanatomy, physiology of sensation, and motor movement. This honors class will teach student the physiology of emotion, behavior, learning & memory and social psychology. In addition to introducing students to the scientific study of the active parts of the human mind and consciousness, students will learn experimental design theory, statistics, and conduct and analyze experiments.

ADVANCED PLACEMENT PSYCHOLOGY A-370417

ADVANCED PLACEMENT PSYCHOLOGY B-370418

(Year) Junior, Senior

UC Approved (g)

AP Psychology is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principals, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

AFRICAN AMERICAN STUDIES- 240107

(Semester) Junior, Senior

UC Approved (g)

This course presents an overview of the black experience in the United States from the African background to today. Students become familiar with some of the contributions of black Americans to a pluralistic American society. The class also studies such topics as the fight against bondage, the role of Blacks in the building of the nation, and the civil rights movement.

SOCIAL ISSUES - 370411

(Semester) Sophomore, Junior, Senior **UC Approved (g)**

This class examines the issues that affect many or all members of society and are considered to be problems, controversies related to moral values, or both. Students will look at issues that may include gang violence, teen pregnancy, pollution, homelessness, poverty, abortion, war, discrimination, and education. Students will learn about things that effect young people in Los Angeles as well as issues that are national and international. Students will not only learn about these issues; they will work to provide suggestions and solutions as to how these social issues might be worked on by society.

CRIMINAL JUSTICE – 370805

(Semester) Sophomore, Junior, Senior **UC Approved (g)**

This class examines the criminal justice system in the United States. It focuses on three basic areas: police, courts, and corrections. Students will look at the juvenile justice system as it relates to Los Angeles. Through discussions, simulations, and projects, we will explore how

people, especially young people, end up in the "system," and how everything from family to jobs promote or take away from our ability to live successful lives. As a class, students will then make suggestions as to what they can do so that they are less drawn to crime, and how they can help reform those who desperately need a new vision for life.

ETHICS: PHILOSOPHICAL TRADITIONS & DAILY MORAL ISSUES – A 370412

(Semester) Sophomores, Juniors

UC Approved (g)

Against the backdrop of ethical writings from the 5th century BC to philosophers of today, students will examine moral issues of everyday life, ask questions about character and conduct, and study various reactions to living and relating. Major ethical theories will be multicultural in scope. The class will look at a range of right actions in response to issues of integrity, respect for others, sexual morality, relationships, honesty, criticism, and more. The goal of the course is to sharpen the ideas we employ as tools when coping responsibly and morally to conflicts we encounter in our daily lives.

SOCIOLOGY A - 370405 SOCIOLOGY B - 370406

(Year) Junior, Senior

UC Approved (g)

This course provides the opportunity for the scientific study of human society. It is concerned with the behavior of human beings in group situations. The study attempts to bring about an understanding of the basic units and institutions of social life and the social relationships which humans develop in their interactions with one another.

LATIN AMERICAN STUDIES – A 370713 LATIN AMERICAN STUDIES – B 370714

(Year) Senior

NOT UC APPROVED

This course, offered in English, is an interdisciplinary introduction to the peoples and cultures of Latin America. Students will explore the social and cultural contexts of Latin America through representative works of literature, contemporary and historical themes, major religions, social structures, gender roles, and politics.

WOMENS STUDIES A – 370310 WOMENS STUDIES B – 370311

(Year) Junior, Senior

UC Approved (g)

This course examines U.S. history from the colonial era to the present using the history of women and gender as the primary analysis. The class lectures, multimedia presentations, and readings emphasize U.S. women's history (incorporating factors of race, class, region, ethnicity, and age). The class will explore the diverse ways in which women have lived, worked and contributed to the history of the US. While we will be looking at some of the "great women" of American history, the course will focus more on the aspects of the general experiences of women and their political, social, cultural and familial relationships.

SCIENCE

OVERVIEW

The Science Department offers a wide variety and level of courses in the areas of life and physical science. Although only two years of science are required for high school graduation (1 year life science & 1 year physical science), many colleges recommend 3 or more years of laboratory science. The science courses are designed to challenge the students at various levels and to engage the students in the scientific process such as making accurate and precise

observations, developing hypotheses, designing experiments, gathering and analyzing data, and determining the implications of the results. Students are encouraged to explore all the basic laboratory science courses before specializing in specific Advanced Placement courses.

SCIENCE COURSES

Count under category "d" for the UC/CSU "A-G" college admissions requirements

BIOLOGY A - 360701 BIOLOGY B - 360702

(Year) Freshman, Sophomore

UC Approved (d) Prerequisite: None

Biology will fulfill both the laboratory science requirement for colleges and high school graduation requirement. The course will cover topics such as DNA, evolution, photosynthesis, cellular respiration, energy and reproduction. Students are expected to develop scientific thinking; a reasoned approach to problem solving and an understanding of the role biology plays in daily lives.

BIOLOGY HONORS A - 360705 BIOLOGY HONORS B - 360706

(Year) Freshman, Sophomore

UC Approved (d)

Prerequisite: Freshman standing; completion of Algebra I; concurrent or prior enrollment in Geometry or Honors Geometry HONORS BIOLOGY A/B CONTINUED:
Honors Biology is an in-depth and fast paced approach to biology. Topics to be covered include molecular and cell biology, introductory biochemistry, genetics- individual and population, continuity and diversity of life, survey of the six kingdoms, body systems, and ecological interactions. The topics and depth of coverage will offer a rigorous and challenging introductory life science course for the student who possesses advanced math and reading skills.

EARTH SCIENCE A - 361309 EARTH SCIENCE B - 361310

(Year) Freshman, Sophomore

UC Approved (d) Prerequisite: None

This course will cover the following topics: Science as a process, the field of Earth Science, the Earth as a system, models of Earth, Earth chemistry, minerals and rocks, resources and energy, the history of the Earth, plate tectonics, and earthquakes and volcanoes. Students will be introduced to the information about the Earth and its processes as well as the process of scientific investigation or inquiry. Students will look closely at the areas of specialization that a geologist might pursue as well as man's influence on changes in our earth and in the Universe around it. Upon completion, students will have a better understanding of the history of the Earth and the Universe.

MARINE BIOLOGY A-360603 MARINE BIOLOGY B - 360604

(Year) Freshmen, Sophomore

UC Approved (d) Prerequisite: None

Students will study the adaptive and evolutionary mechanisms by which organisms are able to occupy the various marine habitats and the evolutionary development of the diversity of marine organisms. Students will learn about the geology of the ocean floor, the structure, functions, and behavior of marine organisms, interrelationships in the marine environment, the chemistry of seawater, climatic changes, energy, waves, tides, and cycles, influence of technology on the use and misuse of the ocean by man. The laboratory will demonstrate the topics and principles presented in lecture.

MARINE BIOLOGY HONORS A - 300605 MARINE BIOLOGY HONORS B - 300606

(Year) Freshmen, Sophomore

UC Approved (d) Prerequisite: None

Marine Biology Honors is designed for students wishing to pursue a faster and more in-depth study of topics covered in Marine Biology. It is ideal for students who plan to take AP science courses. Students are expected to have a strong background in analytical problem solving and critical thinking skills.

MEDICAL SCIENCE 9 – A 361103 MEDICAL SCIENCE 9 – B 361104

(Year) Freshmen, Sophomore **UC Approved (d)**

This is an introductory course exploring each of the ten human body systems. In addition, the course covers: Medical Terminology, Mental Health, Health Care Careers, and Public Health. This course is the first of a four-year course sequence and will support students' transition into health care related college majors & careers. This course contains curriculum critical to matriculation as well as service in a work-based learning program.

HUMAN GEOGRAPHY A- 361305 HUMAN GEOGRAPHY B- 361306 UC Approved (d)

(Year) Freshmen, Sophomore, Junior

Prerequisite: None

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Some emphasis will be placed on the CAHSEE English and math standards as relevant to the course.

ANIMAL SCIENCE - A 24012 ANIMAL SCIENCE - B 24013

(Summer) Sophomore, Junior, Senior *This course is for credit deficient students **UC Approved (d)**

This Animal Science course emphasizes the fundamental concepts of physiology, nutrition, animal breeding and management as they apply to production systems of livestock and poultry. Students will explore these concepts through the lens of the California state biology content standards. This course will include a variety of written, oral, and hands-on assessments that require students to demonstrate their understanding of the standards.

ANATOMY AND PHYSIOLOGY A - 361005 ANATOMY AND PHYSIOLOGY B - 361006

(Year) Sophomore, Junior, Senior

UC Approved (d)
Prerequisite: Biology

Anatomy and Physiology is a rigorous second year Biology course for students interested in biology, medicine and its related professions. Students will be introduced to many lab exercises that will help them to understand both the human body and the importance of correct laboratory procedures.

The major concepts of Anatomy and Physiology include homeostasis, energy, and growth and development. These three thematic units will be used as an outline to investigate the 11 human body systems as sub-units.

ANATOMY AND PHYSIOLOGY HONORS A - 361007

ANATOMY AND PHYSIOLOGY HONORS B – 361008

(Year) Sophomore, Junior, Senior

UC Approved (d)
Prerequisite: Biology

Anatomy and Physiology Honors is a rigorous second year Biology lab course, for students wishing to pursue a faster and more in-depth study of topics covered in Anatomy and

Physiology. This course is ideal for students interested in medicine and its related professions.

CHEMISTRY A - 361401 CHEMISTRY B - 361402 (Year) Sophomore, Junior

UC Approved (d)

Prerequisite: Completion of Algebra 1 with "C" or higher in both semesters ("B" or higher is recommended)

Chemistry will fulfill both the laboratory science requirement for colleges and the high school graduation requirement. The class will cover topics such as atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics and stoichiometric calculations. Students are expected to have a firm foundation in basic algebraic and problem solving skills.

CHEMISTRY HONORS (H) A - 361405 CHEMISTRY HONORS (H) B - 361406

(Year) Sophomore, Junior

UC Approved (d)

Prerequisite: Completion of Geometry Honors with "B" or higher (both semesters) OR completion of Geometry with "A" (both semesters)

Honors Chemistry is designed for students wishing to pursue a faster and more in-depth study of topics covered in Chemistry. It is ideal for students who plan to take AP science courses, including AP Chemistry. Students are expected to have a strong background in analytical problem solving and critical thinking skills.

ENVIRONMENTAL SCIENCE – A 360510 ENVIRONMENTAL SCIENCE – B 360511

(Year) Junior, Senior

UC Approved (d)

The goal of environmental science is to provide students with concepts, scientific principles, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems of both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

ENVIRONMENTAL STUDIES – A 360503 ENVIRONMENTAL STUDIES – B 360504

(Year) Sophomore, Junior, Senior **UC Approved (g) *College Prep Elective**Environmental Studies gives a complete overview of the chemical, physical, and biological components of the environment. Human impact on the environment and ecological imbalances are discussed in terms of their impact on everything from water to the atmosphere.

PHYSICS A - 361501 PHYSICS B - 361502

(Year) Senior

UC Approved (d)

Prerequisite: Completion of both semesters of Geometry with a "B" or higher in each semester OR completion of both semesters of a more advanced math course with a "C" or higher in each semester.

Students investigate the following topics: energy, forces, motion and matter at a college preparatory level of analysis. Laboratory activities are designed to lead to discovery and appreciation of concepts in these areas.

PHYSICS HONORS A - 361509 PHYSICS HONORS B - 361510

(Year) Senior

UC Approved (d)

Prerequisite: Completion of both semesters of Geometry with a "B" or higher in each semester OR completion of both semesters of a more advanced math course with a "C" or higher in each semester

Honors Physics is an analytical study of the interactions in the physical world around us. Students will study motion, forces, energy, momentum, sound, light, electricity, magnetism, special relativity and quantum physics, as outlined in the California content standards. Emphasis will be placed on inquiry methods if instruction as explored through labs.

ADVANCED PLACEMENT BIOLOGY A - 360707

ADVANCED PLACEMENT BIOLOGY B-360708

(Year) Junior, Senior

UC Approved (d)

Prerequisite: Completion of Biology with a minimum of a "B" in both semesters; Completion of Chemistry highly recommended.

AP Biology is designed to be equivalent to a first year college-level general biology course. Students will study materials presented in a rigorous, biochemical oriented introductory college biology course. Required laboratory experiments are part of the course. Students are expected to be independent learners and to devote extensive studying beyond the basic concepts. Details of molecules, Chemistry, cells, genetics, evolution, organisms and populations are included in this course. Students will be prepared to take the Advanced Placement Biology exam in May.

ADVANCED PLACEMENT CHEMISTRY A - 361403

ADVANCED PLACEMENT CHEMISTRY B-361404

(Year) Junior, Senior **UC Approved (d)**

Completion of biology and recommendation of teacher; Completion of Chemistry with a "B" or higher: Placement subject to review by the Science Department and Administration. This is the equivalent of a first year college course in chemistry and is designed to prepare students for the Advanced Placement Chemistry test. It includes all the material covered in chemistry but at a greater depth. Specific emphasis is placed on problem solving using mathematics. Students taking this course should be prepared for extensive reading, problem solving, and study assignments. This class meets the physical science graduation requirement, and the laboratory science requirement for universities.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE A - 360507

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE B - 360508

(Year) Senior

UC Approved (d)

Prerequisite: Biology, Chemistry, Teacher recommendation AND completion of Pre-Calculus with a "B" or higher.

This is the equivalent of a first year college course in environmental science and is designed to prepare the students for the Advanced Placement Environmental Science test. Students will cover the following topics: ecological principles, geological principles, renewable and non-renewable resources, environmental quality (air, water, & soil pollution), human population dynamics, global changes and their consequences and interdependence of earth's system (e.g. cycling of matter, biosphere, solid earth, atmosphere, etc.)

ADVANCED PLACEMENT PHYSICS -A - 361505

ADVANCED PLACEMENT PHYSICS – B - 361506

(Year) Senior

UC Approved (d)

Prerequisite: Biology, Chemistry, Teacher recommendation AND completion of Pre-Calculus with a "B" or higher.

This is the equivalent of a first year college course in physics and is designed to prepare students for the Advanced Placement Physics test. Emphasis is placed on application of unit mathematics to practical use. First semester includes Newtonian physics, matter, elasticity, pressure, vibrations and waves, sound, light, simple harmonic motion, heat, and the thermodynamics.

GEOLOGY A -370201 GEOLOGY B - 370202 UC Approved (g)

(Year) Freshmen *Prerequisite:* None

Geology focuses on the science and study of the solid matter of a celestial body, its composition, structure, physical properties, history and the processes that shape it. In this course students will assess the impact of an increasing global population, development on earth's natural resources and examine how natural processes affect human activities. Topics include water usage and pollution, soil pollution and erosion, radioactive and solid waste disposal, landslides, stream flooding, coastal erosion, environmental consequences of energy and mineral resource utilization, acid rain, global climate change, and the environment effects on human health.

SCIENCE- DOCENT PROGRAM A - 361061 SCIENCE- DOCENT PROGRAM B - 361062

(Semester or Year) Junior, Senior

Prerequisite: None **NOT UC APPROVED**

Non-lab science

This elective course is for students who are interested in the teaching profession and enjoy science. Students will have the opportunity to develop their teaching skills and public speaking/presentation skills. Students will create lesson plans and deliver their science lessons to elementary school students.

SCIENCE RESEARCH CAREERS 240107 SCIENCE RESEARCH CAREERS 240108

(Year) Junior & Senior UC Approved (g)

The Science Research Careers course is designed as an introductory course for 9th grade students to be exposed to careers in science, technology, engineering, and mathematics that require doctoral degrees. Students will explore the academic and career paths available for people who wish to pursue doctoral degrees. Students will explore the academic and career paths available for people who wish to pursue doctoral degrees. In addition, students will speak with doctoral researchers and perform activities/projects that expose students to the experiences of doctoral researchers.

LAB RESEARCH ASSISTANT A – 361123 LAB RESEARCH ASSISTANT B – 361124

(Year) Senior

UC Approved (e)

Student research assistants participate in the design, execution, analysis and evaluation for either the high school level chemistry class or AP Biology class. The course is geared to provide the student with educational and professional experience, significant responsibility that expands with experience, and ability to work with an adult supervisor in a congenial and cooperative manner. Duties include lab

preparation, procedural demonstration or techniques for the classroom.

LANGUAGE OTHER THAN ENGLISH (LOTE)

LOTE Courses

Count under category "e" for the UC/CSU "A-G" college admissions requirements

SPANISH 1 A - 256011 SPANISH 1 B - 256012

(Year) Freshman, Sophomore, Junior

UC Approved (e) Prerequisite: None

Students will be introduced to the basic language and culture of the Spanish-speaking world. Language and culture are acquired through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language.

SPANISH 2 A - 256013 SPANISH 2 B - 256014

(Year) Freshman, Sophomore, Junior

UC Approved (e)

Prerequisite: Spanish 1 with a minimum of a "C" average.

Spanish 2 continues the process of developing the speaking, listening, reading and writing introduced in Spanish 1. Students will increase the number of language functions and expand their knowledge of grammar. Vocabulary and knowledge of culture will expand with authentic materials and real-life situations allowing students to function comfortably as they express themselves in the new language.

SPANISH 3 A - 256015 SPANISH 3 B - 256016

(Year) Junior, Senior

UC Approved (e)

Prerequisite: Spanish 2 with a minimum of a "C" average.

Spanish 3 supports students as they move from the comfort of memorized phrases to the creation of structures that reflect exactly what they want to communicate in the Spanish language. Selection of literature is introduced to increase vocabulary and enhance cultural perspective. Spanish 3 students will continue to communicate completely in Spanish orally and in writing and will be able to produce paragraphs and essays. The primary focus is for students to become independent users of the language.

SPANISH 4 A - 256017 SPANISH 4 B - 256018

(Year) Junior, Senior

UC Approved (e)

Prerequisite: Spanish 3 with a minimum of a "C" average.

This course focuses on the refinement of speaking and listening skills. Much work is devoted to the study of authentic materials. The readings, which include short stories and poems, are used to increase vocabulary and cultural knowledge, and serve as a springboard for oral and written communication.

SPANISH 1-NATIVE SPEAKERS A - 256031 SPANISH 1-NATIVE SPEAKERS B - 256032

(Year) Freshman, Sophomore, Junior

UC Approved (e)
Prerequisite: None

Spanish I for Native Speakers is designed for students who have been formally exposed to listening, speaking, reading and writing in Spanish and are interested in polishing their skills and acquiring new ones on their native language. The class includes a thorough review of the grammar rules and the orthography of Spanish. Students will read and write extensively, give oral

presentations, and participate in debates; all while learning about the fundamental grammatical structures of Spanish and the many ways this language can be used in both formal and informal settings. Students will examine not only linguistic but socio-cultural issues, developing a greater appreciation of their Hispanic heritage.

SPANISH NATIVE SPEAKERS 2 A- 256033 SPANISH NATIVE SPEAKERS 2 B - 256034

(Year) Freshman, Sophomore, Junior, Senior **UC Approved (e)**

Prerequisite: Counselor/Teacher recommendation

This course is intended for students who can demonstrate fluency in spoken Spanish and a basic knowledge of written Spanish. This is a comprehensive course covering an introduction to literature, composition, grammar, speech and stories and articles, writing grammatically correct compositions, improving vocabulary, and enhancing listening and speaking skills.

SPANISH NATIVE SPEAKERS 3 A - 256035 SPANISH NATIVE SPEAKERS 3 B - 256036

(Year) Sophomore, Junior, Senior **UC Approved (e)**

Prerequisite: Spanish Speakers 2 with a minimum of a "C" average.

This course is intended for the student who can prove advanced oral proficiency in Spanish and basic writing skills. It covers oral and written comprehension and production with emphasis on grammatical accuracy. Complex thinking skills are required to analyze a wide variety of short works of advanced literature. By the end of this course students will be adequately prepared to take the AP Spanish Language exam. Students are encouraged to advance to either Spanish Native Speakers 4 *OR* AP Spanish Literature class the following year.

SPANISH NATIVE SPEAKERS-4 A - 256037 SPANISH NATIVE SPEAKERS-4 B - 256038

(Year) Junior, Senior

UC Approved (e)

Prerequisite: Spanish 3 Native Speakers with a minimum of a "C" average.

This course is intended for the student who can prove advanced oral proficiency in Spanish and basic writing skills. It covers oral and written comprehension and production with emphasis on the refinement of speaking and listening skills. This course is devoted to the study of authentic materials. The readings, which include short stories and poems, are used to increase vocabulary and cultural knowledge, and serve as a springboard for oral and written communication.

SPANISH LANGUAGE (AP) A - 256023 SPANISH LANGUAGE (AP) B - 256024

(Year) Junior, Senior **UC Approved (e)**

Prerequisite: A "B" or higher in Spanish 3 or Spanish 4 each semester; teacher recommendation

Advanced Placement Spanish Language is the equivalent of a third-year college course in advanced Spanish composition and grammar. The course emphasizes the use of Spanish for active communication. Dedication to speaking, listening, and reading Spanish inside and outside the class are necessary for success in the course and on the AP test. The AP Spanish Language Examination administered in May assesses the achievement of students by evaluating their level of performance in the use of the language. Students are required to demonstrate achievement by understanding written and spoken Spanish and by writing and speaking easily in correct and idiomatic Spanish.

SPANISH LANGUAGE HONORS 3 A - 256027 SPANISH LANGUAGE HONORS 3 B - 256028

(Year) Junior, Senior

UC Approved (e)

Prerequisite: AP Spanish Language with a minimum of a "C" average.

This course is for students who have already taken AP Spanish Language and are preparing for AP Spanish Literature. This course is conducted completely in Spanish. Lecture is limited to introductions to authors and/or background information. Students are expected to contribute to class discussions, and they participate willingly. Group activities and presentations are also part of the class, and they add another dimension to learning.

SPANISH LITERATURE (AP) A - 256021 SPANISH LITERATURE (AP) B - 256022

(Year) Senior or others with instructor's approval **UC Approved (e)**

Prerequisite: Successful completion of AP Spanish 4 (preferred) or Spanish 3 (on instructor's approval).

The goals of AP Spanish Literature are to prepare students to understand lectures in Spanish and to participate in discussions in Spanish on literary topics; to do a close reading of literary texts of all genres in Spanish; and to analyze critically the form and content of literary works, orally and in writing, using appropriate terminology. The AP Spanish Literature course is intended to be the equivalent of a third-year college Introduction to Hispanic Literature course. It covers authors and works from the literature of Spain and Latin America and centers on the understanding and analysis of literary texts.

Students will read works that date from medieval epic poetry to 20th century lyric poetry; from 13th century didactic prose to modern existentialist stories; from Baroque era drama to the plays of Federico Garcia Lorca.

By the end of the course, student language ability can generally be equated to that of college students who have completed the typical fifth or sixth semester Spanish Language course in composition, and grammar. AP Spanish Literature promotes and even goes beyond the usual proficiency achieved in the AP Spanish Language course by providing the equivalent of a first content course or, in other words, a survey course.

FRENCH 1 A - 253511 FRENCH 1 B - 253612

(Year) Freshman, Sophomore, Junior, Senior **UC Approved (e)**

Prerequisite: None

French 1 introduces students to French through a communication-based approach. Students will learn the basics of the language as well as the culture throughout the French-speaking world as they accomplish meaningful tasks involving high-frequency everyday topics needed to communicate in the classroom and the real world. The beauty and influence of the French language and culture reinforce skills in other areas of the curriculum.

FRENCH 2 A - 253513 FRENCH 2 B - 253514

(Year) Sophomore, Junior, Senior **UC Approved (e)**

Prerequisite: French 1 with a minimum of a "C" average.

The basic skills initiated in French 1 are further developed in French 2, with additional emphasis placed on reading, writing and vocabulary building. Students will cover the previously learned structure concepts in more detail and depth, while oral comprehension and conversation continue to play a dominant role. Communication and real-life situations presented are based in the French culture.

FRENCH 3 A - 253515 FRENCH 3 B - 253516

(Year) Junior, Senior

UC Approved (e)

Prerequisite: French 2 with a minimum of a "C" average.

French 3 emphasizes more advanced language structures than do the previous courses. Reading, writing, speaking, and listening skills are further developed through more specialized work with real life conversational situations and authentic French material and literature. The French speaking world and its cultures are studied in this communication-based course.

FRENCH 4 A - 253517FRENCH 4 B - 253518

(Year) Senior

UC Approved (e)

Prerequisite: French 3 with a minimum of a "C" average.

Students will increase their understanding and use of French in both written and spoken form in this communication based Honors course, which expands the study of the French-speaking world and its culture. Students will continue to develop, in much greater depth, the language skills studied in previous French courses, with emphasis placed on the speaking of French and the study of authentic literature read in original versions.

FRENCH LANGUAGE (AP) A - 253523 FRENCH LANGUAGE (AP) B - 253524

(Year) Senior

UC Approved (e)

Prerequisite: French 3 with a minimum of a "C" average.

Advanced Placement French 4 is designed for students to further develop oral and written language skills covered in preceding years. It is the equivalent of a third-year college course in French composition and grammar, with emphasis on both formal and conversational situations. The study of French literature and culture is stressed. Students enrolling in Advanced Placement

French Language should have attained reasonable proficiency in listening comprehension, speaking, reading and writing. Since they must speak the foreign language as part of the AP exam, students must be willing to actively speak French and participate in a communicative classroom situation.

MANDARIN 1 A -252511 MANDARIN 1 B - 252512

(Year) Freshmen, Sophomore, Junior, Senior **UC Approved (e)**

Prerequisite: none

Mandarin 1 introduces students to Mandarin Chinese through a communication-based approach. Students will learn the basics of the language as well as culture by accomplishing meaningful tasks involving high frequency everyday topics needed to communicate in the classroom and in the community. Students will learn to write 200 traditional Chinese characters and be proficient in Hanyu Pinyin.

MANDARIN 2 A -252513 MANDARIN 2 B - 252514

(Year) Sophomore, Junior, Senior

UC Approved (e)

Prerequisite: Mandarin 1 with a minimum of a "C" Average.

The course focuses on vocabulary building and mastering basic sentence structures. In Mandarin 2, students will also develop skills to deal with the immediate environment including school and family in formal and transactional settings.

MANDARIN 3 A -252515 MANDARIN 3 B - 252516

(Year) Junior, Senior **UC Approved (e)**

Prerequisite: Mandarin 2 with a minimum of a "C" average.

Mandarin 3 further develops speaking, listening and reading, writing skills developed in the first two years. Through constant practice, students

expand their ability from everyday survival language to more advanced interactions.

VISUAL AND PERFORMING ARTS (VPA)

Fulfills Visual & Performing Arts Admission for Cal State/UC

VISUAL & PERFORMING ARTS COURSES Count under category "f" for the UC/CSU "A-G" college admissions requirements

ART 1A - 200105 ART 1B - 200106

(Year) Freshman, Sophomore, Junior, Senior

UC Approved (f)
Prerequisite: None

This course provides instruction in two and three-dimensional art forms. Students will be given the opportunity to develop their skills in drawing, painting and perspective through practice. Students will have exposure to various artists and cultures. Design will be investigated through problem solving activities such as printmaking, sculpture and paper-mache. This course is designed to accommodate beginning and experienced art students.

ART II A- 210107 ART II B- 210108 (Year) Junior, Senior UC Approved (e)

Prerequisite: Art IA & Art IB

Students will demonstrate more advanced skills in drawing and painting production, applying the fundamentals of the elements and principals of fine art and design. Students will design individual artworks based on design elements and principals as well as responses to historical, philosophical and cultural prompts.

ADVANCED ART 1A – 200129 ADVANCED ART 1B – 200130

(Year) Sophomore, Junior, Senior

UC Approved (f)

Prerequisite: Art 1A & Art 1B

Advanced art teaches students to demonstrate more advanced skill building in drawing and painting production, applying the fundamentals of the elements and principles of fine art and design. In addition, students will learn about artistic philosophy, art criticism, and art history.

ADVANCED PLACEMENT ART HISTORY A - 200119

ADVANCED PLACEMENT ART HISTORY B - 200120

(Year) Junior, Senior UC Approved (f) Prerequisite: None

Advanced Placement History of Art is open to all iuniors and seniors. This course satisfies the Visual Performing Art requirement for Cal State and University of California. This course traces the development of man's artistic accomplishments from prehistory to the present. Emphasis will be placed on learning to analyze and become articulate about art and architecture in terms of its visual nature, and cultural context. This course will be conducted in the manner of a college-level art history survey course. It is recommended that students who take this course have advanced skills in reading, writing and discussion. Students who pass the Advanced Placement exam for this course may earn college credits and/or advanced placement in college art courses.

SURVEY OF ART HISTORY A – 200107 SURVEY OF ART HISTORY B – 200108

(Year) Sophomore, Junior, Senior

UC Approved (f) Prerequisite: None

This survey course utilizes the critical examination of art from ancient times to the present as a way to develop student's critical thinking and visual literacy skills. Students will develop an understanding of the elements of art and its related terminology as they learn to look at art critically within diverse historical and cultural contexts. Students should expect quizzes, tests, and art critiques. Course work is based on state standards adopted for the art curriculum.

CHORUS SH A - 320509 CHORUS SH B - 320510 UC Approved (f)

Prerequisite: None

Chorus is a yearlong elective that has been designed for students with a variety of vocal abilities. Students will learn how to read music, proper posture and breathing techniques for singing, diction, techniques on how to produce an "in tune" vocal sound and the basic vowels used in singing and how to properly produce them. Students will get to perform a variety of songs in many styles and present concerts during the school year.

ADVANCED PLACEMENT MUSIC THEORY A - 320111

ADVANCED PLACEMENT MUSIC THEORY B - 320112

(Year) Junior, Senior UC Approved (f)

UC Approved (f)

Prerequisite: None

This course is designed to be the equivalent of a first year music theory course at the college level. The course develops students' understanding of musical structures and compositional procedures. Usually intended for students

processing performance level skills, this course extends and builds on the students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and their interaction in composition.

MULTIMEDIA A- 180733 MULTIMEDIA B- 180734

(Year) Freshmen, Sophomore

UC Approved (f) Prerequisite: None

This course will introduce students to the fundamental elements that are integral to the strands of Media Arts and Entertainment Design through Digital Filmmaking, photography, Web Design, Music and Animation. Students will learn traditional, elements of design and artistic structure such as composition, texture, color, theory, symmetry rule of thirds, production design and lighting and apply their knowledge to specific classroom projects that are designed to be meaningful and reflective of their lives. Students will engage in the writing process and develop storytelling techniques through the development of scripts, screenplays, storyboards and finished production projects. Students will become proficient in the use of digital cameras, camcorders, filmmaking equipment and use computer software to edit photographs, music, digital videos and animations.

DRAMA A - 380707 DRAMA B - 380708 UC Approved (f) Prerequisite: None

This academic and performance based course offers a beginning level of the advanced study of acting. Students will learn how to analyze a play and a part. They will work on monologues and scenes. Students will also have an opportunity to partake in public performances.

MUSIC APPRECIATION A - 320103 MUSIC APPRECIATION B - 320104 UC Approved (f)

Prerequisite: None

Students will study the fundamentals of music and develop an interest in the various types of music. They will explore music history and how music plays a vital role in their everyday lives.

FOUNDATIONS OF ANIMATION A- 200327 FOUNDATIONS OF ANIMATION B- 200328

(Year) Junior, Senior UC Approved (f) Prerequisite: None

This foundation animation class offers students an opportunity to explore and refine concepts and basic principles related to animation. Students will be taught traditional animation techniques (2-D) for creating the illusion of life. Students will develop an increased animation and visual storytelling vocabulary by responding to class and self-critiques. They will also explore and refine basic drawing and computer skills. Students should expect quizzes, tests, and class critiques on the various animation projects. Course work is based on state standards adopted for the art curriculum.

PHYSICAL EDUCATION

OVERVIEW

Physical education offers students the opportunity to develop physically, socially, emotionally and intellectually. Physical Education grades are counted as part of the student's overall high school grade point average. P.E. is an elective for public charter schools.

ADV. PHYSICAL EDUCATION 1A - 330105

(Fall Semester) Freshmen **Prerequisite:** None

Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility. Once a week, students will participate in a functional fitness training activity.

ADV. PHYSICAL EDUCATION 1B -330106

(Spring Semester) Freshmen

Prerequisite: None

Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility through daily activities aimed at preparing students for the California Physical Fitness tests.

PHYSICAL EDUCATION/ HEALTH 9A - 330117

(Fall Semester) Freshmen **Prerequisite:** None

In addition to the Physical Education 9A course, students will have health lessons every Wednesday, using the book *Lifetime Health* published by Holt. In the students' health lessons, students will analyze their health and well being in regards to fitness, disease, abuse,

prevention and awareness, communication, family and environmental health. Students will have an opportunity to personalize assignments in order to reflect and develop plans that will foster health habits.

PHYSICAL EDUCATION/ LIFE SKILLS 9B - 330118

(Spring Semester) Freshmen

Prerequisite: None

In addition to the Physical Education 9B course, students will have Life Skills lessons every Wednesday to increase student knowledge and ability in skills necessary for everyday living. Topics included will be self-assessment relating to others, post secondary education, careers, employment, consumerism, money management,

housing, food, marketing and preparation, clothing choices and care.

ADV. PHYSICAL EDUCATION 2A - 330121

(Fall Semester) Sophomore

Prerequisite: None

Students will continue to develop skills acquired during their freshman year and will be exposed to new activities. The primary emphasis of the sophomore curriculum is individual and dual sports. There or four days a week, students will participate in team or individual sports activities. They will have a choice of two activities throughout the semester from the following selections: basketball, football, softball, and field sports. In addition, one or two days a week, students will participate in personal fitness and weight training.

ADV. PHYSICAL EDUCATION 2B - 330122

(Spring Semester) Sophomore

Prerequisite: None

Students will continue to participate three or four days a week in dual, team, and individual sports with golf and tennis as required core activities, choosing two of the following selections: track & field, outdoor education, soccer, and volleyball. In addition, one or two days a week the student will participate in weight training and personal fitness.

CAPOEIRA A- 330549

(Semester) Freshmen, Sophomore, Junior, Senior

Prerequisite: None

Capoeira is an Afro-Brazilian martial art and dance created by the slaves in Brazil. It involves the learning of movement, music, Afro-Brazilian history and culture. Students will learn to play the rhythms and percussion of Afro-Brazilian music. They will also learn Afro-Brazilian history and an introduction to the Portuguese language. The class is differentiated as such that students

may take this course multiple times and will continue to deepen their practice and advance their skills in Capoeira.

INTRODUCTION TO KINESIOLOGY A -260003 INTRODUCTION TO KINESIOLOGY B -260003

(Year) Senior

UC Approved (g)

This course focuses on body function and movement along with areas of physical and social health for the individual and the family. Students are required to complete analytical reading and expository writing, to explore the preservation and enhancement of human movement, along with human needs through the various life cycles; food composition; and application of modern findings in nutrition. Students will also explore current research related to exercise, movement, and body dynamics. Course work is based on state standards adopted for physical education.

YOGA A - 330167 YOGA B - 330168

(Year) Freshmen, Sophomore, Junior, Senior

Prerequisite: None

This course examines the origins, history, and philosophy of yoga. Students learn the fundamentals of yoga practice: the physical poses or asana, and the breathing and meditation practices. Students experience how philosophy and practice are deeply intertwined and how the knowledge of the former enriches the latter. This class will include some, but not be limited to, flow breathe work, hip work, strength and balance work.

WEIGHT TRAINING A - 330201 **WEIGHT TRAINING B – 330202**

(Semester) Freshmen, Sophomore, Junior, Senior

Prerequisite: None

Students will be introduction to progressive resistance training on machines and free weights. Proper technique is emphasized. The class will consist of a series of low-impact flexibility and muscular endurance exercises that facilitate the development of strength and flexibility without bulk. The emphasis is on enhancing core stabilization (abdominal, lower back, hips, and lower body) and general body toning.

STUDENT ADVISORY – ALLIANCE REQUIREMENT

ADVISORY A - 420102 ADVISORY B - 420103

(Year) Freshman, Sophomore, Junior, Senior

Prerequisite: None

2.5 credits per semester= .5 credits per year

NOT UC APPROVED

Advisory is an Alliance curriculum driven course. Students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of:

- 1. Personal and academic success of students
- 2. Prepare students to be positive and contributing members of society
- 3. Prepare students for school, life and career transitions
- 4. Create a community in which all students feel safe, welcome and heard.

ADVISORY 9/HEALTH A - 400104 NOT UC APPROVED

In addition to the Advisory A class, students will have health lessons every Wednesday, using the book *Lifetime Health_published* by Holt. In their health lessons, students will analyze their health and well being in regards to fitness, disease, abuse, prevention and awareness, communication, family and environmental health.

Students will have an opportunity to personalize assignments in order to reflect and develop plans that will foster health habits.

ADVISORY 9/LIFE SKILLS B - 400106 NOT UC APPROVED

In addition to the Advisory B class, students will have Life Skills lessons every Wednesday to increase student knowledge and ability in skills necessary for everyday living. Topics included will be self-assessment relating to others, post secondary education, careers, employment, consumerism, money management, housing, food, marketing and preparation, clothing choices and care.

GENERAL ELECTIVES

COMPUTER LITERACY A – 180215 COMPUTER LITERACY B – 180216

(Year) Senior

Prerequisite: None

NOT UC APPROVED

In this hands-on course, students will learn keyboarding skills, word processing protocols, database management, electronic presentation skills, electronic mail use and etiquette, internet research skills, and current computer terminology. At the completion of this course, students will be prepared to use current computer applications for communication and research in college & the in workforce.

FILM STUDIES A- 380119 FILM STUDIES B- 380120

(Year) Senior UC APPROVED (g)

This course provides students with a broad introduction to film with a focus on basic theories of film art, language and appreciation of cinema. Students will screen and analyze various genres of film as well as cinematic images, soundtracks, and the script. Students will also read, discuss, and write about the various approaches to

developing sound criticism and interpretation. It is an intensive writing course therefore students are expected to participate in all writing exercises, as well as in group and individual projects.

FILMAKING A- 380121 FILMAKING B- 380122 (Year) Juniors & Seniors UC APPROVED (f)

Filmmaking is designed to introduce students to the process and tools associated with filmmaking. The course will involving cinema studies, analyses, iconography, genre, producing, screenplay writing, cinematography, directing, art direction, sound and editing. Through the class students will learn preproduction skills, film production structure and aesthetics, camera operation, and sound recording procedures, basic studio lighting and the fundamentals of editing.

KEYBOARDING AND COMPUTER LITERACY 321303

(Semester) Junior, Senior **NOT UC APPROVED**

Prerequisite: None

Students will learn keyboarding and develop proficiency in Word, Excel, PowerPoint and Publisher. Students will develop skills necessary for success in high school and college.

UC Approved (f) Prerequisite: None

LEADERSHIP A – 460603 LEADERSHIP B – 460604

(Year) Senior UC APPROVED (g)

This course lays the foundation study of leadership as a process in organizations. Key terms, concepts and theories are presented and examined to serve as tolls for subsequent analysis and application. Students will receive feedback on their own leadership style through leadership instruments and exercises. The

course will include measurement and skill development in personality, critical thinking, decision-making, communication, conflict-management, school wide programs, planning and other key areas.

PEER MEDIATION A - 371203 PEER MEDIATION B - 371204

(Year) Senior **Prerequisite**: None **NOT UC APPROVED**

This course is designed to develop students' leadership qualities, hone their communication skills, and deepen their understanding of themselves and others. In addition, students will acquire and practice mediation skills so that they can become informed and active "peace-makers" in the community.

RESOURCE LAB A – 460403 RESOURCE LAB B – 460404

(Year) Freshman, Sophomore, Junior, Senior

Prerequisite: None NOT UC APPROVED

This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

Proposed Textbooks

Our instruction is driven by CA content standards. Textbooks, one of the instructional resources we will use, are aligned with California content standards and are consistent with textbooks currently used by other Alliance for College-Ready Public Schools. Specific textbook titles and publishers are subject to change based on the availability of new textbooks linked to the cycle of the textbook approval process in California as well as our ongoing annual internal program evaluation process where decisions about the effectiveness of instructional materials will be included in the application of our analysis of data. Textbooks for grade 12 will be selected by involving teachers and our administrators.

Subject	Grade	TITLE	Publisher	ISBN#
Algebra I	8/9	Algebra I (California Edition)	Prentice Hall	0130442631
Geometry	9/10	Geometry: Reasoning, Applying, Measuring	McDougal	0618250220
Biology	9	Biology: Principals and Exploration	Holt	0030519993
ELA	9	Timeless Voices, Timeless Themes & Workbook- Gold	Prentice Hall	0130548251
Spanish (native)	9	Ven Conmigo! Level 1- Cuardeno de Actividades	Holt	003064979X
Spanish (non-native)	9	Nuevas Vistas- Cuardeno de Practica	Holt	0030741521
Health	9	Lifetime Health	Holt	0030646146
Algebra II	10/11	Algebra II: Applications, Equations & Graphs	McDougal	0618250204
Chemistry	10	Holt Chemistry	Holt	0030391075
Spanish (native)	10	Nuevas Vistas, Curso Dos	Holt	0030527120
Spanish (non-native)	10	Ven Conmigo! Level 2	Holt	003056591X
ELA	10	Timeless Voices, Timeless Themes - Platinum	Prentice Hall	0130548065
Marine Biology	10	The Living Ocean	University of Hawaii Curr Research & Dev Grp	0937049751
ELA	10	Time Voices-Platinum Textbook w/ Workbook	Prentice Hall	0131805169
World History	10	Modern WH:Patterns of Interaction	McDougal	0618557156
ELA	10	Timeless Voices-Platinum	Prentice Hall	0131805169
US History	11	America Pathways to the Present	Prentice Hall	0131335081
ELA	11	Timeless Voices, Timeless Themes - The American Experience	Prentice Hall	0130547921
Spanish	11	Abriendo Paso Gramatica	Prentice Hall	0131660985
Trigonometry	11	Trigonometry 7th Edition	McDougal Littell	0618643338
Chemistry	11	Holt Chemistry	Holt	0030391075
AP US History	11	Battle Cry of Freedom: The Civil War Era (Oxford History of U.S.)	Oxford University Press	019516895X
AP Spanish	11	Abriendo Paso Lectura	Prentice Hall	0131660977



M	WASC - ALLIANCE M	AIDDLE SCHOOLS		
SCHOOL	CURRENT WASC STATUS	2008-2009 EVENTS	2009-2010 EVENTS	2010-2011 EVENTS
Christine O'Donavan Middle Academy	Candidacy Status	Submitted Request for WASC Affiliation Form & Initial Visit Report	Received Candidacy for Accreditation-2010	-Substantive Change Form e-mailed to Edith Navarre -8-31-2010
	Through 6/30/2013	Requested fall 2009 visit	through June 30, 2013	-Substantive change visit spring 2011 Date T.B.D
CR Middle Academy #4			Submitted Request for WASC	-Submitted Substantive Change Form- July 2010- A. Gomez
	N/A- New School	N/A	Affiliation Form & <u>Initial</u> <u>Visit Report</u> requesting for	-Fall 2010 WASC Initial Visit Date
			fall 2010 visit.	T.B.D.
CR Middle Academy #5				-S. Torrez- submitting WASC Initial Affiliation Form requesting
	N/A- New School	N/A	N/A	
				-Spring 2011 WASC Initial Visit Date T.B.D.
Richard Merkin M.S.	Initial Accreditation	Ø/N	*Spring 2010 REDITECT VISIT EOR FALL	Full Self-Study WASC Visit
	through 6/30/2011		2011 School Year	scheduled for: March 13^m - $15th$
Jack H. Skirball M.S.	Initial Accreditation	INITIAL WASC VISIT	WASC approved Skirball	
	+hronah 6/30/12	WED. 5/27/09	MS substantive change of	No paperwork needed
	TI (06/90/17		the addition of grade 8	



	WASC -	WASC - ALLIANCE HIGH SCHOOLS	CHOOLS	
зсноог	WASC STATUS	2008-2009 EVENTS	2009-2010 EVENTS	2010-2011 EVENTS
Dr. Olga Mohan	Initial Accreditation through 6/30/2011	Submitted Substantive Change Form	Substantive Change visit occurred on 11/19/09 (GRADE LEVEL CONFIGURATION)	-Substantive Change Form e-mailed to J. Rodriguez 8-31-2010 Full Self-Study WASC Visit scheduled: February 28 Th –March 2 nd
CRAHS #5	Initial Accreditation through 6/30/2010	Earned Initial Accreditation through <u>June 30, 2012</u>	Submitted Substantive Change Form (GRADE LEVEL & BUILDING CONFIGURATION)	-Substantive Change Form e-mailed to Mr. Marolla-7/26/2010 - Substantive change visit date TBD
CRAHS #7	Initial Accreditation through 6/30/2010	Submitted Substantive Change Form	Submitted Substantive Change Form (NEW ADMINISTRATION, GRADE LEVEL & BUILDING CONFIGURATION) *Spring 2010- REQUEST VISIT FOR FALL 2011 School Year	-Substantive Change Form e- mailed to R. Medrano 8-31-2010 Full Self-Study WASC Visit scheduled: February 28 th – March 2 nd
Gertz-Ressler H.S.	6-year Accreditation with a midterm review [6/30/2012] Term runs through 6/30/2015	Full Self-Study WASC Visit April 20 th -22 nd 2009	No required visit or paper work	No paperwork needed

September 22, 2010

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	WASC -	C - ALLIANCE HIGH SCHOOLS	CHOOLS	
SCHOOL	WASC STATUS	2008-2009 EVENTS	2009-2010 EVENTS	2010-2011 EVENTS
Environmental Science and Technology HS	N/A- New School	N/A	Submitted Request for WASC Affiliation Form & Initial Visit Report requesting for fall 2010	-Substantive Change Form e-mailed to H. Lappin 9-7-2010 Fall 2010 WASC Initial Visit Date April 12 th , 2011
Health Services Academy HS	N/A- New School	N/A	Submitted Request for WASC Affiliation Form & Initial Visit Report requesting for fall 2010 visit.	-Substantive Change Form e-mailed to E. Elward- 9-7-2010 Fall 2010 WASC Initial Visit Date T.B.D.
Heritage CRAHS	Initial Accreditation through 6/30/11	Submitted Substantive Change Form	<u>Spring 2010-</u> <u>REQUEST VISIT FOR FALL</u> <u>2011 School Year</u>	Submitted Substantive Change Form 8/4/2010 *Change of school site Full Self-Study April 3 rd -6 th 2010
Huntington Park CRAHS	6-year Accreditation with a midterm review (6/30/2013) Term runs through 6/30/2016	Submitted Substantive Change Form	Full Self-Study WASC Visit <u>Monday, 4/19/09 &</u> Tuesday, 4/20/0 <u>9</u>	No paperwork needed
William & Carol Ouchi	Initial Accreditation through <u>6/30/2012</u>	Earned Initial Accreditation through <u>June 30, 2012</u>	Substantive Change Visit Wednesday, 4/14 (GRADE LEVEL CONFIGURATION & NEW	No paperwork needed *Waiting on letter from spring 2010 Substantive change visit

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OOLS	2009-2010 EVENTS 2010-2011 EVENTS	BUILDING)	Substantive Change Visit Monday, 4/5 (GRADE LEVEL CONFIGURATION) Substant NASC Visit scheduled: March 14-16, 2011	Submitted Request for MASC Affiliation Form & mailed to J. Fox- 9-7-2010 Initial Visit Report requesting for fall 2010 Visit.
WASC - ALLIANCE HIGH SCHOOLS	2008-2009 EVENTS		Earned Initial Accreditation through <u>June 30, 2011</u>	Si W/ N/A re
WASC - 1	WASC STATUS		Initial Accreditation term will run through 6/30/11	N/A- New School
	ТООНОЅ		Marc & Eva Stern MASS	Media Arts and Entertainment Design Academy

4

Ready Academy	0	176	6%	17%	13%	33%	31%	
th and Science	199	349	9%	9%	9%	19%	55%	
ni High School	187	417	0%	1%	7%	29%	63%	
assing Numbe	ers (2010)							
				Percentage	of Total Numb	er of Exams		
	Total Students	Total Exams	5	4	3	2	1	
esults	English Language & Composition	230	0.43%	1.30%	7.39%	49.13%	41.74%	
	English Literature & Composition	164	0.00%	3.05%	8.54%	56.71%	31.71%	
	Calculus AB	128	0.00%	3.13%	1.56%	8.59%	86.72%	
	Calculus BC	2	50.00%	50.00%	0.00%	0.00%	0.00%	
	Biology	185	0.00%	1.08%	0.54%	2.16%	96.22%	
	Chemistry	1	0.00%	0.00%	0.00%	0.00%	100.00%	
	European History	29	3.45%	3.45%	20.69%	13.79%	58.62%	
	US History	237	1.27%	2.11%	5.49%	25.74%	65.40%	
	US Government & Politics	217	2.76%	2.30%	17.51%	34.56%	42.86%	
	Spanish Language	318	30.19%	37.11%	19.81%	9.75%	3.14%	2
	Spanish Literature	98	7.14%	26.53%	32.65%	19.39%	14.29%	1
	French Language	35	0.00%	0.00%	0.00%	11.43%	88.57%	
	Art History	73	1.37%	8.22%	16.44%	20.55%	53.42%	
	Music Theory	11	0.00%	0.00%	0.00%	0.00%	100.00%	
High School #4	English Language & Composition	53	0.00%	0.00%	1.89%	64.15%	33.96%	
High 301001 #4	English Literature & Composition	26	0.00%	7.69%	26.92%	34.62%	30.77%	
	Spanish Language	75	30.67%	32.00%	25.33%	10.67%	1.33%	
	Calculus AB	9	0.00%	0.00%	0.00%	22.22%	77.78%	
	Biology	39	0.00%	5.13%	2.56%	5.13%	87.18%	
	Chemistry	1	0.00%	0.00%	0.00%	0.00%	100.00%	
	US Government & Politics	18	5.56%	5.56%	22.22%	16.67%	50.00%	
	US History	25	0.00%	0.00%	0.00%	40.00%	60.00%	
	OS Flistory	25	0.0076	0.0076	0.00 /0	40.0070	00.00 /6	
High School #5	Spanish Language	34	14.71%	41.18%	23.53%	14.71%	5.88%	
riigir concor no	Biology	69	0.00%	0.00%	0.00%	0.00%	100.00%	
	Psychology	1	0.00%	0.00%	0.00%	0.00%	100.00%	
	United States History	32	0.00%	0.00%	3.13%	12.50%	84.38%	
	Critical States Filetory	32	0.0070	0.0070	3.1070	12.0070	01.0070	
High School #7	Spanish Language	30	23.33%	53.33%	13.33%	3.33%	6.67%	
h School	Art History	21	4.76%	19.05%	57.14%	19.05%	0.00%	
	English Language & Composition	23	4.35%	8.70%	30.43%	47.83%	8.70%	
	English Literature & Composition	39	0.00%	2.56%	7.69%	64.10%	25.64%	
	Spanish Language	51	49.02%	27.45%	17.65%	5.88%	0.00%	
	Spanish Literature	30	16.67%	26.67%	30.00%	16.67%	10.00%	
	Calculus AB	12	0.00%	25.00%	0.00%	33.33%	41.67%	
	Calculus BC	2	50.00%	50.00%	0.00%	0.00%	0.00%	
	US Government & Politics	45	4.44%	2.22%	13.33%	53.33%	26.67%	
	US History	30	10.00%	10.00%	23.33%	40.00%	16.67%	
dy Academy	Spanish Language	30	10.00%	53.33%	26.67%	6.67%	3.33%	
	Calculus AB	23	0.00%	0.00%	0.00%	0.00%	100.00%	

	Europen History	29	3.45%	3.45%	20.69%	13.79%	58.62%	
	US Government & Politics	34	2.94%	0.00%	11.76%	20.59%	64.71%	
	US History	35	0.00%	5.71%	11.43%	40.00%	42.86%	
ni High School	Art History	32	0.00%	0.00%	0.00%	12.50%	87.50%	
	English Language & Composition	93	0.00%	0.00%	4.30%	36.56%	59.14%	
	English Literature & Composition	50	0.00%	0.00%	0.00%	46.00%	54.00%	
	French Language	35	0.00%	0.00%	0.00%	11.43%	88.57%	
	Calculus AB	24	0.00%	0.00%	0.00%	0.00%	100.00%	
	US Government & Politics	93	2.15%	3.23%	25.81%	43.01%	25.81%	
	US History	90	0.00%	0.00%	1.11%	16.67%	82.22%	



School Calendar 2011-2012

August 8, 2011 - June 1, 2012

July	2011					
S	М	T	W	Th	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
24						

July 7/6-7/29 Summer Session: (Credit Recovery, Intervention Math Summer Bridge-New Students) 7/14-7/15 Principals Retreat

7/26-7/27 CAHSEE

	Janu	ary	2012				
	S	М	T	W	Th	F	S
wk 1	1	2	3	4	5	6	7
wk 2	8	9	10	11	12	13	14
wk 3	15	16	17	18	19	20	21
wk 4	22	23	24	25	26	27	28
wk 5	29	30	31				

January
400 115 0 0 0
1/9 Pupil Free Day Prof Dev
Reteaching Standards 1/10-1/13
1/10-1/17 Counted as Supplemental Days
1/16 MLK Birthday HOLIDAY
1/10 First Day Spring Semester

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

August 8/1-8/2 New Teacher Orientation 8/3-8/4 Alliance-wide Tchr Retreat 8/5 School Site Prof Dev Planning 8/8-First Day of School/ Fall Semester 8/8-8/12 Supplemental 18 8/15 First Day Reg Attendance Count

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

	February
	2/7-2/8 CAHSEE
20	2/20 Presidents Day HOLIDAY

	Septe	mber							September
	S	М	Τ	W	Th	F	S		
					1	2	3		
wk 5	4	5	6	7	8	9	10		9/5 Labor Day HOLIDAY
wk 6	11	12	13	14	15	16	17		
wk 7	18	19	20	21	22	23	24		
wk 8	25	26	27	28	29	30		21	Q1 8 wks (40 days instruction 8/8-9/30)

September 9/5 Labor Day HOLIDAY

	3	IVI	•	••	""	•	י	
					1	2	3	-
wk 10	4	5	6	7	8	9	10	
wk 11	11	12	13	14	15	16	17	
wk 12	18	19	20	21	22	23	24	
wk 13	25	26	27	28	29	30	31	2

S M T W Th E S

March

Q3 8.5 wks 39 days instruction 1/17-3/9)
3/12-3/16 Q3 Benchmark
3/13-3/14 CAHSEE (Grade 10 Census)
3/19 Pupil Free Day Prof Dev
Reteaching Standards 3/20-3/23
3/26-4/10 CST Cumulative Review

March

April

June

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

October 10/3-10/7 Q1 Benchmark 10/4-10/5 CAHSEE 10/5 CBEDS Count Date 10/10 Pupil Free Day Prof Dev Reteaching Standards 10/11-10/14 _ 20 10/31 CELDT Annual Testing Closes

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

	4/2-4/6 Spring Break, 4/8 Easter Sunday 4/11-5/9 CST Testing Window
_	

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

Ν	ovember
	1/1-11/2 CAHSEE 1/11 Veterans Day HOLIDAY
	1/45-11/25 Thanksgiving

19

December

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

	May
	5/7-5/18 AP Testing 5/8-5/9 CAHSEE (Grade 10 Makeup)
2	5/28 Memorial Day HOLIDAY 5/31 PFT Annual Testing Closes

December									
	S	М	Τ	W	Th	F	S		
_			-		1	2	3		
wk 18	4	5	6	7	8	9	10		
wk 19	11	12	13	14	15	16	17		
wk 20	18	19	20	21	22	23	24		
Winter	25	26	27	28	29	30	31		

	12/3 & 12/10 CAHSEE
	Q2 7.5 wks (37 days instruction 10/17-12/9)
	12/12-12/16 Q2 Benchmark
17	12/23 Fall Semester Ends
	12/26 -1/6 Winter Break
95	Total Days Fall Semester (5+90 Reg)

S	Μ	Τ	W	Th	F	S
					1	2
3	4	5	6	7	8	0
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

6/1	Last Day	of Inetruc	tion	
	•			
6/1	Last Day	Spring Se	mester	

Total Instruction Days 190 Legend: Summer Session Days 20 Holidays/Vacation Days Tchr PD, Retreat Days 7 Pupil Free Days Benchmark Exams 15 Reteaching Standards 12

Including10 Counted as Supplemental Days (95 Days Fall Sem; 95 Days Spr Sem) Note:4 Wk Summer Session/Bridge Program for eligible students

8/4-8/5 New Tchrs; 8/8-8/10 Alliance wide; 8/11-812 Sch Site PD 10/3, 1/2, 3/19



Calendar 2011-2012

Beginning Date	Ending Date	Holidays	and Breaks	Professional Dev. Days
	Instruction	Labor Day	9/5/11	8/1/11 – 8/5/11
8/8/11 - 8/12/11	Ends	Veterans' Day	11/11/11	(5 days stipend)
Supplemental	Friday,	Thanksgiving	11/24 – 11/25/11	
Instructional Days	June 1, 2012	Winter Break	12/26/11 – 1/6/12	10/10/11
1		Martin L. King Day	1/16/12	1/9/12
Official Instruction		Presidents Day	2/20/12	3/19/12
Begins		Spring Break	4/2 – 4/6/12	(Pupil Free Day)
Monday,		Memorial Day	5/28/12	
August, 15, 2011				

The school instructional day will begin at 7:45 a.m. and end at 3:30 p.m., for a total of 400 instructional minutes per day. Extended learning time will be scheduled after school, on Saturdays or during the summer for special needs and intervention support. TAMSHS will submit a Bell Schedule to LAUSD annually by November.

Daily Schedule, 2011 - 2012

Mondays and Thursdays (Odd # Periods)	Instructional Periods 120 minutes per class 40 minute advisory	Minutes Daily 400
Advisory	7:45 a.m 8:25 a.m.	40 +5
Period 1	8:30 a.m 10:30 a.m.	120
Nutrition	10:30 a.m. – 10:50 a.m.	20 +5
Period 3	10:55 a.m. – 12:55 p.m.	120
Lunch	12:55 p.m. – 1:25 p.m.	30 +5
Period 5	1:30 p.m 3:30 p.m.	120

Wednesdays Shortened Day Professional	Instructional Periods 50 minutes per class	Minutes 300
Development	No Advisory	
Period 1	7:45 a.m 8:35 a.m.	50 +3
Period 2	8:38 a.m 9:28 a.m.	50 +3
Period 3	9:31 a.m 10:21 a.m.	50 +3
Period 4	10:24 a.m 11:14 a.m.	50
Lunch	11:14 a.m 11:44 p.m.	30 +3
Period 5	11:47 p.m. – 12:37 p.m.	50 +3
Period 6	12:40 p.m. – 1:30 p.m.	50
Prof. Development	1:30 p.m 3:30 p.m.	120

Tuesdays and Fridays (Even # Periods)	Instructional Periods 120 minutes per class 40 minute advisory	Minutes Daily 400
Advisory	7:45 a.m 8:25 a.m.	40 +5
Period 2	8:30 a.m 10:30 a.m.	120
Nutrition	10:30 a.m. – 10:50 a.m.	20 +5
Period 4	10:55 a.m. – 12:55 p.m.	120
Lunch	12:55 p.m. – 1:25 p.m.	30 +5
Period 6	1:30 p.m 3:30 p.m.	120

Guiding Principles

Minimize teacher: student contacts

- 125 students per team
- 75 students per teacher, per regular day in core content classes

Increase instructional time

120 minutes per core instructional period

Personalized learning through:

- Regular structured advisory groups (4x per wk)
- Smaller class size (25:1)

Provide consistent time for teacher planning and professional development.

- Daily conference period per teacher
- Weekly professional development 2 hours each Wednesday
- Academic Electives provide time for accelerated learning or enrichment.

NOTE:

- 25 class size using PE teacher 50 students per PE period, (25 from each teacher on conf at same time).
- Conference periods need to scheduled to coincide with PE.
- Conference periods scheduled away from beginning of day allow for orderly opening.
- Weekly Professional Development provides time for team, curricular, or total school learning community development.
- Students in English Immersion will receive instruction using sheltered English strategies within English courses.





Student Discipline – Code of Conduct For Parent and Student Input

Student responsibilities will include, but not be limited to:

- Following all rules of behavior and conduct
- Respecting fellow students and school personnel
- Attending classes regularly and on time
- Completing all assigned work (to the best of the student's ability)
- Being prepared for class (bring materials i.e. books, homework, pencils)
- Participating in class assignments and discussions
- Participating in all assessment measures (i.e. tests)
- Respecting the property of the school and others
- · Keeping the campus clean
- · Wearing school uniform

Unacceptable student behavior will include, but not be limited to:

- Classroom disturbance
- Eating in class
- · Failure to follow directions
- Horseplay/pushing/throwing/running/yelling
- · Bringing walkmans, radio beepers, video games, etc.
- Cheating
- Inappropriate use of technology and telecommunications
- Use, possession or sale of alcohol, tobacco or a controlled substance.
- Fighting
- Possession of a knife, gun, explosive or other dangerous object.
- Destruction of school property
- Theft
- Failure to follow lawful directions of staff members.

Students who violate the school rules are subject, but not limited to:

- Verbal warning
- Loss of privileges (i.e. detention)
- A notice to parents
- Conference with student/parent

Any student who engages in repeated violations of the behavioral will be required to attend a meeting with the school's staff and the student's parent. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations.

Suspension and Expulsion

Students who present an immediate threat to the health and safety of others may be suspended or expelled. A written remediation plan will be prepared that clearly describe progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reasons for suspension, appeal process, length of suspension, and provision for student's education while suspended.

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any if the following:

- · While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.



Reasons for Suspension

The school may suspend a student for any of the following reasons as specified in the California Education Code section 48900:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another.
- · Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any
 controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an
 alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled, alcoholic beverage, or intoxicant or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products in any form.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault or sexual battery.

Reasons for Expulsion

Students may be expelled from the school for any of the following reasons as specified in the California Education Code section 48915:

- Causing serious physical injury to another person.
- Possession of any firearm, knife, explosive, or other dangerous object.
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Robbery or extortion.
- Assault or battery upon any school employee.

Process for Suspension and/or Expulsion

Informal Conference:

Suspension will be preceded by an informal conference conducted by the administrative staff, with the student and the student's parent. The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent will be notified of the suspension and a conference will be requested as soon as possible.

Notice to Parents:

At the time of suspension, a school employee will make a reasonable effort to contact the parent by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that violations of school rules can result in expulsion from the school.

Length of Suspension:

The length of suspension for students may not exceed a period of 10 continuous days unless an administrative recommendation has been made and agreed to by the student's parent. If a student is



APPENDIX K

recommended for a period of suspension exceeding 10 continuous days, a second conference will be scheduled with the parent to discuss the progress of the suspension upon the completion of the 10th day of suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Recommendations for Expulsion:

Students will be recommended for expulsion if the administrative staff finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Hearing:

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the administrative staff determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board.

Written notice of the hearing will be forwarded to the student and the student's parent at least 10 calendar days before the date of the hearing. This notice will include:

- a) The date and place of the hearing.
- b) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
- c) A copy of the school's disciplinary rules that relate to the alleged violation.
- d) The opportunity for the student or the student's parent to appear in person at the hearing.

Written notice to expel a student will be sent by the administrative staff to the parent of any student who is expelled. This notice will include the following:

- a) The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- b) Notice of the student or parent's obligation to inform any new district in which the student seeks to enroll of the student's status with the current school.

Appeal of Suspension or Expulsion

The suspension or expulsion of a student will be at the discretion of the administrative staff of the school (or the administrative staff designee). Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. A suspension appeal will be heard by the administrative staff, and upon consideration, the administrative staff's decision is final. An expulsion may be appealed within five working days. The student will be considered suspended until a meeting is convened to hear the appeal (within ten working days) at which time the student's parent must attend to present their appeal. A fair and impartial panel of representatives assigned by the Board of Directors will hear the appeal. The decision of the panel of representatives of the Board of Directors will be final.

In the event of a decision to expel a student from the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior will be communicated to the district/school to which the student matriculates.



Principal Employment Agreement and Accountability

This e	mployment agreement ("Agreement") is entered between
("Emplo	oyer"), a California non-profit public benefit corporation operating as a California public charter
school	and("Employee) for the position of Principal.
This ag	reement recognizes thecharter and incorporates by reference
	ter, policies, procedures or rules, as may be amended from time to time.
I. Desc	cription of Employment
A.	Employee will serve as Principal during the term of this agreement. Employee will perform the
	duties generally described in Exhibit A: Principal Job Description (attached), and as may be
	amended from time to time. Employment terms are also governed by any current
	charter, policy, procedure, rule or regulation, as adopted and
	amended as needed.
B.	The <u>Principal</u> is responsible and accountable for:

- 1. Leading the implementation of the Alliance educational model and its core values.
- Ensuring the school's academic achievement goals are met, including meeting annual API growth targets and increasing percentage of students performing at proficient to advanced levels on CA Standards Testing.
- 3. Setting high standards and expectations for students and staff; 90% student graduation rate and a 90% college attendance rate.
- 4. Providing leadership, supervision and organization in support of the educational development of each student; ensuring classrooms consistently reflect rigorous standards-based instruction; averaging a 95% daily student attendance rate.
- 5. Providing leadership, support, evaluation feedback and guidance for teachers and all staff.
- 6. Engaging parents as accountable partners, stakeholders, learners, and volunteers
- 7. Providing a safe caring environment conducive to supporting student learning
- 8. Managing fiscal operations of the school in accordance with generally accepted accounting principles.
- 9. Maintaining current student data and record keeping for student attendance, and all federal, state and district mandated programs.
- 10. Achieving consistent progress towards meeting Alliance outcome and enabling metrics for school performance Exhibit B.

II. Term:

- Employee shall be employed for a term of one school year on an annual-basis, beginning <u>July 1</u>, <u>2010</u> and concluding <u>June 30</u>, <u>2011</u>. The principal is expected to be on campus during school days, with the exception of school related business that may take place off-site from time to time.
- This agreement is renewable annually. The renewal decision is made by the President, based on employee performance and mutual agreement. President shall notify employees of renewal or non-renewal of the annual agreement by May 1.

III. Evaluation of Performance

The Chief Academic Officer will annually evaluate the performance of the principal based on performance of duties and responsibilities, as stated in the employee job description, principal self-evaluation, progress towards the achievement of academic outcome goals and as defined by the Alliance College-Ready Public Schools.

Two formal evaluations will be conducted by the Chief Academic Officer based on ongoing school visits, classroom observations, and focusing on meeting standards set forth in Exhibit B: Principal Performance Evaluation. The first evaluation will take place by January and the second evaluation by May as an end of year review. The performance evaluation results will be considered for renewal of annual employment agreement.

IV. Compensation

- Salary: Compensation will be provided for the 2010 2011 school year as agreed to in this individual employee agreement. Employee will receive an annual base salary of \$______ to be paid monthly at the end of each pay period, over a 12-month period.
- Performance Incentive Compensation: In addition to their base salary, principals will be eligible
 for up to a maximum of \$15,000 in incentive compensation for the 2010-11 school year. Specific
 incentives earned will be calculated as earned and will be distributed in December 2011.
- Illness Leave: Employee shall accrue at the rate of one (1) illness day per month/pay period up to a maximum of 12 days in an annual agreement term. If the employee is offered an agreement for the following school year, the employee may roll over all remaining sick days to the following annual term. No employee may accrue more than (thirty) 30 days of illness leave at any point. Accrual will freeze when the 30-day cap is reached. The use of illness leave shall be governed by the school's employment policies. The Employer does not honor illness days accrued with previous employers. Illness days do not accrue any monetary value and therefore are not paid upon termination.
- Health Benefits: Employee health benefits, <u>EXHIBIT E: HEALTH BENEFITS PACKAGE</u>, will include a <u>choice</u> of medical, dental, and vision care. The school will pay up to \$700 a month to cover the cost of the employee's monthly premium. Employees, who exceed the monthly premium cap, will have deductions made to their pay, every pay period/month, to cover the excess costs.
- Retirement Benefits: State law requires that all certificated employees participate in the California State Teachers' Retirement System (STRS). The employee contributes 8.00% and this contribution is matched by an 8.25% contribution by the employer.
- Vacation Days: Employee will accrue 1.25 paid vacation days per pay period/month up to a total of (fifteen) 15 vacation days annually. No employee may accrue more than 15 vacation days at any point. Vacation days accrued are not transferable to or from other schools or districts outside of the Alliance. Unused vacation days are paid upon termination and are paid at the employee's current salary rate at time of termination.
- Holidays: Employee will be entitled to all paid legal holidays as identified in the 2010-2011 school calendar.

V. Termination

By the Employee

If Employee chooses not to return to the school for the following school year, he/she is required to notify the Chief Academic Officer, in writing, by April 15, 2011. An invitation to return for the following year will be extended to employee by May 1. Employee may petition to the Chief Academic Officer to be released from the agreement prior to the end of the agreement term for pressing personal necessity. Should a release be granted by the Chief Academic Officer, all benefits and salary shall be terminated on the date of release.

By the Employer

The Chief Academic Officer may recommend immediate termination of employee for cause. For the purposes of this agreement "Cause" will be solely as interpreted by the Board of Directors or their designee and will include at least one the following reasons:

- 1. Dishonesty, to include theft, falsifying information, or fraud.
- 2. Unsatisfactory performance, as defined by the performance evaluation and job description attached hereto, provided employee has been given written notice of the deficiency and has been given (thirty) 30 days to cure the deficiency. The Vice President of Schools will provide a written support plan outlining the resources offered to the employee during the 30-day period.
- 3. Unfit for service, including documentation of the inability to appropriately perform duties assigned.
- 4. Refusal to comply with or support any regulation or law of the state of California or any policy or procedure of the school or as set forth by Alliance College-Ready Public Schools.
- 5. Conviction of a felony or of any crime involving a minor or moral turpitude.
- 6. Unlawful discrimination, including harassment of students or other employees.
- 7. Possession of or being under the influence of illegal drugs or alcohol while performing any professional duties or when publicly representing the school, such as at a professional conference (even if the school did not pay the expenses of the conference).
- 8. Gross negligence leading to the endangerment or harm of a child or children.

Termination Appeal Procedures

Employee has the right to appeal the decision for immediate termination as follows:

Employee has the right to submit a written request to appeal termination decision to the members of the School Board of Directors within (ten) 10 days of termination. The decision of the school board of directors is final and shall be provided to employee, in writing, within 10 days of receiving the written appeal request.

VI. Natural Disaster and Other Events Out of the School's Control

This agreement may be immediately terminated due to events out of the control of the administration such as fire, flood, national emergency, termination of the school lease by the landlord, declining enrollment or the revocation of the charter.

VII. Miscellaneous

This agreement is entered into, and shall be governed by the laws of California. This agreement supersedes any prior oral or written agreements regarding the subject matter contained herein. This agreement shall constitute the full and complete agreement between the parties hereto and may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of both parties in a written and signed amendment to this agreement.

If any provision or any part of any provision of this agreement is determined to be unlawful, void, or invalid, that determination shall not affect any other provision or any other part of a provision of this agreement. All such provisions shall remain in full force and effect. No waiver of any part or provision of this agreement shall be deemed or shall constitute a waiver of any other provision except as described in the document itself. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

A signature indicates that all terms of the agreement are acceptable. This agreement shall be executed in duplicate originals. One original copy of the executed agreement shall be retained by the president and one original copy retained by the employee.

	Principal Agreement 2010 - 2011	
President:		
Judy Burton		
Print Name	Signature	Date
Employee:		
Print Name	Signature	 Date

EXHIBIT A: EMPLOYEE JOB DESCRIPTION

Basic Responsibilities of the <u>Principal</u> include, but are not limited to:

LEADERSHIP - CURRICULUM AND INSTRUCTION

- A. Projects and encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission statement.
- B. Assumes responsibility for the supervision of programs and improvement of instruction within the school.
- C. Promotes curriculum improvement and insures that instructional programs and courses are implemented consistent with the State standards.
- D. Organizes and coordinates in-service activities for the staff.
- E. Works constructively in securing staff involvement and support for the development and implementation of instructional changes.
- F. Keeps informed and up to date regarding new developments in curriculum, instruction and administration, i.e. workshops, meetings, credit classes, etc.

ADMINISTRATION AND ORGANIZATION

- A. Supervises building custodian/maintenance staff to ensure a clean and well maintained building and encourages energy conservation measures.
- B. Maintains both formal and informal lines of communication to all staff while involving them meaningfully in the operation of the school.
- C. Schedules and conducts faculty meetings on a weekly basis.
- D. Supervises an adequate system of teacher, pupil, and staff records.
- E. When so directed by policy and procedure, coordinates, supervises and evaluates school staff on a continual basis and participates in their selection, evaluation, and dismissal.
- F. Directs the planning for all aspects of instruction, including all types of scheduling, registration of students, and the development of a master schedule.
- G. Supervises routine health and safety inspections and works closely with the Alliance College-Ready Public Schools to insure adherence to local, state and federal health and safety standards.
- H. Participate in negotiation and supervise implementation of contracted school lunch program.
- I. Oversee collection and deposit of all student fees.
- J. Recommend purchase of all new equipment and instructional supplies.
- K. Ensure the publication of regular newsletters and bulletins to convey the school message to the community.
- L. Maintain effective relations with parents and parent groups. Interpret the goals, objectives and programs of the school to parents.
- M. Maintain an up-to-date system of student attendance and discipline.
- N. Submit all reports required by state, authorizer or other regulatory agency.
- O. Maintain communications with all appropriate Alliance College-Ready Public Schools.

FINANCIAL AND BUSINESS MANAGEMENT

- A. Work with the Alliance College-Ready Public Schools to create school budget.
- B. Supervise the approved budget for the school and the receipt, care and inventory of equipment, furniture, and supplies purchase for the school.
- C. Evaluates the general condition and needs of the physical plant.
- D. Maintain accurate records and receipts for all monies associated with the school bank account maintained by the school.

PUPIL PERSONNEL

- A. Prepare all students to attend college.
- B. Strive to attain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
- C. Establishes rules and set the tone for student discipline commensurate with the Alliance College-Ready Public Schools philosophy and policies and current school law.
- D. Enforce rules consistent with the approved Charter petition, the school's philosophy and current law.
- E. Carry out and supervise disciplinary consequences for students who violate student code of conduct
- F. Maintain communication with the student body in regular community meetings and interactions.
- G. Develop a program of orientation and acclimation for all new students.
- H. Assume responsibility for security and pupil safety within the building; develop procedures designed to protect and enhance safety of students and staff, and to promote the security of property and equipment.
- I. Coordinate the school's extra-curricular activities with assistance of volunteers, staff and parents.
- J. Coordinate and supervise an effective guidance program to insure student awareness of and access to the services provided.
- K. Promote the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours, i.e. career exploration, field trips, service learning, etc.

TEACHER PERSONNEL

- A. Develop a program of orientation and professional development for new teachers.
- B. Assist and encourage teachers to develop and improve their professional expertise through development of a professional growth plan and portfolio.
- C. Work closely with the Alliance College-Ready Public Schools, directs the selection, evaluation, and dismissal of school personnel.
- D. Assume overall responsibility for staff assignments and schedules within the building.
- E. Secure substitute teachers and assumes responsibility for the proper reception, instruction, and appraisal of substitute teachers assigned to the building.
- F. Maintain teacher attendance records (sick leave, personal leave, etc.)
- G. Maintain a positive ongoing program of teacher supervision and evaluation in support of established school mission goals and procedures.
- H. Conduct weekly professional development and team meetings with staff.
- I. Oversee enrollment/intake/withdrawal of students.

COMMUNITY RELATIONS

- A. Develops and maintains a positive communication system with the community and is responsive to meaningful input.
- B. Encourages all staff to be sensitive to the community and to be aware of the public relations responsibilities and opportunities inherent in their positions.
- C. Develops and maintains parent resources within the school and engages parents in volunteerism in the school.

OTHER

A. Other duties as assigned by the Chief Academic Officer.

Exhibit B: Principal Performance Evaluation (Revised June 2010)

Goals: The Alliance system for evaluating the school principal has three goals:

- 1. To promote the principal's professional growth as the school leader.
- 2. To support the continuous improvement of the education program in the school.
- 3. To make decisions on continuing employment of the principal.

To achieve these goals, Alliance College-Ready Public Schools has designed an annual review cycle that actively involves the principal, the Vice President of Schools and the Chief Academic Officer and relies on data from multiple sources. The system is linked to the Alliance and school goals so that the principal shares with the Alliance College-Ready Public Schools accountability for the mission and enabling goals as shown in Table 1 and Table 2.

Table 1: Mission Metrics for Alliance Schools

1.	Academic Achievement: Each year, schools will meet annual API growth targets. In first year, schools score at/above 650 on API. In second year, schools score at/above 675 and meet growth target. By third year, schools score 700 or higher and meet growth target on API.	10%
2.	Academic Achievement: Each year, schools will increase percent of students performing at proficient to advanced levels on California Standards Tests (CST) in English Language Arts and Math.	10%
3.	Achievement Gap: In English/language arts and mathematics, school-wide and CMO-wide average proficiency rates, for schools open three or more years, are higher than the statewide average proficiency rates for the state's highest-performing sub-group.	10%
4.	Graduation Rate: 90% of the students continuously enrolled as 9th graders graduate within four years. 90% of students continuously enrolled as 6 th graders will culminate middle school in 3 years.	10%
5.	College-Attendance: 90% of high school graduates accepted in 4-year colleges.	10%
6.	College-Readiness: Less than 15% of high school graduates attending college are enrolled in remedial (i.e. non-credit bearing) courses in English or math High School Readiness: 80% of middle school students culminate ready for high school (passed Algebra and ready for geometry).	10 %
	Total:	60%
	Performance Evaluation Portfolio Rating:	

Table 2: Enabling Metrics for Alliance Schools

Table 2. Litability wettics for Amarice Schools	
Instructional Quality: 80% of classrooms consistently reflect proficient performance on Alliance standards-based effective instruction criteria as reviewed by principal and VP of	10%
Schools.	
Teacher Quality: 100% of teachers will meet the NCLB required criteria for "highly qualified	5%
teachers" with appropriate credentials in subject area.	
Enrollment: 100% of the budgeted enrollment will be sustained from beginning to the end of	5%
the schools year.	
Attendance: The average daily student attendance of all schools will be at least 95%.	5%
Satisfaction: At each school, at least 80% of parents will return the Alliance Parent	5%
Satisfaction Survey and at least 80% of parents will rate the school, on average, at least 4	
out of a 5-point scale on a parent satisfaction survey. 80% of parents will return surveys.	
Parent Engagement: The average rate of attendance at scheduled parent conferences will	5%
be at least 75% and 40% of parents/families will complete at least 40 volunteer hours	
annually <u>OR</u> 80% complete at least 20 volunteer hours annually.	
Parent & Student Satisfaction / Persistence: 90% of students who were enrolled at the	5%
beginning of the prior school year and who still live within commuting distance, remain	
enrolled at the start of the current school year	
Total:	40%
Performance Evaluation Portfolio Rating:	
	Instructional Quality: 80% of classrooms consistently reflect proficient performance on Alliance standards-based effective instruction criteria as reviewed by principal and VP of Schools. Teacher Quality: 100% of teachers will meet the NCLB required criteria for "highly qualified teachers" with appropriate credentials in subject area. Enrollment: 100% of the budgeted enrollment will be sustained from beginning to the end of the schools year. Attendance: The average daily student attendance of all schools will be at least 95%. Satisfaction: At each school, at least 80% of parents will return the Alliance Parent Satisfaction Survey and at least 80% of parents will rate the school, on average, at least 4 out of a 5-point scale on a parent satisfaction survey. 80% of parents will return surveys. Parent Engagement: The average rate of attendance at scheduled parent conferences will be at least 75% and 40% of parents/families will complete at least 40 volunteer hours annually OR 80% complete at least 20 volunteer hours annually. Parent & Student Satisfaction / Persistence: 90% of students who were enrolled at the beginning of the prior school year and who still live within commuting distance, remain enrolled at the start of the current school year

- A. **The Evaluation Cycle:** The evaluation cycle begins when the principal is hired. The Chief Academic Officer interviews and hires the principal. The CAO and the Vice President of Schools will meet with the principal and review these metrics and the Alliance principal evaluation process. The principal will complete an Individual Performance Portfolio that provides ongoing school data and demonstrates evidence of leadership to achieve mission and enabling measurable goals and will review and revise this document annually after the end of the year review.
- B. **Principal Job Description:** The position description is designed to reflect the essential functions of the position.
- C. **Self–Evaluation:** The self–evaluation provides an opportunity for a principal to evaluate the data available in the school and to place it in context. The information provided in a self-evaluation will give an informed view of the performance and quality of the school to the Vice President of Schools.
- D. Roles and Responsibilities: There are three key members of the review team. They are:
 - 1. The Vice President of Schools: The Vice President of Schools is the key member of the team providing feedback to the principal, particularly in the area of achievement of the goals of the school, implementation of the Alliance College-Ready Public Schools core values and strategies, and the quality of instruction as evidenced by classroom practice. The Vice President of Schools analyzes student test data and staff and parent survey results for discussion with the principal and the President.
 - 2. Principal: The principal is the instructional leader of the school. The principal is expected to fulfill the duties and responsibilities of the position and to achieve the mission and enabling goals. The principal is expected to engage in self–reflection based on Alliance and school goals and feedback from the Vice President of Schools. The principal is expected to use this feedback to guide professional development and the development of the performance portfolio.
 - 3. Chief Academic Officer: The CAO may recommend termination of the principal's employment based upon the principal's documented performance or for other cause. The CAO and the school board of directors approve performance bonus compensation.
- E. **Initial Meeting, New Principals:** The principal, the VP of Schools, and the CAO will meet to discuss the performance evaluation process and portfolio, the principal position description, key qualities, at the time of hire.
- F. **Initial Meeting, Returning Principal:** Principal and VP of Schools will meet to discuss the school's current status and needs, the principal's position description key qualities, and goal setting.
- G. Annual Review Cycle: The annual review process will be conducted as follows:
 - A meeting will be held in January with the VP of Schools. At this meeting the principal will present
 a performance portfolio on the progress year to date on goals as well as information related to the
 position responsibilities. The principal and VP of Schools will discuss the report. The VP of
 Schools will summarize the discussion in writing using the mid-year review form. The review will
 be signed by the VP of Schools and the principal and sent to the principal and CAO by the end of
 January.
 - The principal will complete a self-evaluation and submit it to the VP of Schools by June 1. The self-evaluation will include a statement on the principal's view of his/her completion of performance responsibilities, an update on achievement of his/her goals and plans for professional development during the next school year.
 - 3. At the June review meeting, the VP of Schools will follow the same process as occurred at the meeting in January with the following additional review and discussions:

- a. Data from student assessments regarding student gains in the core subjects during the previous school year.
- b. Parent and staff survey data.
- c. The current enrollment and projected enrollment for the next school year.
- d. Any information related to the school accreditation, if the school has applied for accreditation.
- e. Reports from the authorizer(s).

The principal will maintain a current Individual Performance Portfolio, which will reflect goals achieved, student test data and staff and parent survey results for discussion, professional study needed for certification renewal and to keep current with the profession.

Alliance College-Ready Public Schools Principal's Review

Principal Name		Date of Review _	
School:		■ Mid Year	☐ End of Year
The reviewer and principal will meet an 1. Is the principal fulfilling the respa. Finding:			
b. Evidence:			
Is the principal making adequa a. Finding:	te progress towards his	s/her goals for this year	?
b. Evidence:			
 Does the evidence presented a progress towards achieving All a. Finding: 			aking adequate
b. Evidence:			
4. Suggestions, if any, for the prin	cipal to follow up on be	efore the end of the yea	ır review:
5. Commendations:			
6. Other Comments:			
Mid Year overall recommendation: ☐ Meeting Expectations ☐ Improvement Needed	☐ Yes ☐ No Recommended for	pectations nt Needed contract renewal for n performance incentive de implementation qu	e based on 90%
Principal Signature	 	Date	
Reviewer Signature		Date	



School Performance Accountability Scorecard

	Accountability Metrics - Mission Outcome Goals	2011-2012	2012-2013	2013-2014	5014-2015	5015-2016	7102-9102	8102-7102	2018-2019	2019-2020	Longitudinal Growth
AC.	ademic Achievement (Academic Performance Index - API):										
ri ö	1 st Year: 650 2 nd Year: 675 & Meet School & Subgroup Growth Targets 3 rd Year: 700 & Meet School & Subgroup Growth Targets										
b.	Outperform closest neighboring school students would have otherwise attended on API score.										
ن ن	07-08 State & Similar Schools Rank of at least 6 or higher										
4C	ademic Achievement (CA Standards Test - CST):										
a.	Annually increase % of students advanced/ proficient on CA Standards Tests (CST) in English Language Arts.										
b.	Annually <u>increase %</u> of students advanced/ proficient on CA Standards Tests (CST) in <u>Math</u> .										
ပ	Outperform nearest neighboring schools that students would have otherwise attended in <u>average</u> % advanced/proficient on CST in English and Math.										
d.	Annually <u>decrease</u> average % of students <u>Far Below Basic</u> on CST in English and Math from year to year and in comparison to neighboring schools.										
e).	NSVF - Average % advanced/proficient in English & Math, for schools open 3+ years, is higher than average proficiency for CA highest-performing sub-group (ASIAN 70%+ adv/prof).										
3re	Graduation Rate:										
a. b.	High Schools: 90% of students entering as 9th graders who are continuously enrolled graduate within four years (students will pass CAHSEE, pass A-G courses, earn 250 unit graduation requirements), OR Middle Schools: 90% of students entering as 6 th graders continuously enrolled culminate middle school in 3 years.										
ပ	90% of students will take and pass the California High School Exit Exam (CAHSEE) by end of grade 12. (% passed for Next Graduating Class of 2009 or 2010) 3 more chances to pass.										
0	College-Attendance and Readiness:										
ю Э	90% of high school graduates accepted in 4-year colleges.										
. b.	High Schools: Less than 15% of graduates attending college are enrolled in remedial courses in English or math. Middle Schools: 80% of grade 8 students culminate ready for high school (passed Algebra and ready for geometry).										
Ad	dequately Yearly Progress (AYP)										
ri ö	Meet Federal school-wide and subgroup target criteria										
0	% of Applicable Outcome Goal Accountability Targets Met By School										
			_								



School Performance Accountability Scorecard

	Enabling Accountability Metrics	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	7102-9102	8102-7102	2018-2019	2019-2020	Longitudinal Growth
1	. Instructional Quality: a 90% of classrooms consistently reflect Alliance rigorous standards-										
5	based instruction criteria (instruction rated at least a 4 on a 5 point rubric (as reviewed by principal and CAO).										
2. A	2. Attendance and Enrollment:										
a.	Average daily student attendance rate of all schools will be at least 95%.										
b.	Annual average enrollment by October count date and average enrollment maintained for all schools will be at least 100% of the budgeted number of students. (B=Budgeted. C=Oct 2009 CBEDS)										
3. S	3. Satisfaction and Sustainment										
e.	80%parents will rate the school, on average, at least 4 out of a 5-point scale on a parent satisfaction survey. 75% of parents will return surveys.										
b.	80% students will rate the school, on average, at least 4 out of a 5-point scale on a student satisfaction survey. 75% of students will complete surveys on line.										
ن ن	80% of students who were enrolled at the beginning of the prior school year and who still live within commuting distance, remain enrolled at the start of the current school year.										
م	70% staff will rate school, on average, at least 4 out of a 5-point scale on a staff satisfaction survey. 75% of staff will return surveys. (Survey to be conducted Spring 2009)										
ē.	70% of teachers, still living in the area <u>AND</u> invited back will return to the school/Alliance annually.										
4. Pá	4. Parent Engagement:										
a.											
р.	 40% of parents will complete at least 40 volunteer hours or 80% of parents complete at least 20 volunteer hours annually. 										
C.	. At least 75% of parents will attend scheduled parent/teacher conferences										
%	% of Applicable Enabling Accountability Targets Met by School										





2009-2010 Alliance Performance Dashboard

1940 S. Figueroa Street, Los Angeles, CA 90007 (213) 943-4930

www.laalliance.org

Judy Burton, President/CEO
David Hyun, Chief Financial Officer
Joan Massey, Chief Academic Officer
Steve Synott, Chief Operating Officer
David Tillipman, Chief Development Officer

Enrollment

Class of 2011

Student demographic data provides an overall description of the school's population.

Percentages are based on the overall school enrollment in October.

Enrollment	
Total School Enrollment:	5546
Grade 6	695
Grade 7	400
Grade 8	268
Grade 9	1536
Grade: 10	1066
Grade 11	907
Grade 12	674
Male	47%
Female	53%

Meal Program	95%
Hispanic	86%
Black	10%
White	1%
Asian	1%
Other	1%
English Only	22%
English Learners	22%
IFEP	9%
RFEP	47%
Special Education	7%

39%

College Readiness Indicators

All students participate in college entrance and readiness exams to indicate college-readiness by the end of grade 12. Target readiness scores: SAT (500), ACT (18-21), AP (3).

CAT Dance	i		A۱	erage Sco	ore		ent of Stu ollege-Rea	
SAT Reason	ing		Reading	Writing	Math	Bnii	30%	7%
			Targ	get Score:	500	Readins	Writing	Math
Class of 2010			409	424	415	19%	23%	22%
Class of 2011			367	391	401	01 6% 11% 13%		
ACT		Averag	e Score		Percent	of Stude	nts Colleg	ge-Ready
	English	Math	Reading	Science	1,517	40	3nii	χe.
Target Score:	18	22	21	24	English	Math	Readins	science
Class of 2010	15	17	16	16	35%	13%	17%	3%
Class of 2011	15	17	15	16	25%	12%	13%	2%

Class of 2011	15	17	15	1	6	25%	12%	13%	2%
Advanced Discourse	(AD) 5			Perce	ent o	f Student	ts Scoring	3, 4, or 5	;
Advanced Placement	(AP) Exa	ms	20	800		20	09	20	10
			Tested	Pas	sed	Tested	Passed	Tested	Passed
English Language and Com	position		1	2	%	121	25%	230	9%
English Literature & Compo	osition		4	14	1%	94	10%	164	12%
Calculus AB			6	17	%	59	12%	128	5%
Calculus BC								2	100%
Biology					109	0%	185	2%	
Chemistry								1	0%
European History						31	0%	29	28%
US History			14	23	%	157	11%	237	9%
US Government & Politics			17	31	.%	50	52%	217	23%
Spanish Language			123	89	1%	278	86%	318	87%
Spanish Literature			21	66	%	41	61%	98	66%
French Language								35	0%
Art History			1	6'	%	18	50%	73	26%
Music Theory								11	0%
Physics						19	0%	2	100%
Psychology						13	0%		
CSU Early Assessment I	Drogram (EAD)		Per	cent	of Stude	nts Colleg	e-Ready	
C30 Early Assessment	riogiam (EAF)	Englis	h		Math	Math	Conditio	nally
Class of 2010			8%			3%		23%	

Academic Performance Index / Adequate Yearly Progress

API and AYP measure the academic performance and growth of schools as it moves towards target goals. The API target is 800. AYP has multiple targets for school-wide and subgroup growth.

	2008	2009	2010
Academic Performance Index (API) Average	725	742	751
Graduation Rate	97%	96%	98%
Program Improvement (PI) Schools	1 of 10	3 of 11	5 of 16
State Rank Average	5	6	Expected 4/2011
Similar School Rank Average	9	8	Expected 4/2011
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#### California Standards Test (CST)

The CST is one indicator that determines how well students are achieving California's content standards in English, math, science, and history. The state target is for all students to perform at the proficient or advanced level. The percent of students proficient or advanced is reported below.

	208	2009	2010
nglish/Language Arts			
Grade 6	30%	33%	38%
Grade 7	35%	42%	32%
Grade 8	30%	41%	41%
Grade 9	38%	46%	50%
Grade 10	45%	39%	42%
Grade 11	32%	45%	44%
Mathematics			
Grade 6	39%	36%	42%
Grade 7	13%	38%	39%
Algebra I	21%	34%	37%
Algebra II	19%	26%	27%
Geometry	12%	13%	14%
Summative Math	9%	19%	38%
History/Social Science			
History Grade 8	30%	53%	58%
World History	47%	41%	51%
US History	41%	60%	48%
Science			
Grade 8	30%	50%	63%
Life Science	55%	48%	59%
Earth Science	38%	32%	49%
Integrated Science		73%	66%
Biology	35%	39%	43%
Chemistry	17%	19%	34%
Physics		7%	15%

# California English Language Development Test (CELDT)

Students speaking a home language other than English are annually administered the CELDT. Scores of Advanced or Early Advanced indicate English Learner students are fluent in English and ready for reclassification.

CELDT Test 2010	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginner
Listening	23%	37%	33%	7%	1%
Speaking	26%	40%	27%	5%	1%
Reading	15%	25%	34%	19%	8%
Writing	20%	32%	36%	9%	2%
Overall	14%	45%	33%	6%	1%

Reclassification of English Learners	2009	2010
Percent Reclassified	17%	17%

#### California High School Exit Exam (CAHSEE)

Students must pass the CAHSEE in English and Math to receive a high school diploma. Students are first administered the CAHSEE in grade 10. A passing scaled score is 350 and students are proficient with a scaled score of 380. Percentages reflect information from grade 10 administration.

		2008	2009	2010
CAHSEE Passing				
English Section		85%	80%	81%
Math Section		83%	83%	87%
CAHSEE Requirement		76%	73%	76%
CAHSEE Proficiency				
English Proficiency	·	51%	41%	46%
Math Proficiency		50%	58%	58%



#### Attendance

Our schools strive to meet a 95% or higher attendance rate for all students. Consistent attendance is important to maintaining the quality of both our schools and the education of our students. Schools must also meet a designated enrollment rate to maintain the budget.

	2008	2009	2010
Average daily attendance	96%	97%	96%
Annual Budgeted Attendance	103%	102%	99%

#### Parent, Student, and Staff Satisfaction

Parents, students, and school staff provide annual feedback about the culture, instruction, aspect and achievement of the school. Principals use this feedback to evolve the school's culture to fit the needs of all people.

	Percent
	Satisfied
Parents	
Are satisfied with the school	91%
Believe the academic program is very effective	93%
See an effective college-bound culture in the school	88%
Students	
Are satisfied with the school	79%
Feel teachers have high expectations for all students	95%
Believe teachers use variety of materials to help students learn	92%
Staff	
Are satisfied with the school	84%
Feel academic achievement is very effective	87%
Believe the college-bound culture is very effective	85%

#### **Parent Involvement**

Parents help improve achievement by supporting their students through volunteer hours, 20 of which must be academically related. Parent conferences help improve communication between parents, teachers, and the school.

	2008	2009	2020
Families completing 20+ hours			71%
Families completing 40+ hours	39%	50%	48%
Families attending parent conferences	58%	61%	66%

#### Teacher Information

Principals select teachers knowledgeable in their field to provide students a high quality education. Highly certified teachers ensure an academically rich learning experience for all students. Teachers are selected on a rigorous hiring process that includes a sample teaching lesson as part of the interview process.

	2010
Number of Teachers	273
Percent of Teachers Highly Certified	78%
Percent of Teachers with Intern Credential	18%
Percent of Teachers with Emergency Credential	4%
Percent of Teachers Teaching Outside of Credentialed Area	7%
Percent of Teachers Returning Following School Year	79%

Alliance College-Ready Public Schools, 2009-2010

#### **Graduation and College Acceptance**

With a college-bound culture at our schools, 100% of our seniors have the requirements needed to successfully apply to four year colleges throughout the nation.

Graduation Rate	2020
Graduation Rate	98%
Seniors Continuously Enrolled Since Grade 9	556
Seniors continuously enrolled since Grade 9 & graduating	69%

College Acceptance	Class of 2010
Applied to 4-year school	100%
Accepted to 4-year school:	86%
Accepted to 2-year or 4-year school:	100%
Scholarships awarded:	\$4,949,164
Total number of accepting colleges:	218

Academy of Art University; Adelphi University; Adrian's Beauty College; Alabama State University; Alfred University; American Career College; Amherst College; Arcadia University; Arizona State University; Azusa Pacific University; Bates College; Bennett College; Bethune-Cookman University; Biola University; Boston College; Boston University; Bowdoin College; Bradley University; Brown University; Bucknell University; California Baptist University; California Lutheran University; California Maritime Academy; California Polytechnic State University: San Luis Obispo: California School of Culinary Arts: California State Polytechnic

University. Pomona: California State University. Bakersfield: California State University. Channel Islands: California State University, Chico; California State University, Dominguez Hills; California State University, East Bay; California State University, Fresno; California State University, Fullerton; California State University, Long Beach; California State University, Los Angeles; California State University, Monterey Bay; California State University, Northridge; California State University, Sacramento; California State University, San Bernardino: California State University. San Marcos: California State University. Stanislaus: Cazenovia College; Central College; Cerritos College; Chaminade University of Honolulu; Cheyney University of Pennsylvania; Chicago State University; Clark Atlanta University; Columbia College; Columbia College Hollywood; Columbia University; Concordia College; Concordia University; Coppin State University; Corbai College; Cornell University; Dartmouth College; DePaul University; Dickinson College; Dillard University; Dominican University of California: Dowling College: Drew University: Drexel University: East Los Angeles College: El Camino College: Fashion Institute of Design and Merchandising, Los Angeles: Fisk University: Florida Southern College; Franklin and Marshall College; George Fox University; Glendale Community College; Hampton University; Hartwick College; Harvard University; Haverford College; Hawaii Pacific University; Heidelberg College; Hofstra University; Howard University; Humboldt State University; Illinois Wesleyan University; Ithaca College; ITT Technical Institute; James Madison University; Johnson C. Smith University: Kalamazoo College: Kentucky State University: La Sierra University: Langston University: Lee University; Lewis & Clark College; Lincoln University; Los Angeles City College; Los Angeles Mission College; Los Angeles Southwest College; Lourdes College; Loyola Marymount University; Loyola University Chicago; Loyola University Maryland; Loyola University New Orleans; Marietta College; Marist College; Marymount College; Marymount University; Menlo College; Middlebury College; Mills College; Moorpark College; Morgan State University; Morris College; Mount Ida College; Mount St. Mary's College (Chalon); Mount St. Mary's College (Doheny); Mt. San Antonio College; National University; New York University; Newschool of Architecture & Design; North Park University; Northern Arizona University; Northwestern University; Notre Dame de Namur University; Oberlin College; Occidental College; Oklahoma State University; Oklahoma City; Oregon State University; Pacific Lutheran University; Paine College; Pasadena City College; Philander Smith College; Pitzer College; Pomona College; Portland State University; Prairie View A&M University; Presbyterian College: Prescott College: Princeton University: Rensselaer Polytechnic Institute: Rio Hondo College; Ripon College; Rochester Institute of Technology; Saint Augustine's College-NC; Saint Mary's College of California; San Diego State University; San Francisco State University; San Jose State University; Santa Clara University; Santa Fe College; Santa Monica College; Savannah State University; Scripps College; Seton Hall University; Shaw University; Simmons College; Smith College; Sonoma State University; South Carolina State University; Southwestern University; St. John's University - Queens Campus; St. John's University - Staten Island Campus; St. Lawrence University; Stanford University; Stillman College; Swarthmore College; Sweet Briar College; Syracuse University; Texas Southern University; The Art Institute of California -- Los Angeles; The Art Institute of California-Hollywood; The University of Arizona; The University of Tampa; Tuskegee University; Universal Technical Institute of California; University of California at Berkeley; University of California at Davis; University of California at Irvine; University of California at Los Angeles; University of California at Merced; University of California at Riverside; University of California at San Diego; University of California at Santa Barbara; University of California at Santa Cruz; University of Great Falls; University of La Verne; University of Massachusetts; Dartmouth; University of Miami; University of Nevada; Las Vegas; University of New Haven; University of New Mexico; University of Pennsylvania; University of San Diego; University of San Francisco; University of Southern California; University of the Pacific; University of Wisconsin; Madison; Ursinus College; Vanguard University of Southern California;

Vassar College; Victor Valley College; Virginia State University; Virginia Wesleyan College; Voorhees College, Webster University; Wellesley College; Wentworth Institute of Technology; West Los Angeles College; Westmont College; Westmont College; Westmont College; Westmont College; World College; Whittier College; Wiley College; Williams College; Woodbury University; Wyotech Institute; Xavier University; Xavier University of Louisiana; Yale University



Teacher	School Subject Area					
	sroom Observations:;;; Date of Evaluation Conference(s)					
Directions: (1)	Rate each numbered item by circling 5 for Exemplary, 4 for Proficient, 3 Emerging, 2 for Needs Improvement or 1 for	_				
	Unsatisfactory to indicate the degree to which the teacher demonstrates effectiveness based on National Standards for the Teaching Profession.	<u>e</u>				
	<u>Teaching Profession.</u>					
1.0. ENGAGES AN	ID SUPPORTS ALL STUDENTS IN LEARNING					
	l Elements of Effective Instruction by monitoring & adjusting instruction, using principles of learning, selecting objectives at	5	4	3	2	1
	lifficulty level, teaching to an objective					
	ents' prior knowledge, life experiences and interests with learning goals	5	4	3	2	1
	of instructional strategies to elicit desired behaviors throughout various stages of cognition (knowledge, comprehension,	5	4	3	2	1
	s, synthesis, evaluation)					
	ning experiences that promote independence, interaction, and choice	5	4	3	2	
	ents in problem solving, critical thinking, and other activities	5	4	3	2	1
	directed, reflective learning for all students	5	4	3	2	1
	D MAINTAINS EFFECTIVE LEARNING ENVIRONMENTS	_			_	١.
	sical environment that engages all students	5	4	3	2	
	climate that promotes fairness and respect	5	4	3	2	
	al development and group responsibility	5	4	3	2	
	d maintains standards for student behavior	5	4	3	2	
	work on bulletin boards to create pride in achievement	5 5	4	3	2	
2.6. Uses instruction	DS AND ORGANIZES SUBJECT MATTER FOR STUDENT LEARNING	)	4	<u> </u>		1
	knowledge of subject matter and sequences essential steps in the learning process (task analysis)	5	4	3	2	1
	pts and information within and across subject matter areas	5	4	3	2	
	ent understanding through appropriate instructional strategies	5	4	3	2	
	resources and technology to make subject matter accessible to students	5	4	3	2	
	us lessons aligned to essential standards for subject	5	4	3	2	
5.51 . 54555g55	as soons and so soon that standard to some jost				-	
	RUCTION AND DESIGNS LEARNING EXPERIENCES FOR ALL STUDENTS					
	values students' backgrounds, interests, and developmental learning needs	5	4	3	2	
	d articulates goals for student learning	5	4	3	2	
	sequences instructional activities and materials for student learning	5	4	3	2	
	ctional plans to adjust for student needs by eliciting, checking and interpreting overt behaviors and acting on those	5	4	3	2	1
	s (monitoring and adjusting) TUDENT LEARNING		_			
	id communicates learning goals/objectives for all students at the correct level of difficulty	5	4	3	2	1
	e & summative classroom data including Alliance quarterly benchmark data to guide instruction	5	4	3	2	
	ses multiple sources of information as data to assess student learning	5	4		2	
	uides all students in assessing their own learning	5	4	3	2	
	ent of student work to guide instruction	5	4	3	2	
	s effectively with students, families, and other audiences about student progress	5	4	3	2	
6.0. PROFESSION						
6.1. Reflects on tea	aching practice and plans professional development	5	4	3	2	1
	ofessional goals and pursues opportunities to grow professionally	5	4	3	2	1
	ructive criticism and strives to improve by seeking advice and assistance	5	4		2	
	nilies and communities to provide optimal learning opportunities for students	5	4		2	
	ofessional standards (i.e. attendance/punctuality, timely completion of required reports, adherence to dress codes, etc. in	5	4	3	2	1
Teacher Agreement						
■ Meets stand	lards for Alliance continued employment.    □ Does not meet standards for Alliance continued employment.					
Evaluator's Sigr	nature: Employee's Signature:					
	ne (printed or typed) Employee's Name (printed or typed)	_				
E I I TI	Employee a rame (printed or typed)					

Distribution: Original to employee: Copy 1 to Home Office; Copy 2 for school file

# FINAL TEACHER EVALUATION SUMMARY: COMMENTS

<u>Directions</u>: (1) After rating teacher based on observations and performance, annotate specific commendations in the appropriate space below.

(2) For all ratings between 1 and 3, evaluator comments are required in the space below

1.0.	ENGAGES AND	SUPPORTS ALI	_ STUDENTS IN	LEARNING
------	-------------	--------------	---------------	----------

		Improvement Plan
2.0 CREATES AND MAINTAINS FEFECTIVE LEARNING ENVIRONMEN	NTS	
3.0. UNDERSTANDS AND ORGANIZES SUBJECT MATTER FOR STUD	ENT LEARING	
4.0. PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCES	FOR ALL STUDENTS	
5.0. ASSESSES STUDENT LEARING		
6.0. PROFESSIONALISM	1	
Evaluator's Signature:	_ Employee's Signature:	
Evaluator's Name (printed or typed)	Employee's Name (printed or typed)	
Evaluator's Title	_	

Distribution: Original to employee: Copy 1 to Home Office; Copy 2 for school file



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Name of

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### **Parent Satisfaction Survey**

Directions

USE NO. 2 PENCIL ONLY

Fill in bubble completely
 Erase completely to change
 Correct Mark;

We appreciate parent/family feedback regarding satisfaction with our schools. Please consider each statement and bubble-in one response to indicate your satisfaction on a scale of 5 to 1, with 5 being best. Each family should complete only 1 survey. Gertz-Ressler HS Ouchi HS CRMA#3 CRAHS #4 Stern MASS Merkin MS CRAHS #5 Heritage HS Skirball MS CRAHS #7 Huntington Park HS O 8 O 9 O 10 O 11 O 12 06 07 My child is in grade: Please mark the number of chidren in your 01 02 03 04 family attending this school. 1. Sets high expectations for academic success. (4) (T) (4) (3) (2) 1 2. Provides me with information about grade level standards that my child is responsible for learning. (5) 4 (2) 3. Meets the individual academic needs of my child. (3) (2) Œ (5) 4 4. Has adequate books and instructional materials. (5) (4) (3) (2) O 5. Overall the school's academic program is very effective. College-Bound Culture: I feel that my child's school (4) (3) (2) 1 1. Displays its college-ready mission clearly throughout the school. (3) (2) O 2. Expects all students to graduate and go to college. (5) (4) (3) (4) (3) (2) 1 3. Provides information to me and my child about getting ready for college at his/her grade level. (5) (4) (3) (2) (I) 4. Provides individual college counseling for students. (4) (2) (T) (5) (3) 5. Overall the school's college-bound culture is very effective. (5) (4) (3) (2) (3) 1. Receives adequate counseling for academic and personal problems. 2. Has opportunities for tutoring help with academic problems. (5) (4) (3) (2) -m (4) (3) (2) (1) 3. Overall school support services at my child's school are very effective. School Environment: I feel that (4) (3) (2) (1) 1. My child's school is clean and orderly. (5) 4 (3) (2) (I) 2. My child is safe at school. O (5) (3) (2) 3. I am welcome in my child's school. (4) (5) 4 (3) (2) 1 4. Students are well known by school staff. (5) (4) (3) (2) 0 5. Overall my child's school environment is very positive. (I) (5) (4) (3) (2) 1. Teaches my child to respect other members of the school community. 2. Creates an environment where every child is expected to succeed. (5) (2) 1 (4) (3) 4 (2) O 3. Welcomes the community as partners. (5) (4) (3) (2) 1 4. Has a main office that is responsive to parents. (3) (2) (1) (5) 4 5. Overall my child's school culture is very positive. Parent Engagement: I feel that my child's school (4) (3) (2) 1 (5) 1. Asks me for input about important decisions about the school. 2. Provides regular parent education workshops and opportunities for me to learn how to help my (D) (3) child succeed in school. (5) (4) (3) (2) (1) 3. Provides opportunities for me to volunteer to support the school. 4. Overall parent engagement at my child's school is very effective. (5) (4) (3) (2) Teachers: I feel that teachers at my child's school (5) (4) (3) (2) m 1. Communicate with me about my child's academic program. (5) (4) (3) (2) (T) 2. Are knowledgeable about their subject area. (5) (4) (3) (2) (1) 3. Are consistent with expectations for student behavior. (5) (4) (3) (2) O 4. Are respectful and professional. (5) (4) (3) (2) (1) 5. Overall teachers at my child's school are very effective, Administrators: I feel that administrators at my child's schoo O (5) (4) (3) (2) 1. Are responsive when I have comments or concerns. (3) (2) 0 (5) (4) 2. Share information with me about how the school is performing (5) (4) (3) (2) 1 3. Are respectful and professional. (2) (11) (5) (4) (3) 4. Are well known by students and parents. 5. Overall administrators at my child's school are very effective. (5) (4) (3) (2) (1) Comments: One thing I'd like to help improve about my child's school: One thing I like best about my child's school:





# Encuesta de Satisfacción de Padres

Direcciones USE LÁPIZ NO. 2

Liene completamente cada cajita
 Si requires borrar este seguro que
borra completamente cada cajita
 Marca Correcta:

i hijo/a asista a:					
CRMA#3 CRAHS#4 Gertz-Ressler HS Ouchi HS					
Merkin MS CRAHS #5 Heritage HS Stern MASS					
Skirball MS CRAHS #7 Huntington Park HS		1	1	,	1 2
		Se acuerdo	/	/	Oy do action
/i hijo/a está en el grado: □ 6 □ 7 □ 8 □ 9 □ 10 □ 11 □ 12	/	deu /	8/	/	8/
ror favor, marque el número de niños en su	13	9/3	New	10 / 00	9'/
amilia que asisten a este escuela.	No.	De acuer	100	1 %	Mr. Oy do acuera
rograma Academico: Yo considero que la escuela de mi hijo/a					
Mantiene altas metas para los logros académicos.	(5)	(4)	(3)	(2)	(1)
<ol><li>Me provee con información sobre las normas académicas que mi hijo debe dominar según su grado.</li></ol>	(5)	(4)	(3)	(2)	(I)
Satisface las necesidades académicas de mi hijo/a.	(5)	4	(3)	(2)	(I)
Tiene suficientes libros y materiales instrucionales.	(5)	4	(3)	(2)	(I)
5. En general, el programa académico en la escuela es muy eficáz.	(5)	4	(3)	(2)	<b>(1)</b>
ultura que fomenta la asistencia a la universidad: Yo considero que la escuela de mi hijo/a					
Manifiesta su misión de preparación para la universidad claramente por todas partes de la escuela.	(5)	4	(3)	(2)	1
Tiene la expectativa que todos los estudiantes se graduarán y asistirán a la universidad.	(5)	4	(3)	(2)	(I)
Me provee información a mi y mi hijo/a sobre como prepararse para la universidad en cada nivel.	(5)	(4)	(3)	(2)	(I)
Ofrecen consejeros universitarios individuales a los estudiantes.	(5)	(4)	(3)	(2)	1
5. En general, la cultura para fomentar la asistencia a la universidad es muy eficáz.	(5)	4	(3)	(2)	1
ervicios de Apoyo Escolar: Yo considero que mi hijo/a					_
	(5)	(4)	(3)	(2)	(1)
Recibe consejos adecuados para sus problemas académicos y personales.     Tiene oportunidades de recibir tutoria para ayudarlo con problemas académicos.	(5)	(4)	(3)	(2)	1
There oportunidades de recipir tutoria para ayudano con problemas academicos.     En general, los servicios de apoyo escolar son muy eficazes.	(5)	(4)	(3)	(2)	(T)
		1.00			1000
mbiente Escolar: Yo considero que					
La escuela de mi hijo/a esta limpia y ordenada.	(5)	4	(3)	(2)	(I)
Mi hijo/a si siente seguro/a en la escuela.	(5)	(4)	(3)	(2)	1
Soy bienvenido en la escuela de mi hijo/a.	(5)	4	(3)	(2)	1
El personal escolar conoce bien a los estudiantes.	(5)	4	(3)	(2)	1
5. En general, el ambiente escolar en la escuela es muy positivo.	(5)	4	(3)	(2)	(I)
ultura Escolar: Yo considero que la escuela de mi hijo/a					
Le enseña a mi hijo/a a respetar a los miembros de la comundad escolar.	(5)	(4)	(3)	(2)	1
2. Crea un ambiente en el cual se espera que cada niño sea exitoso.	(5)	4	(3)	(2)	1
Da la bienvenida a la comunidad como socios.	(5)	4	(3)	(2)	(1)
La oficina principal responde con sensibilidad a los padres.	(5)	(4)	(3)	(2)	(I)
5. En general, la cultura escolar es muy positiva.	(5)	(4)	(3)	(2)	1
nvolucramiento de los Padres: Yo considero que la escuela de mi hijo/a					
Pide mi opinion sobre decisiones importantes que emprende la escuela.	(5)	(4)	(3)	(2)	(3)
Provee talleres para padres y oportunidades para aprender como ayudar a mi hijo/a a triunfar en					
la escuela.	(5)	4	(3)	(2)	(1)
Provee oportunidades para ser voluntario y apoyar a la escuela.	(5)	(4)	(3)	(2)	1
En general, el involucramiento de los padres es muy eficaz.	(5)	(4)	(3)	(2)	1
laestros: Yo considero que los maestros en la escuela de mi hijo/a					
Se comunican conmigo sobre el programa académico de mi hijo/a.	(5)	(4)	(3)	(2)	<b>(1)</b>
Se confuncian contingo sobre el programa academico de mi mjora.     Son expertos en sus materias.	(5)	(4)	(3)	(2)	1
Son constantes en sus expectativas del comportamiento estudiantil.	(5)	(4)	(3)	(2)	1
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 Have opportunities to participate in extra-curricular activities. 1. Receive adequate counseling for academic and personal problems. Agree Disagree SCHOOL SUPPORT SERVICES: Our students Agree Strongly Strongly Disagree Neutral 6. Overall my school's academic achievement is very effective. 5. Students get feedback about proficiency on their work. 4. Receives support needed to implement standards based grading. 3. Is successfully implementing standards based grading. 2. Is consistent in determining what proficient work is. 1. Measures student performance based on proficiency on standards. Disagree Agree ACADEMIC ACHIEVEMENT: Our school Strongly Disagree Agree Strongly Neutral 11. Overall my school's academic program is very effective. 10. I would send my child to this school or recommend this school to someone else. --9. Professional development at my school is ongoing and relevant to my work in the classroom. 8. Teachers participate in professional development that supports them in the classroom. 7. Teachers regularly collaborate with other teachers about student needs and best practices. Teacher use achievement data to make decisions about student learning and teaching. 5. We prepare students for the next grade and/or level. 4. Teachers focus on teaching state content standards and assessing student progress based on 3. Students are motivated and challenged academically to achieve at high levels. 2. Teachers have adequate instructional materials, resources and supplies. 1. Students are engaged in rigorous class work that prepares to become college-ready. Disagree Agree ACADEMIC PROGRAM: I feel that Strongly Disagree Neutral Strongly Classified Staff (non teaching) Certificated Staff (teacher, counselor) am employeed at the school as: CHARO notenitrut -CKMA #3 CRAHS#7 SKirball MS S2AM mət2 == Heritage CRAHS CRAHS #5 Merkin MS SH iyonO ___ Certz-Ressler HS CRAHS #4 Mark your assigned school's name: time and participation.

working well in our school and what you feel we can do to make our school even better. Thank you for your

Please take a moment to complete this short survey. Your responses will help us learn what you teel is

3. Have opportunities for individual intervention with academic problems.

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					5. Informs parents about financial aid and the college admissions process at each grade level.
					4. Monitors student progress towards graduation and prepares students to be competitive for college admission.
					3. Teaches students and parents about getting ready for college.
					2. Expects all students to graduate and go to college.
				=	1. Displays its college-ready mission clearly throughout the school.
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	COLLEGE BOUND CULTURE : Our school
Managa	Discid	19-7-1911	3000	14-1-40	[1] [1] [1] [2] [2] [3] [3] [4] [4] [4] [4] [4] [4] [4] [4] [4] [4
					21. Overall our school culture is very positive.
					20. Problems and conflicts are dealt with fairly.
					19. I am valued as an employee.
					18. The school communicates school wide policies to students, staff and parents.
					17. The school supports my professional growth and development.
					16. The school's mission is widely supported by teachers, parents, and staff.
					15. I am committed to my school's mission of preparing all students for college.
					14. Students follow the discipline policy at this school.
					13. Parents and students are respectful of school staff.
					12. There is a good relationship between teachers and office staff.
					11. Morale among the staff at my school is high.
					10.1 am encouraged and motivated to do my job well.
					9. My job is important in this school.
					8. I am satisfied with my working relationships with other staff members at our school.
					7. Students enjoy attending our school.
					6. Our main office is welcoming to students, staff, and parents.
					5. Parents and community members feel welcomed and are engaged as partners in our school.
	0				4. Our school creates an environment where every student is expected to succeed.
					3. Our students are being prepared for college-readiness.
					2. Students are respected and well behaved at our school.
					1. Our school is a great place to work.
Strongly Disagree	Disagree	Neutral	∀дгее	Strongly earee	SCHOOL CULTURE: I feel that
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3. Overall our school environment is very positive.

Survival property and the survival property of	hool can		T □ L	r specific v and staff?	ou have for	What suggestions do y	n would like to	would give our school is:	A 🗆		
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#### **ELL Assessment and Reclassification Process**

Technology Math and Science High School will meet all requirements of federal and state law relative to equal access to the curriculum for those who are English Language Learners (ELL's). The goal will be to develop high quality instructional programs and services for ELL's that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students.

The English language literacy intensive component of the program will support ELL's through:

- A teaching staff qualified in second language pedagogy.
- An after school and summer school program with a strong language literacy focus.
- Additional bilingual teacher's aides in the classroom to assist ELL's in English intensive classes.

Technology Math and Science High School will offer the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed specially for ESL students. The curriculum content for the sheltered English classes will be the same as in the English only classrooms.

To support the environment needed to assure that students needing English as a second language, Technology Math and Science High School will recruit teachers who have a secondary credential as well as bilingual or ESL endorsements (state authorization to teach ELL's such as BCLAD, CLAD, SB1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers will be trained in appropriate methods for teaching ELL's at various levels of proficiency. These methods will include using bilingual teacher aides and coaching, preview and review strategies, and after school tutoring programs that are coordinated with the regular curriculum and designed for ELL's.

Technology Math and Science High School teachers will be trained to use the state English Language Development standards. The LAUSD ELD Handbook will be used as a resource guide for curriculum planning. Selected teachers will attend appropriate LAUSD training usually offered in the spring. This will allow these teachers to become qualified to train other teachers during Technology Math and Science High School in-service professional development.

Technology Math and Science High School will administer the California English Language Development Test (CELDT) to all new students whose home language is other than English on their Home Language Survey and to al English Learners annually to determine each student's individual proficiency level and to assess student progress in acquiring English Proficiency according to State Board of Education ELD standards:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

# Non-standard English Speakers

Recognizing that many students at Technology Math and Science High School may not be Standard English speakers, many of the same guidelines and programs listed above will be followed for them so as 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 culminations; training teachers in recognizing non-standard English language interference with learning; 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.

- 1. Charter Petition Development
- 2. Select and Hire the Principal
- 3. Facility Acquisition
  - a. Facility Initial Acquisition Grant
  - b. Negotiate Lease/Purchase
- 4. Community Outreach
  - a. Informational and Outreach Meetings
  - b. Parent Orientation Meetings
- 5. Student Recruitment
  - a. Acquisition of Mailing Labels
  - b. Development, distribution, collection of student applications
- 6. Student Registration
  - a. Distribution and collection of registration materials for students selected (registration form, meal application, emergency forms, home language survey, student discipline plan, school code of ethics, school compact)
  - b. Disseminate student enrollment information to local schools, local districts, and LAUSD.
- 7. Teacher Recruitment
  - a. TFA Membership Fee
  - b. University Job Fairs
  - c. CCSA
  - d. Edjoin
- 8. Governance
  - a. Incorporation of School as Non-Profit Public Benefit Corporation
  - b. Prepare Bylaws for School Board of Directors
- 9. California Department of Education Requirements
  - a. Prepare State Charter # Application
  - b. Prepare CDS Code Application
  - c. Prepare CDE Annual Funding Survey
- 10. Los Angeles County Office of Education Requirements
  - a. Set-Up Pass-Through Account
  - b. Set-Up Retirement Reporting System
- 11. Business Operations
  - a. Set Up of Payroll System
  - b. Set Up Retirement Reporting System
  - c. Set Up Budget
  - d. Review and Approval of Annual Budgets
  - e. Set Up Bank Accounts
  - f. Set Up general accounting systems (Chart of Accounts, A/P, A/R, etc.)
- 12. Meal Program
  - a. Prepare and submit federal meal program application
  - b. Assist with identification of vendor and contracting
- 13. HR and Payroll Systems

- c. Coordinate LAUSD safety review and approval
- d. Secure Certificate of Occupation
- c. Communication and outreach to LAUSD, neighboring schools, local district and community organizations

- e. Screen and coordinate teacher applications for principal interviews
- f. Prepare teacher contract templates and hiring procedures

- g. Set Up Vendor List in System
- h. Maintain Expenditure Records
- On-Site Training of Accounts
   Payable System, Bank Statement
   Reconciliation and Other Record
   Keeping Systems.
- j. All Reporting to CDE and LAUSD (Funding Survey etc.)

- a. New Hire Processing
  - i. Set up Employment Clearance through LAUSD
  - ii. Criminal background check for all employees, fingerprinting
  - iii. Credential verification
- b. Prepare employee contract agreements
- c. Develop salary schedules
- d. Set up Health Benefit Provider
- e. Set Up Tax ID's for State and Federal Employer Accounts
- f. Create Electronic Funds Transfer for State Payroll Taxes
- 14. Obtain Insurance Coverage
  - a. General Liability
  - b. Directors and Officers
  - c. Professional Liability
- 15. Funding Acquisition and Compliance Requirements
  - a. Prepare State Charter School Grant Application
  - b. Prepare Revolving Loan Application
- 16. Assist with Acquisition of Equipment, Furniture and Supplies
  - a. Order furniture
  - b. Order textbooks
  - c. Prepare opening classroom and office supply order
- 17. Professional Development
  - a. Assist principal with planning and delivery of preschool professional development

# ONGOING INSTRUCTIONAL SUPPORT SERVICES, BUSINESS OPERATIONS SUPPORT, AND MONITORING

- 1. Student Information and Assessment Systems
  - a. Student data collection, analysis, and reporting
  - b. PowerSchool
- 2. Instructional Technology Support
  - a. E-rate application
  - b. Telephone systems
- 3. Assist with Engagement of Parents and Community as Partners
  - a. Parent education
  - b. Parent Volunteers
- 4. Assist with Governance
  - a. Schedule and Coordinate Joint School Board of Directors Quarterly Public Meetings and Annual School Board Meeting with Community
  - b. Maintain School Board of Directors documentation (minutes, agendas, etc.)
- 5. Monitoring, Support and Evaluation
  - a. School and classroom observation and feedback
  - b. Annual Program Evaluation
- 6. Business and Operations Services
  - a. Annual financial audit report
  - b. Annual program review and audit
  - c. Maintenance of Payroll System
  - d. Maintenance of Retirement
    - Reporting System
  - f. Maintain Expenditure Records
  - g. Monthly financial status report/meeting with principal

- d. Student Accident
- e. Worker's Compensation
- f. Property Insurance
- c. Prepare and submit Consolidated Application, Part 1
- d. Prepare and submit LEA Plan
- d. Acquire computers for school operations and instruction

- c. Data Director
- d. Excelsior Pinnacle Standards
  Based Report Cards
- c. Cambridge Cognitive Tutor Math
- d. Riverdeep English and Math
- c. Parent Two-Way Communication
- d. School Advisory Council
- inutes, agendas, etc.)
  - c. Annual Evaluation of Principal
    - Performance
    - d. Assist Principal with ongoing professional development
    - e. Quarterly Budget Updates
    - b. All Reporting to CDE and LAUSD (Funding Survey, etc.)

# **Governance Chart**

Authorized by
Board of Education
Los Angeles Unified School District

Board of Directors
Alliance for College Ready Public Schools
(501(c)3 Non-profit / Public Benefit Corporation
Charter Management Organization

Technology and Math Science High School Board of Directors

(501(c)3 Non-profit / Public Benefit Corporation LAUSD Ex-Officio, Non Voting Representative

Principal

Technology and Math Science High School

School Advisory Council (Principal, teachers, classified staff, students, parents, community) Technology and Math Science High School

**Parent Association** 

# Accounting Policies and Procedures Manual

# Alliance College-Ready Public Schools Accounting Policies and Procedures Manual

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# Introduction

This manual has been prepared to document the internal accounting procedures for Alliance College-Ready Public Schools and its affiliates. Its purpose is to ensure that assets are safeguarded, that financial statements are in conformity with generally accepted accounting principles, and that finances are managed with responsible stewardship.

All personnel with a role in the management of Alliance College-Ready Public Schools and its affiliates' fiscal operations are expected to uphold the policies in this manual. It is the intention of Alliance College-Ready Public Schools and its affiliates that this accounting manual serves as our commitment to proper, accurate financial management and reporting.

# Revenue and Accounts Receivable

# **Cash Receipts Procedures**

- 1. The Office Assistant receives all incoming mail.
- 2. All checks received by the Office Assistant should be recorded on a cash receipts log and forwarded to the Director of Finance/Controller.
- 3. A copy of the cash receipts log will be given to the Director of Finance and the Senior Accountant on a weekly basis.
- 4. The Senior Accountant prepares a deposit slip and deposits the funds into the savings account.
- 5. The validated deposit slip should be attached to the cash receipts log and forwarded to the GL Accountants.
- 6. The GL Accounts will then make the appropriate journal entry and use the validated deposit slip and the cash receipts log to support the journal entry.
- 7. A deposit not forwarded or mailed to the bank should be locked in the accounting department's lock box.
- 8. No deposit should be locked in the file cabinet for more than 24 hours.

Note: No single account should contain more than \$100,000 - or the amount over which the FDIC will not insure.

# Grant, Pledge or Contribution Receivable / Compliance

- 1. On a monthly basis, a schedule of all grants, pledges, or contribution applied for will be forward to the Director of Finance by the Chief Development Officer.
- 2. When a new grant, pledge or contribution is approved, received or renewed, a copy of the executed grant must be forwarded to the Director of Finance/Controller.
- 3. The Director of Finance/Controller should set up a permanent file for the grant and maintain the contract along with any other financial correspondence regarding the grant.
- 4. It is the responsibility of the Director of Finance/Controller to review the grant contract and extract any fiscal items which must be complied with. Typically, for government grants, reference will be made to various publications put out by the Office of Management and Budget (OMB) and the Comptroller General's Office to which Alliance College-Ready Public Schools and its affiliates is responsible for adhering.

# **In-Kind Contribution**

5. When in-kind contributions are received (i.e. legal services), it is the responsibility of the individual, department or school who requested and/or received such contributions to inform the Director of Finance/Controller.

# Governmental Generally Accepted Accounting Principles

6. It is a policy of Alliance College-Ready Public Schools and its affiliates to adhere to any restrictions imposed by its funders, both governmental and private. Therefore, Alliance College-Ready Public Schools and its affiliates employees are expected to bring to the attention of management, any instances of non-compliance.

# **Purchases and Accounts Payable**

# To Prompt a Purchase That Require a Purchase Order

- 1. Office manager creates the purchase order request and then obtains authorization for the purchase from the principal.
- 2. Office manager sends the purchase order request to Alliance.
- 3. Accounts Payable will check for vendor information and generate purchase order number.
- 4. Senior Accountant verifies available funds in the budget and approves the purchase order if budget is sufficient.
- 5. Senior Accountant will scan a copy of the purchase order and forward the scan copy of the purchase order to the school and Accounts Payable.
- 6. When the purchase item(s) is received, the office manager will submit the receiver/receipt to Accounts Payable.
- 7. When the invoice is received by the Accounts Payable, the invoice will be matched to the receiver/receipt and purchase order before processing for payment.
- 8. Accounts Payable and Senior Accountant will monitor the pending purchase order files on a monthly basis to ensure that all items are properly received and paid for.

# Cash Disbursements Procedures

- 1. Incoming invoices will be open and date stamped by the Office Assistant.
- 2. The date stamped invoices will be forwarded to Accounts Payable.
- 3. Accounts Payable will collect invoices until 5:00 p.m. Wednesday.
- 4. Accounts Payable will forward the invoices collected during the week to the appropriate department and/or school responsible for ordering the product or service for his/her approval in one batch by 5:00 p.m. Thursday.
- 5. The department head and/or school principal responsible for ordering the product or service will check the validity of the invoice against proposals/bids, etc. and work accomplished/delivered and approve the invoice prior to disbursement dates.
- 6. The approved invoices from the department head and/or school principal will be submitted back to Accounts Payable in one batch every Tuesday by 5:00 p.m. for processing.
- 7. Once the approved invoices are received from the department head and/or school principal, a check request voucher should be stamped to the original vendor invoice and then completed by accounts payable. The voucher stamp should include the account codes to which the expense will be applied. Approval for an expense by the

- Senior Accountant must be indicated on the check request voucher.
- 8. Any and all other supporting documentation should be attached to the original invoice.
- 9. All approved vouchers should be inputted into Financial Edge by 5:00 p.m. Wednesday.
- 10. After inputting all the check requests, the Accounts Payable will run the expense allocation report that lists all invoices that was entered into Financial Edge for approval by the Senior Accountant. If there are any questions or concerns about the amounts, the Accounts Payable should provide necessary information prior to running any disbursements. If there are any items removed from the batch, the totals on the payment summary form should be corrected, initialed and dated by the Senior Accountant.
- 11. The Senior Accountant will review and approve the expense allocation report before the end of the business day every Thursday.
- 12. Accounts Payable should run an aging accounts payable every Friday morning and forward the report to the Senior Accountant to determine which vendor invoices are to be paid. The Senior Accountant will place a check mark next to the invoice to be paid on the aging report and return to Accounts Payable.
- 13. The Accounts Payable will then total up the requested disbursements on each of the aging reports and return to the Senior Accountant his/her signature on the aging.
- 14. The Senior Accountant will forward the signed aging report and a cash balance schedule to ensure availability of funds before disbursement to the Controller for approval.
- 15. Once the approved amount to be disbursed has been approved by the Controller, the Senior Accountant shall approve the invoices in Financial Edge and the Accounts Payable should then print the checks. The checks should be attached to the invoice and other supporting documentation and submitted to the CFO and/or CEO for signatures.
- 16. While the CFO and/or CEO signs each check, he/she should double check the check request voucher. Any checks made to pay invoices in excess of \$50,000 must be signed by the CEO and/or CFO and authorized for payment in writing by one of the Board of Directors authorized for signature.
- 17. After the checks have been signed, the Accounts Payable will double check the work, cancel the invoice by stamping PAID on it in red ink.
- 18. All checks will be mailed as soon as this process is completed.
- 19. Supporting documentation should be filed by the Accounts Payable in appropriate vendor files.
- 20. The Accounts Payable will utilize the paid invoice files to respond to any discrepancies which arise with vendors or other payees.
- 21. Once monthly, the Senior Accountant and/or Controller will check the open invoice

report to determine if there are any outstanding invoices which have not yet been paid. If so, the Senior Accountant will investigate the nonpayment of these invoices with the responsible staff member.

# Vendor Set Up Policy

- 1. Each new vendor account established in the company's vendor database must have a new vendor set-up form completed and signed for approval by the Director of Finance/Controller.
- 2. Vendors added to the company's AP database should be processed by the staff accountant that is independent of those involved in invoice data input, payment processing and account reconciliation activities.
- 3. All new vendors must sign and have on file the IRS Form W-9 providing documented evidence that certifies the taxpayer ID, the type of organization (e.g., corporation, LLC, LLP, partnership etc.), and exemption from backup withholding taxes. This form should be on file prior to making the first payment to the vendor.
- 4. All vendors who do not provide an IRS Form W-9 will be flagged in the vendor database system as subject to 1099 reporting and backup withholding until such a form is received documenting that the vendor is not subject to backup withholding or 1099 reporting.
- 5. On a periodic basis, the vendor database should be reviewed for the following:
  - i. Accuracy of vendor contact and address information.
  - ii. Taxpayer ID
- 6. Inactive vendors should be removed and archived in the system. This review should also include periodic verbal confirmation of the above information by a person independent of the vendor set-up, processing and payment functions in AP.

# Naming Convention for Master Vendor Files

- 1. If the name is a corporation that includes Corp, Inc, or LLC, include that in the name when you set up the vendor.
- 2. If the name of the vendor begins with "The", do not include it in the name when you set up the vendor.
- 3. If the name is an individual, exclude prefixes such as Mr, Ms, Dr
- 4. Do not use periods (.) within vendor names; use one space after each initial.
- 5. Do not use apostrophes in vendor names or in abbreviations of words in vendor names.
- 6. Do not use abbreviations.
- 7. Enter vendor names beginning with a number as specified. However, names that begin with a changing year, such as the 1999 U.S. Open, should be set up without the year prefix.

- 8. If the vendor is doing business as, trading as, or known as, use the vendor's actual name and DBA, TA, or KA, followed by that name on the first line of the "address."
- 9. If the vendor requests that Alliance pays a factor, set up the name for the vendor and put the name of the factor as the second line of the name or the first line of the address.
- 10. If the vendor is a taxing authority, set up the name of the taxing authority as the name. Put any qualifiers, such as department, division, and so on, on the second line of the name or on the first line of the address. Despite instruction on many property tax bills that specify that you make a check out to the name of the individual tax collector, the check will be cashed if you make it out to the name of the taxing authority as the first part of the vendor's name to indicate no data are missing.
- 11. Be careful when setting up City or County vendors. For example:
  - a. City of Los Angeles Department of Planning
  - b. Los Angeles County of Tax Collector
- 12. When setting up State vendors, omit "State of." For example, use California Department of Education instead of State of California Department of Education.

**Treasury** 

A wire transfer of funds will only be utilized in payment of an obligation of Alliance for College Ready Public Schools when the situation requires immediate funds to settle a transaction. If a more inexpensive mechanism can be utilized to effect payment of the obligation (i.e., ACH or paper check), Alliance for College Ready Public Schools should reserve the right to effect payment with the more inexpensive mechanism. The following procedures shall be used for all electronic fund transfers:

- 1. All wire transfers request shall be forwarded to the Senior Accountant.
- 2. The Senior Accountant will create an outgoing wire transfer form to be signed and approved by the CFO and CEO.
- 3. All outgoing wire transfer requests will require supporting documentation detailing the goods and services purchased.
- 4. Once approved, the Senior Accountant will initiate the outgoing wire transfer by faxing the form to the bank.
- 5. Once initiated, a call back confirmation to the CFO or CEO is preformed by the bank before disbursement.

# **Inter-company Fund Transfers**

The following procedures shall be used for all inter-company electronic fund transfers:

- 1. The Senior Accountant will create a wire transfer form to be signed and approved by the Director of Finance/Controller.
- 2. All inter-company wire transfer requests will require supporting documentation detailing the reason for the transfer.

# **Fixed Asset Management**

- 1. A permanent property log or database is to be maintained by the Senior Accountant for all fixed assets purchased.
- 2. The log should contain the following information:
  - a. date of purchase
  - b. description of item purchased
  - c. received by donation or purchased
  - d. cost or fair market value on the date receipt
  - e. donor or funding source, if applicable
  - f. funding source restrictions on use or disposition
  - g. identification/serial number (if appropriate)
  - h. depreciation period
  - i. vendor name and address
  - j. warranty period
  - k. inventory tag number (all fixed assets should be tagged with a unique identifying number)
- 3. At least annually, a physical inspection and inventory should be taken of all fixed assets and reconciled to the general ledger balances. Adjustments for dispositions should be made.
- 4. The Director of Finance/Controller and the Senior Accountant should be informed, in writing, via an interoffice memorandum or email of any material changes in the status of property and equipment. This should include changes in location, sale of, scrapping of and/or obsolescence of items and any purchase or sale of real estate.
- 5. All capital items which have a cost greater than \$5,000 will be capitalized and depreciated. The capitalization thresholds are generally applied to individual items (per unit basis) and not to the total cost of grouped or combined acquisitions.
- 6. All capital items must have a useful life of greater than one year.

# **Payroll**

# Personnel

- 1. The Director of Human Resources is charged with the responsibility of maintaining personnel files on staff persons.
- 2. Each personnel file should contain the following information, at a minimum.
  - a. Employment application or resume
  - b. A record of background investigation
  - c. date of employment
  - d. position, pay rates and changes therein
  - e. authorization of payroll deductions
  - f. earnings records for non-active employees
  - g. W-4 Form, withholding authorization
  - h. I-9 Immigration Form
  - I. termination data, when applicable
- 3. All personnel records are to be kept locked in a locking file cabinet in the Director of Human Resources' office. Access to these files other than by the Chief Executive Officer, Chief Operating Officer/Chief Financial Officer, Director of Finance/Controller, Payroll or the auditor should be requested in writing to the Chief Executive Officer.

# Payroll Preparation and Timekeeping

- 1. Timesheets are to be prepared by all staff persons and submitted semi-monthly and / or monthly each month. Time should be inputted on a daily basis and, if in writing, completed in ink. Correction fluid should never be used in preparing timesheets. If an error needs to be corrected, a line should be drawn through the item and the corrected information recorded, and initialed by the person who made the correction.
- 2. Timesheets are to include specific time spent on each job classification and/or project.
- 3. Timesheets are to be signed by the staff person and his/her supervisor.
- 4. All approved timesheets should be submitted to Payroll for processing.
- 5. Payroll should then process the time and report the information to the payroll service bureau. The information reported should include:
  - a. hours worked, by cost center

- b. changes in pay rates or employment status
- c. vacation, sick or personal hours used and earned
- 6. The Chief Executive Officer should review the payroll summary page of the payroll service report for inappropriate payees or unusual hours for the home office. The Principals should review the payroll summary page of the payroll service report for inappropriate payees or unusual hours for their respective school.
- 7. The payroll summary page of the payroll service report for the home office and each school will be provided to the Director of Finance/Controller for review and entry to the ledger.
- 8. Paychecks should be distributed by the Payroll Clerk for the corporate office. Paychecks should be distributed by the Principal for their respective school. In the event that a paycheck is picked up by a designated person other than the staff person, a memo should be received in writing from the staff person and proper identification should be requested from the party picking up the pay check.
- 9. As an employee benefit, direct deposit is offered through the employee's own financial institution. Through direct deposit, payroll is deposited as cash into the employee's account on payday.

# **Financial Reporting and Reconciliations**

# Monthly Reports

The Staff Accountants should prepare a set of monthly financial reports for the Senior Accountant to review. The reports should include: a statement of financial position and a statement of activities for each entity; a consolidated statement of position and consolidated statement of activities which show all entities combined; a budget-to-actual report for all accounts included in the annual operating budget; a reconciliation of all balance sheet accounts, aging report, open invoices report, current month general ledger, and a statement of cash flows. In addition, the monthly reports for the quarterly periods (December, March, June, September) will be submitted to the lending institutions.

The monthly statements should be approved by the Director of Finance/Controller prior to distribution to the school principals. The monthly statements will be finalized by the conclusion of the month following the statement period.

# **Bank Reconciliations**

- 1. Bank statements are to be received unopened by the Director of Finance/Controller. The receiving party should review the contents for inconsistent check numbers, signatures, cash balances and payees and endorsements at a minimum. After this cursory review is conducted, the Director of Finance/Controller should initial and date the bottom, right hand corner of the first page of each bank statement reviewed. The reviewed bank statement should then be forwarded to the Senior Accountant (an individual without check signing rights) to reconcile the bank accounts using the approved reconciliation form.
- 2. The person charged with the bank reconciliation responsibility should reconcile each account promptly upon receipt of the bank statements. All accounts will be reconciled no later than 7 days after receipt of the monthly bank statements.
- 3. When reconciling the bank accounts, the following items should be included in the procedures:
  - a. A comparison of dates and amounts of daily deposits as shown on the bank statements with the cash receipts journal.
  - b. A comparison of inter-organization bank transfers to be certain that both sides of the transactions have been recorded on the books.
  - c. An investigation of items rejected by the bank, i.e., returned checks or deposits.
  - d. A comparison of wire transfers dates received with dates sent.
  - e. A comparison of canceled checks with the disbursement journal as to check number, payee and amount.
  - f. An accounting for the sequence of checks both from month to month and within a month.

Updated: 6-22-09

- g. An examination of canceled checks for authorized signatures, irregular endorsements, and alterations.
- h. A review and proper mutilation of void check.
- i. Investigate and write off checks which have been outstanding for more than six months.
- 4. Completed bank reconciliations should be reviewed, initialed and dated by the Senior Accountant.
- 5. Copies of the completed bank reconciliations will be forwarded to the Director of Finance/Controller for his/her approval.

# Reconciliations of Other General Ledger Accounts

- 1. Each month the Senior Accountant and the Director of Finance/Controller should review the ending balance shown on balance sheet accounts such as the cash accounts, accounts receivable, accounts payable and deferred revenue. The Senior Accountant and the Director of Finance/Controller should review the bank reconciliations, schedules of accounts receivable and deferred revenue and the aging of accounts payable to support the balances shown on the balance sheet.
- 2. Assets These accounts will include cash, petty cash, prepaids items, property, equipment and fixtures, security deposits, and intangible assets.
  - a. Cash The balances in cash accounts should agree with the balances shown on the bank reconciliations for each month.
  - b. Petty Cash The balance in this account should always equal the maximum amount of all petty cash funds.
  - c. Pre-paid items The amounts in these accounts should equal advance payments paid to vendors at the end of the accounting period.
  - d. Property, Equipment & Fixtures The amounts in this account should equal the totals generated from the audited depreciation schedules. When additional purchases are made during the year, the balances in the accounts may be updated accordingly.
  - e. Security Deposits The balance in this account should equal amounts paid to landlords, lessors and vendors and should not change frequently, but should be updated as applicable.
- 3. Liabilities These accounts are described as accounts payable, payroll tax liabilities, loans and mortgages payable, and amounts due to others.
  - a. Accounts Payable The balance in this account should equal amounts owed to vendors at the end of the accounting period and the aging report.
  - b. Payroll Tax Liabilities The amounts in these accounts should equal amounts withheld from employee paychecks as well as the employer's portion of the expense for the period that has not been remitted to the government authorities.

Updated: 6-22-09

- c. Due to Others If there are any amounts owed to others at the end of the period they should be recorded and the correct balance maintained in the general ledger accounts.
- 4. Income/Expenses These accounts are described as income from private grants, contributions, government funding, and other expense line items such as salaries, consulting fees, etc.
  - a. Income The amounts charged to the various cash accounts should be reconciled with funding requests, funders reports, draw down schedules, etc.
  - b. Gross Salary Accounts The balances in the gross salary accounts should be added together and reconciled with the amounts reported on quarterly payroll reports.
  - c. Consulting The amounts charged should be reconciled to the contracts.

Updated: 6-22-09



JOB TITLE: Principal DATE CREATED: 07/01/2006

**CLASSIFICATION:** Certificated **FLSA STATUS:** Exempt **REPORTS TO:** Vice President of Schools **TERM:** Annual Agreement

**REVISION NO:** 03 **REVISION DATE:** 11/19/2010

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#### **POSITION SUMMARY**

Provides educational and administrative leadership to the professional staff and students; plans, directs, and supervises the work performed by teachers, clerical, and facilities staff; provides responsible and professional assistance in overall management of educational program.

#### **ESSENTIAL JOB DUTIES**

#### **CURRICULUM AND INSTRUCTION**

- Projects and encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission statement.
- Assumes responsibility for the supervision of programs and improvement of instruction within the school.
- Promotes curriculum improvement and insures that instructional programs and courses are implemented consistent with the State standards.
- Organizes and coordinates in-service activities for the staff.
- Works constructively in securing staff involvement and support for the development and implementation of instructional changes.
- Keeps informed and up to date regarding new developments in curriculum, instruction and administration, i.e. workshops, meetings, credit classes, etc.

#### ADMINISTRATION AND ORGANIZATION

- Supervises building custodian/maintenance staff to ensure a clean and well maintained building and encourages energy conservation measures.
- Maintains both formal and informal lines of communication to all staff while involving them meaningfully in the operation of the school.
- Schedules and conducts faculty meetings on a weekly basis.
- Supervises an adequate system of teacher, pupil, and staff records.

- When so directed by policy and procedure, coordinates, supervises and evaluates school staff on a continual basis and participates in their selection, evaluation, and dismissal.
- Directs the planning for all aspects of instruction, including all types of scheduling, registration of students, and the development of a master schedule.
- Supervises routine health and safety inspections and works closely with the Alliance College-Ready Public Schools to insure adherence to local, state and federal health and safety standards.
- Participate in negotiation and supervise implementation of contracted school lunch program.
- Oversee collection and deposit of all student fees.
- Recommend purchase of all new equipment and instructional supplies.
- Ensure the publication of regular newsletters and bulletins to convey the school message to the community.
- Maintain effective relations with parents and parent groups. Interpret the goals, objectives and programs of the school to parents.
- Maintain an up-to-date system of student attendance and discipline.
- Submit all reports required by state, authorizer or other regulatory agency.
- Maintain communications with all appropriate Alliance College-Ready Public Schools.

#### FINANCIAL AND BUSINESS MANAGEMENT

- Work with the Alliance College-Ready Public Schools to create school budget.
- Supervise the approved budget for the school and the receipt, care and inventory of equipment, furniture, and supplies purchase for the school.
- Evaluates the general condition and needs of the physical plant.
- Maintain accurate records and receipts for all monies associated with the school bank account maintained by the school.

#### **PUPIL PERSONNEL**

- Prepare all students to attend college.
- Strive to attain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
- Establishes rules and set the tone for student discipline commensurate with the Alliance College-Ready Public Schools philosophy and policies and current school law.
- Enforce rules consistent with the approved Charter petition, the school's philosophy and current law
- Carry out and supervise disciplinary consequences for students who violate student code of conduct
- Maintain communication with the student body in regular community meetings and interactions.
- Develop a program of orientation and acclimation for all new students.
- Assume responsibility for security and pupil safety within the building; develop procedures
  designed to protect and enhance safety of students and staff, and to promote the security of
  property and equipment.
- Coordinate the school's extra-curricular activities with assistance of volunteers, staff and parents.

- Coordinate and supervise an effective guidance program to insure student awareness of and access to the services provided.
- Promote the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours, i.e. career exploration, field trips, service learning, etc.

#### TEACHER PERSONNEL

- Develop a program of orientation and professional development for new teachers.
- Assist and encourage teachers to develop and improve their professional expertise through development of a professional growth plan and portfolio.
- Work closely with the Alliance College-Ready Public Schools, directs the selection, evaluation, and dismissal of school personnel.
- Assume overall responsibility for staff assignments and schedules within the building.
- Secure substitute teachers and assumes responsibility for the proper reception, instruction, and appraisal of substitute teachers assigned to the building.
- Maintain teacher attendance records (sick leave, personal leave, etc.)
- Maintain a positive ongoing program of teacher supervision and evaluation in support of established school mission goals and procedures.
- Conduct weekly faculty meetings and team meetings with staff.
- Oversee enrollment/intake/withdrawal of students.

#### **COMMUNITY RELATIONS**

- Develops and maintains a positive communication system with the community and is responsive to meaningful input.
- Encourages all staff to be sensitive to the community and to be aware of the public relations responsibilities and opportunities inherent in their positions.
- Develops and maintains parent resources within the school and engages parents in volunteerism in the school.

#### OTHER

Other duties as assigned by the Principal.

#### **QUALIFICATIONS**

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A typical method of demonstrating these requirements would be:

#### **EDUCATION**

A graduate degree in education, educational leadership, public administration or a related field from an accredited college or university.

#### **EXPERIENCE**

Two or more years of extensive, directly related and progressive experience.

#### **CREDENTIAL OR LICENSE**

Posses and maintain a valid California Administrative Services credential.

#### **KNOWLEDGE OF:**

- Principles, theories, practices, methods, and techniques used in classroom instruction
- Methods and approaches to planning specialized instructional programs
- Evaluation and assessment techniques used in determining proper teaching and instructional methods
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools
- Management principles and practices in relation to budget administration, purchasing, financial administration, and records systems maintenance.
- Personnel management principles and practices, including selection, training, supervision, and performance evaluation.

#### **ABILITY TO:**

- Assume primary and direct responsibility for the operation and administration of a school
- Provide effective administrative and education leadership to assigned teacher, clerical, and facilities staff
- Oversee the efficient internal operation of school administration, including financial management, employee performance, scheduling, curriculum development and facilities maintenance.
- Identify, plan, and articulate future educational programs, approaches, and methods to meet student needs
- Develop design, and participate in the process of staff development and teacher training
- Respond to difficult questions, inquiries, and complaints from parents, students, teachers and officials from other school districts and outside governmental agencies
- Administer contracts, leases and other agreements within prescribed guidelines and parameters
- Oversee an effective program of school records maintenance
- Select, train, supervise, and evaluate subordinate personnel
- Communicate, effectively, orally and in writing.

#### **SUPERVISORY RESPONSIBILITIES:**

Directly and indirectly supervises teacher s, clerical, and facilities staff.

#### **EQUIPMENT TO BE USED:**

Operates calculator, computer terminal, PC, printer, fax, copier, and other standard office machines.

#### **TYPICAL PHYSICAL DEMANDS**

Requires prolonged sitting, some standing, bending, and reaching. Requires eye-hand coordination and manual dexterity sufficient to operate a keyboard, photocopier, telephone, calculator, and other office equipment. Requires eyesight correctable to 20/20 to read numbers and reports. Requires hearing within normal range for telephone use. May require lifting up to 50 pounds.

#### TYPICAL MENTAL DEMANDS

Must understand vague and implicit instructions, and react favorably in all work situations. Must be mentally adaptable and flexible in dealing with a variety of people. Must be able to communicate providing verbal and written feedback in a professional manner. Requires public contact and excellent interpersonal skills.

#### **WORKING CONDITIONS:**

Employees in this position will be required to:

- Work in a typical school/office setting
- Occasionally work overtime or odd schedules to meet deadlines.



#### zamor@usc.edu

# Eliza Zamor

Work experience

2009 - Present

Environmental Science and

Los Angeles, CA

Technology High School

#### **Assistant Principal**

• Continue to work with the former principal of Gertz-Ressler High School, to perform all the duties listed below.

2007 - 2009

Gertz-Ressler

Los Angeles, CA

High School

#### **Assistant Principal**

- Oversee school activities, manage school discipline, plan teacher professional development.
- Hire faculty members for all content areas.
- Co-created teacher evaluation protocol based off of the California Standards for the Teaching Profession and the Cognitive Coaching protocol. Used to help teachers improve their classroom practice. Credited with improved score for faculty development on our annual Cambridge School Analysis.
- Coach boy's soccer team.

2006 - 2007

Gertz-Ressler

Los Angeles, CA

High School

#### **Science Teacher**

- Taught biology and marine biology.
- 66% of students scored proficient or above on the biology CST.

2005 - 2006

**Urban Education** 

Los Angeles, CA

Partnership

#### **Small Learning Communities Advisor**

- Lead continuous staff professional development in order to create functional small learning communities.
- Worked with teacher-teams during their off-track time to set up themes and goals for their small learning community.
- Four of the 12 teachers from the small learning communities have moved into leadership positions. One has become dean of student affairs, two have become assistant principals, and one has become a department chair. All remain in contact with me.

#### **New Teacher Coach**

- Organized and lead weekly new teachers meetings at Gompers Middle School.
- Worked with teachers individually in the classroom to help improve management



skills and delivery of instruction.

• One teacher currently works at Gertz-Ressler High School with me as a math teacher and is one of the highest ranked math teachers in the school.

#### **Science Coach**

- Worked in the classroom with Martin Luther King Elementary and Edison Middle School teachers to improve the activities and instruction in their science classes.
- Provided professional development regarding best practices for science classrooms.
- Received overwhelmingly positive evaluations for helping all grade levels participate in the school science fair with authentic experiments that all students were able to participate in and complete.

2004 – 2005 Accelerated School

Los Angeles, CA

### 7th and 8th grade Science Teacher

Taught physical science to sheltered and honor students.

2001 – 2003 Los Angeles Academy

Los Angeles, CA

#### 7th and 8th grade ESL Science Teacher

- Taught beginning, intermediate, advanced, and sheltered science to students.
- Science CST had not yet been developed, but NSTA testing provided by TFA showed 72% of students scoring proficient or above.

2000 Linda Ray Intervention Center Miami, FL

#### **Classroom Assistant**

- Worked with three-year-old students who were victims of prenatal drug use.
- Taught basic life skills: tying shoes, table etiquette, and social interaction.

1999 Coral Ridge Elementary School Miami, FL

#### **Second Grade Teacher's Assistant**

• Tutored children individually during class time.

# Education and Credentials

Preliminary Administrative Services Credential

Professional Clear Single Subject Teaching Credential

Certified to teach Biological Sciences and Chemistry in California schools.

2007 University of Southern California

Los Angeles, CA

Doctoral Degree in Teacher Education

 Completed dissertation, focusing on how standards-based reflection enables teacher learning.

2005 UCLA School Management Program

Los Angeles, CA

Critical Friends Group Facilitator



• Trained as a Critical Friends Facilitator for District Seven schools in LAUSD.

2005 UCLA Writing Project UCLA Writing Project Fellow

Los Angeles, CA

- Completed training in the District Seven Writing Invitational that centered on strategies to increase literacy in the classroom.
- Learned strategies to encourage literacy in all content areas.

2001 – 2003 Loyola Marymount University

Los Angeles, CA

Masters of Education

• Member of Kappa Delta Pi, International Honor Society in Education

1997-2000

University of Miami

Miami, FL

BS Marine Science and Biology

Graduated Magna Cum Laude



JOB TITLE: Assistant Principal DATE CREATED: 07/01/2006

CLASSIFICATION: Certificated FLSA STATUS: Exempt
REPORTS TO: Principal TERM: Annual Agreement
REVISION NO: 03 REVISION DATE: 11/19/2010

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#### **POSITION SUMMARY**

Assist principal in providing educational and administrative leadership to teachers and students; assist with planning and supervising the work performed by teachers, clerical, and facilities staff; provide professional assistance in overall management of educational program.

#### **ESSENTIAL JOB DUTIES**

#### **CURRICULUM AND INSTRUCTION**

- Encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission statement.
- Assumes responsibility for the supervision of programs and improvement of instruction within the school.
- Promotes curriculum improvement and insures that instructional programs and courses are implemented consistent with the State standards.
- Helps in organizing and coordinating in-service activities for the staff.
- Works constructively in securing staff involvement and support for the development and implementation of instructional changes.
- Keeps informed and up to date regarding new developments in curriculum, instruction and administration, i.e. workshops, meetings, credit classes, etc.

#### ADMINISTRATION AND ORGANIZATION

- Supervises custodian/maintenance staff to ensure a clean and well maintained building and encourages energy conservation measures.
- Maintains both formal and informal lines of communication with all staff.
- Conducts faculty meetings when requested by principal.
- Supervises the maintenance of an adequate system of teacher, pupil, and staff records.
- When so directed by policy and procedure, coordinates, supervises and evaluates school staff on a continual basis and participates in their selection and evaluation and recommends dismissal.
- Assist with the planning of instruction, including scheduling, registration of students, and the development of a master schedule.

- Work closely with the Alliance College-Ready Public Schools to insure adherence to local, state and federal health and safety standards.
- Participate in negotiation and supervise implementation of contracted school lunch program.
- Oversee collection and deposit of all student fees.
- Recommend purchase of new equipment and instructional supplies.
- Maintain effective relations with parents and parent groups. Interpret the goals, objectives and programs of the school to parents.
- Maintain an up-to-date system of student attendance and discipline.
- Maintain communications with all appropriate Alliance College-Ready Public Schools.

#### FINANCIAL AND BUSINESS MANAGEMENT

- Supervise the care and inventory of equipment, furniture, and supplies purchase for the school.
- Evaluates the general condition and needs of the physical plant.

#### **PUPIL PERSONNEL**

- Prepare all students to attend college.
- Strive to attain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
- Enforce rules consistent with the approved Charter petition, the school's philosophy and current law
- Carry out disciplinary consequences for students who violate student code of conduct
- Maintain communication with the student body in regular community meetings and interactions, when instructed by principal.
- Support a program of orientation and acclimation for all new students.
- Assume responsibility for security and pupil safety within the building; follow procedures
  designed to protect and enhance safety of students and staff, and to promote the security of
  property and equipment.
- Coordinate the school's extra-curricular activities with assistance of volunteers, staff and parents.
- Coordinate an effective guidance program to insure student awareness of and access to the services provided.
- Promote the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours, i.e. career exploration, field trips, service learning, etc.

#### **TEACHER PERSONNEL**

- Support a program of orientation and professional development for new teachers.
- Assist and encourage teachers to develop and improve their professional expertise through development of a professional growth plan and portfolio.
- Work closely with the Alliance College-Ready Public Schools; assist with the selection and evaluation of school personnel and recommend dismissal, when necessary.
- Supervise staff assignments and schedules within the school.
- Secure substitute teachers and assumes responsibility for the proper reception, instruction, and appraisal of substitute teachers assigned to the school.

- Maintain a positive ongoing program of teacher supervision and evaluation in support of established school mission goals and procedures.
- Participate in weekly faculty meetings and team meetings with staff.

#### **COMMUNITY RELATIONS**

- Maintain a positive communication system with the community.
- Encourages all staff to be sensitive to the community and to be aware of the public relations responsibilities and opportunities inherent in their positions.
- Develop and maintain parent resources within the school and engages parents in volunteerism in the school.

#### OTHER

Other duties as assigned by the Principal.

#### **QUALIFICATIONS**

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A typical method of demonstrating these requirements would be:

#### **EDUCATION**

A graduate degree in education, educational leadership, public administration or a related field from an accredited college or university.

#### **EXPERIENCE**

Three or more years of directly related and progressive experience.

#### **CREDENTIAL OR LICENSE**

Posses and maintain a valid California Administrative Services credential.

#### **KNOWLEDGE OF:**

- Principles, theories, practices, methods, and techniques used in classroom instruction
- Methods and approaches to planning specialized instructional programs
- Evaluation and assessment techniques used in determining proper teaching and instructional methods
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools
- Personnel management principles and practices, including selection, training, supervision, and performance evaluation.

#### **ABILITY TO:**

Assume responsibility for the administration of a school

- Provide effective administrative and education leadership to assigned teacher, clerical, and facilities staff
- Oversee the efficient internal operation of school administration, including financial management, employee performance, scheduling, curriculum development and facilities maintenance.
- Identify, plan, and articulate future educational programs, approaches, and methods to meet student needs
- Participate in the process of staff development and teacher training
- Respond to difficult questions, inquiries, and complaints from parents, students, and teachers
- Maintain an effective program of school records maintenance
- Train, supervise, and evaluate subordinate personnel
- Communicate, effectively, orally and in writing.

#### **SUPERVISORY RESPONSIBILITIES:**

Directly and indirectly supervise teacher s, clerical, and facilities staff.

#### **EQUIPMENT TO BE USED:**

Operates calculator, computer terminal, PC, printer, fax, copier, and other standard office machines.

#### TYPICAL PHYSICAL DEMANDS

Requires prolonged sitting, some standing, bending, and reaching. Requires eye-hand coordination and manual dexterity sufficient to operate a keyboard, photocopier, telephone, calculator, and other office equipment. Requires eyesight correctable to 20/20 to read numbers and reports. Requires hearing within normal range for telephone use. May require lifting up to 50 pounds.

#### **TYPICAL MENTAL DEMANDS**

Must understand vague and implicit instructions, and react favorably in all work situations. Must be mentally adaptable and flexible in dealing with a variety of people. Must be able to communicate providing verbal and written feedback in a professional manner. Requires public contact and excellent interpersonal skills.

#### **WORKING CONDITIONS:**

Employees in this position will be required to:

- Work in a typical school/office setting
- Occasionally work overtime or odd schedules to meet deadlines.



JOB TITLE: Director of Instruction DATE CREATED: 10/08/2008

**CLASSIFICATION:** Certificated **REPORTS TO:** Principal

REVISION NO: 02

FLSA STATUS: Exempt
TERM: Annual Agreement
REVISION DATE: 11/19/2010

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#### **POSITION SUMMARY**

Assist principal in leading the implementation of the Alliance educational model and its core values; ensuring that the school's academic achievement goals are met; ensuring classrooms consistently reflect rigorous standards-based instruction.

#### **ESSENTIAL JOB DUTIES**

#### **CURRICULUM AND INSTRUCTION**

- Encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission statement.
- Assumes responsibility for the supervision of programs and improvement of instruction within the school.
- Promotes curriculum improvement and insures that instructional programs and courses are implemented consistent with the State standards.
- Helps in organizing and coordinating in-service activities for the staff.
- Works constructively in securing staff involvement and support for the development and implementation of instructional changes.
- Keeps informed and up to date regarding new developments in curriculum, instruction and administration, i.e. workshops, meetings, credit classes, etc.

#### ADMINISTRATION AND ORGANIZATION

- Maintains both formal and informal lines of communication with all staff.
- When so directed by policy and procedure, supervises and evaluates school staff, participates in their selection and evaluation and recommends dismissal.
- Maintain communications with all appropriate Alliance College-Ready Public Schools.

#### **PUPIL PERSONNEL**

Prepare all students to attend college.

- Strive to attain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
- Enforce rules consistent with the approved Charter petition, the school's philosophy and current law.
- Assume responsibility for security and pupil safety within the building; follow procedures
  designed to protect and enhance safety of students and staff, and to promote the security of
  property and equipment.
- Promote the general health, safety and welfare of the student body, guiding, and/or coordinating student activities to include school related activities outside of regular school hours, i.e. career exploration, field trips, service learning, etc.

#### TEACHER PERSONNEL

- Support a program of orientation and professional development for new teachers.
- Assist and encourage teachers to develop and improve their professional expertise through development of a professional growth plan and portfolio.
- Work closely with the Alliance College-Ready Public Schools; assist with the evaluation of school personnel and recommend dismissal, when necessary.
- Secure substitute teachers and assumes responsibility for the proper reception, instruction, and appraisal of substitute teachers assigned to the school.
- Maintain a positive program of teacher supervision and evaluation in support of established school mission goals and procedures.
- Participate in weekly faculty meetings and team meetings with staff.

#### OTHER

Other duties as assigned by the Principal.

#### **QUALIFICATIONS**

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A typical method of demonstrating these requirements would be:

#### **EDUCATION**

A graduate degree in teaching, curriculum and instruction or a related field from an accredited college or university is desired.

#### **EXPERIENCE**

Three or more years of successful teaching experience.

#### **CREDENTIAL OR LICENSE**

Posses and maintain a valid California teaching credential.

#### **KNOWLEDGE OF:**

Principles, theories, practices, methods, and techniques used in classroom instruction

- Methods and approaches to planning specialized instructional programs
- Evaluation and assessment techniques used in determining proper teaching and instructional methods
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools
- Personnel management principles and practices, including selection, training, supervision, and performance evaluation.

#### **ABILITY TO:**

- Assume responsibility for the administration of a school
- Provide effective education leadership to assigned teachers and instruction support staff
- Identify, plan, and articulate future educational programs, approaches, and methods to meet student needs
- Participate in the process of staff development and teacher training
- Communicate, effectively, orally and in writing.

#### SUPERVISORY RESPONSIBILITIES:

Directly and indirectly supervise teacher s, clerical, and facilities staff.

#### **EQUIPMENT TO BE USED:**

Operates calculator, computer terminal, PC, printer, fax, copier, and other standard office machines.

#### **TYPICAL PHYSICAL DEMANDS**

Requires prolonged sitting, some standing, bending, and reaching. Requires eye-hand coordination and manual dexterity sufficient to operate a keyboard, photocopier, telephone, calculator, and other office equipment. Requires eyesight correctable to 20/20 to read numbers and reports. Requires hearing within normal range for telephone use. May require lifting up to 50 pounds.

#### **TYPICAL MENTAL DEMANDS**

Must understand vague and implicit instructions, and react favorably in all work situations. Must be mentally adaptable and flexible in dealing with a variety of people. Must be able to communicate providing verbal and written feedback in a professional manner. Requires public contact and excellent interpersonal skills.

#### **WORKING CONDITIONS:**

Employees in this position will be required to:

- Work in a typical school/office setting
- Occasionally work overtime or odd schedules to meet deadlines.



JOB TITLE: Teacher DATE CREATED: 07/01/2006

**CLASSIFICATION:** Certificated **FLSA STATUS:** Exempt

**REPORTS TO:** Principal **TERM:** Annual Agreement **REVISION NO:** 03 **REVISION DATE:** 11/19/2010

# POSITION SUMMARY

Provides educational and administrative leadership to the professional staff and students; plans, directs, and supervises the work performed by teachers, clerical, and facilities staff; provides responsible and professional assistance in overall management of educational program.

#### **ESSENTIAL JOB DUTIES**

- Teachers are expected to aspire to effective performance in all areas of the Alliance core values, principles and instructional strategies as described in their School charter petition.
- Teachers are expected to support the school's mission, vision and policies and to promote and enforce the same.
- Teachers are expected to aspire to effectiveness in all areas specified by the California Standards for the Teaching Profession and the quality of their instruction will be evaluated in light of those standards.
- Teachers will create powerfully engaging curriculum designed to move students towards meeting proficient performance on the specific skills and content outlined by the California State Standards and defined by clear, specific, written criteria, such as student/teacher generated rubrics, that will be provided to students before a new concept and/or skill is attempted or assessed.
- Teachers are expected to keep detailed documentation of their efforts to create consistent and meaningful communication with parents and a wide variety of strategies designed to promote academic success for all students.
- Teachers are expected to have a coherent plan for classroom discipline and to keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class.
- Teachers are expected to maintain accurate and keep current records for attendance, coursework, and to submit completed report cards and school-wide assessment records on time.
- Teachers are expected to take responsibility for their own Professional Growth and evidence of growth will be a required part of the teacher evaluation process in the framework of year-long goals. Further, teachers are expected to supportively cooperate and collaborate with university partners in professional development, when determined by the school principal or the Alliance.

- Teachers are expected to employ a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs.
- Teachers are expected to implement the Personalized Learning Plans (PLP) via Advisory classes.
- Teachers are expected to teach essential high priority standards identified in Alliance Instructional Guides in developing lesson plans.
- Teachers are expected to use Benchmark Exam results to determine differentiated reteaching needed for low performing students.
- Teachers are expected to demonstrate proficiency in implementing Alliance Effectiveness Criteria for Classroom Instruction.
- Teachers will create and maintain a nurturing and engaging classroom environment.
- Teachers are responsible for all other tasks related to improving student achievement and offering powerful learning opportunities.

#### **QUALIFICATIONS**

#### **EDUCATION**

An undergraduate degree from an accredited college or university is required. A graduate degree in teaching, education or a related field is preferred.

#### **EXPERIENCE**

Two or more years of teaching experience in an urban school setting.

#### **CREDENTIAL OR LICENSE**

Posses and maintain a valid CA Teaching Credential with an authorization in the assigned subject area.

#### **KNOWLEDGE OF:**

- Principles, theories, practices, methods, and techniques used in classroom instruction
- Methods and approaches to planning specialized instructional programs
- Evaluation and assessment techniques used in determining proper teaching and instructional methods
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools
- Management principles and practices in relation to budget administration, purchasing, financial administration, and records systems maintenance.
- Personnel management principles and practices, including selection, training, supervision, and performance evaluation.

#### **ABILITY TO:**

- Assume primary and direct responsibility for the operation and administration of a school
- Provide effective administrative and education leadership to assigned teacher, clerical, and facilities staff

- Oversee the efficient internal operation of school administration, including financial management, employee performance, scheduling, curriculum development and facilities maintenance.
- Identify, plan, and articulate future educational programs, approaches, and methods to meet student needs
- Develop design, and participate in the process of staff development and teacher training
- Respond to difficult questions, inquiries, and complaints from parents, students, teachers and officials from other school districts and outside governmental agencies
- Administer contracts, leases and other agreements within prescribed guidelines and parameters
- Oversee an effective program of school records maintenance
- Select, train, supervise, and evaluate subordinate personnel
- Communicate, effectively, orally and in writing.

#### **SUPERVISORY RESPONSIBILITIES:**

Directly and indirectly supervises teacher s, clerical, and facilities staff.

#### **EQUIPMENT TO BE USED:**

Operates calculator, computer terminal, PC, printer, fax, copier, and other standard office machines.

#### TYPICAL PHYSICAL DEMANDS

Requires prolonged sitting, some standing, bending, and reaching. Requires eye-hand coordination and manual dexterity sufficient to operate a keyboard, photocopier, telephone, calculator, and other office equipment. Requires eyesight correctable to 20/20 to read numbers and reports. Requires hearing within normal range for telephone use. May require lifting up to 50 pounds.

#### **TYPICAL MENTAL DEMANDS**

Must understand vague and implicit instructions, and react favorably in all work situations. Must be mentally adaptable and flexible in dealing with a variety of people. Must be able to communicate providing verbal and written feedback in a professional manner. Requires public contact and excellent interpersonal skills.

#### **WORKING CONDITIONS:**

Employees in this position will be required to:

- Work in a typical school setting
- Occasionally work overtime or odd schedules to meet deadlines.



JOB TITLE: College Counselor DATE CREATED: 10/08/2008

CLASSIFICATION: Certificated FLSA STATUS: Exempt
REPORTS TO: Principal TERM: Annual Agreement
REVISION NO: 02 REVISION DATE: 11/19/2010

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#### **POSITION SUMMARY**

The college counselor provides a comprehensive school counseling program for students in the middle and high school grades, respectively. The college counselor coordinates activities to address the needs of the students and consults and collaborates with teachers, staff and parents/guardians to support students' success.

#### **ESSENTIAL JOB DUTIES**

- Provide orientation activities for incoming 6th and 9th graders an students new to the school
- Conduct guidance learning activities in the classroom based on the academic career and personal/social domains to facilitate the infusion of guidance as integrated to the total education curricula.
- Assist in registration and schedule changes/conflicts for all students
- Conduct structured, goal oriented, data driven counseling sessions to meet the identified needs
  of individuals or group of students.
- Provide responsive services by facilitating small groups and counseling individual students with specific needs
- Consult and coordinate the referral process with district personnel including school psychologists, social workers, nurse, administrators, and other community resources.
- Collaborate with teachers, staff and parents/guardians regarding the developmental needs of students
- Provide resources and information to assist students developing and updating their Alliance-Individual Learning Plans (ILP), evaluating their status for high school graduation
- Inform students and their parents/guardians of test results and their implication for educational planning
- Develop and review 504 plans and participate in IEP's
- Provide systems support by coordinating and conducting activities that contribute to the effective operation of the school consistent with the approved school counseling program
- Evaluate and revise the school counseling program utilizing the Program Audit
- Participate in professional development, including activities sponsored by local, state, and professional associations that foster the development and improvement of school counseling
- Other duties as assigned by the Principal

#### **QUALIFICATIONS**

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A typical method of demonstrating these requirements would be:

#### **EDUCATION**

A master's degree in school counseling, education, psychology or a related field.

#### **EXPERIENCE**

At least two years of related experience.

#### **CREDENTIAL OR LICENSE**

Posses and maintain a valid California Pupil Personnel Services credential with an authorization in school counseling.

#### **EQUIPMENT TO BE USED:**

Operates calculator, computer terminal, PC, printer, fax, copier, and other standard office machines.

#### **TYPICAL PHYSICAL DEMANDS**

Requires prolonged sitting, some standing, bending, and reaching. Requires eye-hand coordination and manual dexterity sufficient to operate a keyboard, photocopier, telephone, calculator, and other office equipment. Requires eyesight correctable to 20/20 to read numbers and reports. Requires hearing within normal range for telephone use. May require lifting up to 50 pounds.

#### TYPICAL MENTAL DEMANDS

Must understand vague and implicit instructions, and react favorably in all work situations. Must be mentally adaptable and flexible in dealing with a variety of people. Must be able to communicate providing verbal and written feedback in a professional manner. Requires public contact and excellent interpersonal skills.

#### WORKING CONDITIONS:

Employees in this position will be required to:

- Work in a typical school/office setting
- Occasionally work overtime or odd schedules to meet deadlines.



JOB TITLE: Office Manager
CLASSIFICATION: Classified
REPORTS TO: Principal

**REVISION NO:** 02

**DATE CREATED:** 02/01/2007

**FLSA STATUS:** Exempt

TERM: At-Will

**REVISION DATE:** 11/19/2010

#### **POSITION SUMMARY:**

Assists principal/school administrators by assuming responsibility for administrative details related to clerical procedures, budget preparation and control, and other complex areas of school business operations.

#### **ESSENTIAL JOB FUNCTIONS:**

- Manage all front office activities, including maintaining a welcoming atmosphere in the school office for parents, students, staff and visitors.
- Prepare correspondence, reports, bulletins, and memorandums in relation to assigned projects and may review and edit material prepared by others.
- Compile and maintain all student records, including grades and attendance reports
- Assume responsibility for processing all student meal applications, accepting and recording meal payments and preparing all related reports.
- Participate in the selection, training, and evaluation of classified personnel; recommend dismissal, when necessary.
- Maintain clerical procedures, performance standards, office records, and related matters in order to advise the principal.
- Supervises the maintenance of complex clerical procedures, including the preparation of instructions, dissemination of information, and functional supervision of the implementation of the procedures.
- Responsible for school bookkeeping, equipment and textbook inventory systems.
- Order and distribute all school supplies, maintain appropriate records to ensure accurate update
  of inventory
- Manage and maintain records of school financial transactions, fundraising efforts, and other school fund activities.
- Searches records and obtains information from other schools, offices and agencies.
- Report all student and staff injuries to appropriate Alliance Home Office staff member; complete and submit appropriate incident reports.
- Provide first aid to students when necessary.
- Performs other related duties as assigned.

#### **QUALIFICATIONS:**

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A typical method of demonstrating these requirements would be:

#### **EDUCATION**

Graduating from an accredited college or university, preferably with a major in business or public administration. Additional experience in office management or analysis of procedures or financial data may be substituted for the required education on a year-for-year basis.

#### **EXPERIENCE**

0-3 years of related experience, including:

- Clerical management experience including the compilation of data and implementation of procures, or
- Experience as a staff assistant in a position requiring the maintenance of complex procedures involving the reporting of data, or
- Technical or administrative experience in collecting, analyzing, and reporting data

#### **KNOWLEDGE OF:**

- Legal foundation of public charter school operations (desirable)
- Alliance organization and functions (desirable)
- Office procedures
- Payroll and preparation, time keeping, public school regulations, and bookkeeping
- Use of Microsoft Office programs, especially Excel and Word

#### **ABILITY TO:**

- Exercise discretion in the dissemination of information
- Interpret and clearly explain laws, rules and policies
- Devise clerical and administrative procedures necessary to accomplish desired goals
- Speak and write English clearly and effectively (Bilingual skills desirable)
- Supervise and instruct clerical personnel
- Recognize and resolve problems related to computer user programs, equipment and basic network malfunctions

#### **SUPERVISORY RESPONSIBILITIES**

Directly and indirectly supervises other clerical staff, custodial staff and classified staff, as assigned by principal.

#### **EQUIPMENT TO BE USED**

Operates calculator, computer terminal, PC, printer, fax, copier, and other standard office machines.

#### **TYPICAL PHYSICAL DEMANDS**

Requires prolonged sitting, some standing, bending, and reaching. Requires eye-hand coordination and manual dexterity sufficient to operate a keyboard, photocopier, telephone, calculator, and other office equipment. Requires eyesight correctable to 20/20 to read number and reports. Requires hearing within normal range for telephone use. May require lifting up to 50 pounds.

#### **TYPICAL MENTAL DEMANDS**

Must understand vague and implicit instructions, and react favorably in all work situations. Must be mentally adaptable and flexible in dealing with a variety of people. Must be able to communicate providing verbal or written feedback in a professional manner. Requires public contact and excellent interpersonal skills. Must be able to make effective decisions in supervisor's absence

#### **WORKING CONDITIONS**

- Works in typical office school setting
- May be required to work overtime and odd schedules to meet deadlines
- Occasionally work under stressful conditions

### DAVID HYUN, 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 Candidate ~ Expected Certification June 2009 Passed all 4 parts of the exam ~ Pending 5 semester units of accounting courses

#### **EXPERIENCE:**

August 2008-

DLC, Inc., Los Angeles, California (Consulting Firm)

Present Consultant

October 2007-Tune 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
- 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
- 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.

#### STEPHEN SYNOTT

#### **PROFILE**

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

#### **EXPERIENCE**

#### UnitedHealthcare - Glendale, CA

2006 - 2008

President, Small Business

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

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

Wellpoint Health (Blue Cross of California) - Thousand Oaks, CA

General Manager of Small Group, Western Region 2005-2006

General Manager of Individual, Western Region 2002-2005

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

annual revenues).

#### Wellpoint Health (Continued)

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

CFO, VP Finance: Blue Cross of California 2000-2002 CFO, VP Finance: Wellpoint Large Group Division 1999-2000 VP Finance: Wellpoint Corporate 1999

VP Finance, Individual, Small Group and Senior: Blue Cross of California 1998 Responsible for planning, forecasting, strategic planning, internal and external reporting, capital and cash flow for several Wellpoint Divisions. Served in a series of increasingly responsible positions.

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

#### Wellpoint Health (Continued)

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

Aramark Services 1985-1998

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

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

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

#### PRIOR EXPERIENCE

Conrac Corporation, Stamford, CT Arthur Andersen & Co – Washington DC

#### **EDUCATION**

Bachelor of Science in Business Administration, Georgetown University, 1979 Graduated Cum Laude/Deans List

CPA, State of Connecticut

#### Eric Barlow

Education

PACE UNIVERSITY 2005-2007

NEW YORK, NY

Masters of Science in Teaching, May 2007

GPA: 3.90

2001-2005 **CORNELL UNIVERSITY**  ITHACA, NY

Bachelor of Science in Engineering Physics, May 2005 (Concentration in Secondary Education)

GPA: 3.92

Awards: Deans List

Experience Fall 2007 -

HYDE LEADERSHIP CHARTER SCHOOL

BRONX, NY

Data & Assessment Coordinator. Develop and manage systems and procedures to collect, analyze, and drive Summer 2008 instruction with student achievement data. Create communication systems to build awareness of student achievement. Prepare and confirm reports for local and state accountability purposes. Manage team of teachers and

administrators to ensure effective administration of multiple mandated assessments.

TEACH FOR AMERICA

NEW YORK, NY

School Operations Manager. (New York City Summer Institute) Develop and manage systems, protocols, and Summer 2007 procedures to maximize school-site efficiency; manage school-based resources to maximize operational efficiency and corps member development; work with corps members to problem-solve immediate logistical challenges; support the school director on all school-based priorities; and help the director of data management to track and

collect school data.

Summer 2005 - Spring 2007

Corps Member. Participate in intensive training program to develop the skills and knowledge needed to achieve significant gains in student achievement. Teach in a summer school program run by TFA for students in Philadelphia public schools, under the supervision of a faculty of experienced teachers.

Fall 2005 ---

NYC DEPARTMENT OF EDUCATION

BROOKLYN, NY

Teacher. Teach 7th grade mathematics in a NYC public school, M.S. 534. Organized 7th grade teachers as grade-Spring 2007 team leader to develop grade-wide policies and procedures.

Fall 2002 -

COMMUNITY DEVELOPMENT, CORNELL UNIVERSITY

ITHACA, NY

Resident Advisor. Advise and mentor college freshmen. Develop community and enforce community standards for seventy residents each year. Organize community meetings to address key issues. Educate students by planning and

organizing programs. Awarded membership in National Residence Hall Honorary.

Community

Spring 2004

Summer 2006 **URBAN IMPACT**  **BROOKLYN, NY** 

Summer Camp Co-Director. Plan and direct summer day camp program for elementary-age children. Develop camp program, schedule, educational curriculum, and events. Coordinate and lead a dozen volunteers to promote the camp, register campers, and serve as counselor. Lead day-to-day operations of camp and serve as counselor.

Summer 2004

LITTLE LIGHTS URBAN MINISTRIES

WASHINGTON, DC

Summer Camp Counselor. Work with team of counselors to develop summer camp program for nearly 100 children in low-income housing project. Mentor group of eight elementary age boys for seven weeks. Organize field trips to swimming pool, museums, parks, and other destinations. Planned and delivered Bible lessons three times weekly; facilitated biweekly math and reading lessons.

2001 - 2003

AUGUSTA URBAN MINISTRIES

AUGUSTA, GA

Summer Camp Coordinator and Counselor. Respond to challenge of budget cuts to produce summer camp program for urban children. Plan and deliver daily Bible lessons. Teach music and drama lessons. Produce end of camp video.

Tutor. Work with children after school to complete homework assignments and develop reading, math, and computing skills.

Some experience with Spanish and French languages. Enjoy playing guitar, biking, hiking, and astronomy.

#### **RESUME OF**

#### LINDA J. CHRISTIANSEN

**EXPERIENCE:** 

March 19, 2009 - Present:

Apple One

(Overland, Pacific & Cutler)

Temporary duties include: monitoring project budgets; attendance at project status meetings and preparation of minutes and action task lists; reviewing title reports, appraisals, and environmental reports; obtaining proposals from subcontractors; coordinate subcontractors to ensure adherence with project schedule and budget, preparation of proposals; and research sources to locate potentially new projects.

Feb. 2, 2009 - Mar. 6, 2009

Kelly Services
(BNSF Railway/Jones Lang LaSalle)

Temporary duties include: preparing lease packages, including all supporting documentation for distribution to the appropriate authorities; answering telephone inquiries by potential customers; and researching archive files for needed information.

Jan. 2006 - Nov. 2008

Compass Chase Dev. Co. LLC
Project Manager
Compass Development & Construction, LLC
Project Administrator

Duties include: supervising and coordinating architects and engineers in the preparation of project drawings; preparation of preliminary project budgets; preparing feasibility reports for new ventures; ordering and reviewing environmental reports, soils reports, endangered species, wetlands, appraisals, traffic studies, and site plans; coordinating consultants to obtain information required to determine project feasibility; working with governmental entities in the processing of site plans, rezoning, obtaining of project entitlements, and any other necessary project approvals; preparation of both pre-development and development budgets; coordination with title companies in the clearance of title objections and policy issuance; coordination of the closing processes with escrow, title, investors, and legal counsel; preparation of construction loan requests, loan draws, financing packages, and working with lenders through loan submission, approval, loan documents, and funding; providing contract administration during the

development phases of construction; overseeing the construction management process; overseeing the preparation of project books for any required accounting entity; performing day-to-day project manager supervision; and overseeing the preparation of management reports and recommendations.

March 2005 - Jan. 2006

# Retail Development Group / Heritage RDG, LLC Project Administrator

Duties include: supervising and coordinating architects and engineers in the preparation of project drawings; preparation of preliminary project budgets; preparing feasibility reports for new ventures; ordering and reviewing environmental reports, soils reports, endangered species, wetlands, appraisals, traffic studies, and site plans; coordinating consultants to obtain information required to determine project feasibility; working with governmental entities in the processing of site plans, rezoning, obtaining of project entitlements, and any other necessary project approvals; preparation of both pre-development and development budgets; coordination with title companies in the clearance of title objections and policy issuance; coordination of the closing processes with escrow, title, investors, and legal counsel; preparation and approval of construction loan packages, loan draws, financing packages, and working with lenders through loan submission, approval, loan documents, and funding. Other duties have included acting as company bookkeeper for accounts receivable and payable responsibilities and acting as Human Resources liaison with payroll company.

April 2002 - Feb. 2005

#### Westwood Construction Company – Project Manager/ Administrative Assistant to the President

Duties include: working with architects and engineers in preparing project documents; preparation of preliminary project budgets to determine project feasibility; working with governmental agencies to determine requirements for approval; coordinating with architects and engineers to complete working drawings; coordinating with leasing agents and architect concerning individual needs of prospective tenants; bidding project with subcontractors; budget preparation; construction schedule preparation; acting as project manager in interacting with site superintendents and other personnel to insure construction quality, completion, and timeliness; invoice approval; and the preparation and approval of construction draws, financing packages, and investor reports.

#### **Development Administrator**

Duties include: reviewing potential real estate development projects including environmental reports, soils reports, appraisals, traffic studies, and site plans; coordinate with consultants to obtain needed information to determine feasibility of projects; interacting with governing entities in processing of site plans, rezoning, and other needed project approvals; preparation of development budgets; coordination with title and escrow companies and investors in acquisition closing, loan closings, and sales closings.

June 2000 - April 2002

#### Compass Development & Construction **Development and Construction Manager**

Duties included: working with architect to create building plans; bidding out projects with subcontractors and material suppliers; preparing project budgets; project schedules; budget management; project accounting; invoice payments; contract administration; day to day supervision of constructions sites; interact with governmental inspectors and lenders; customer service with clients; construction draw preparation and submission; and superintending construction sites for commercial and custom home

residential projects.

General Skills:

Typing (87 WPM); Shorthand; Computer literate with experience in Word,

Word Perfect, Excel, Quick Books, Power Point.

References:

Greg Brendel 909-367-6967

William Murray, CFP 562-430-6029

Licenses:

Notary Public - Michigan and California (Expired) Certified Notary Signing Agent - Michigan (Expired) Real Estate Sales License - California (Expired)

Additional information available upon request.

#### Vireak Chheng

#### 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)

### LAURA ALVAREZ

#### **EDUCATION**

California State University, Sacramento Master of Arts in Education Emphasis in Educational Leadership and Policy Studies 09/05

University of Southern California Double Bachelor of Arts in Political Science and Sociology Minor in Children and Families in Urban America 12/03

#### WORK EXPERIENCE

Soledad Enrichment Action, Inc., Los Angeles, CA

Certificated Personnel Specialist & Credential Analyst

03/04-Present

- Manage the recruitment, screening, interviewing, and hiring process of certificated and classified personnel
- Review prospective employee files for credentials, university transcripts, experience and/or other pertinent information that should be considered to determine employment eligibility
- Provide specialized information and assistance to teachers, substitute teachers, administrators, and applicants regarding certificated employment, salary placement, and credentials
- Evaluate and process credential applications for issuance of new credentials and/or renewal of credentials
- Monitor laws, regulations, and policies related to California state credentials and No Child Left Behind requirements
- Analyze and provide information to administrators and certificated personnel regarding the effect of current changes of state and federal requirements
- Confer with local, state, and other related agencies regarding problems and changes in regulations concerning certification requirements, staff placements and viable alternatives
- Establish and maintain a variety of records and files regarding personnel records; prepare related reports; maintain statistical records regarding district credential status
- Assist in the preparation of annual, monthly, and special status reports for school and agency board members and local and state government agencies
- Attend various recruitment fairs, credential workshops, employment law seminars, and professional development conferences
- Responsible for the effective employee relations, including interpretation of policy and procedures, employment function, labor law compliance, training and staff development, and research and resolution of special projects

# USC Small Business Development Office, Los Angeles, CA

Senior Administrative Assistant

- Assisted Director with bi-annual progress presentations of small business development programs
- Helped Assistant Director with contract evaluations, updating, and reporting
- Collaborated in the planning and achievement of outreach events
- Increased participation of Spanish speaking vendors doing business with the university
- Served as main contact for the USC Small Business Development Office Annual Trade Fair

#### **LEADERSHIP**

Urban Leadership Cohort

07/04 - 09/05

Member

- Collaborated with a group of educators and local community leaders in developing plans to improve urban education
- Developed a guide for administrators of a local charter school to increase school-community collaboration in an effort to improve student achievement
- Attended local town hall meetings regarding the closing of the King-Drew trauma center and its effect on the local communities
- Researched and prepared presentations regarding the demographics and current issues affecting the community living in the 90011 zip code

## Lambda Theta Nu Sorority, Inc., Tau Chapter

11/01-Present

Founder

- Established first Latina sorority chapter in the University of Southern California
- Served on the Executive Board for two consecutive years; simultaneously held the positions of Public Relations Chair, Fundraising Chair, Cultural Affairs Chair, and Dean of Prospective Members
- Collaborated in the execution of annual Latina Youth Leadership Conferences organized to educate, strengthen, and support local female Latina students attending public schools throughout Los Angeles County
- Participated in various community efforts focused on improving the current issues affecting the Latino community

#### **SKILLS**

- Bilingual; fluent in English and Spanish
- Knowledge of Word, Excel, PowerPoint, QuickBooks and payroll programs such as ADP and Intuit

# Alliance College-Ready Public Schools School Opening Checklist Timeframe: From Spring Hire Date to School Opening

TASK	TASK	ALLIANCE HOME	SUGGESTED
	COMPLETION	OFFICE SUPPORT	COMPLETION DATE
	CHECK OFF	PERSON	
	(√)		
DAILY OPERATIONS			
Establish attendance procedures		Eric Barlow Vireak Cheng	May
Establish grading procedures; standards based grading		Marcee Seegan Javier Fuentes	May
Train key office staff personnel in school site procedures		Eric Barlow	May-June
Contract a vendor and establish lunch and nutrition procedures		Eric Barlow	May
Provide plant manager with daily schedule and tasks		Favio Solares	June
Determine room assignments		Marcee Seegan Javier Fuentes	May
Research vendor list for services; transportation, plumbing, locksmith, etc.		Favio Solares	March
Create a faculty/staff handbook including a yearly calendar		Marcee Seegan Javier Fuentes	April
Establish system for acquiring student cum/files		Marcee Seegan Javier Fuentes	August
Design school map for emergency evacuations		Favio Solares	July
Identify potential security concerns and intervention strategies; security bars for windows, traffic flow; locks for portable computer labs		Favio Solares	April
Set up local LAUSD school mail delivery site		Marcee Seegan Javier Fuentes	April
Set up school fund account		Lynn Banal	March
Order and obtain a work cell phone		Shaun Robles	When hired
Order work laptop (principal)		Shaun Robles	When hired
Order laptops and desktop computers; staff and students		Shaun Robles	March
HUMAN RESOURCES			
Recruit and hire teachers through EdJoin, Rise, Teach For America, etc.		Laura Alvarez	March
Recruit and hire Assistant Principal/ Director of Instruction through EdJoin, Rise, Teach for America, etc. (if applicable)		Laura Alvarez	March
Follow hiring procedures as outlined by Alliance Home Office		Laura Alvarez	March
Recruit and hire office manager, plant manager, and classified staff		Laura Alvarez	March
Hire parent liaison		Laura Alvarez Mary Silva	May
Familiarize with employee benefits and salary		Laura Alvarez	March



# Alliance College-Ready Public Schools School Opening Checklist

Timeframe: From Spring Hire Date to School Opening

TASK ALLIANCE HOME SUGGESTED

TASK	TASK	ALLIANCE HOME	SUGGESTED
	COMPLETION	OFFICE SUPPORT	COMPLETION DATE
	CHECK OFF	PERSON	
	(√)		
BUDGET AND SITE MANAGEMENT			
Know projected enrollment		Steve Synott	January
Budget for computers and technology;		Lynn Banal	May
LCD projectors, SmartBoards, etc.			
Review entire site budget and make		Steve Synott	October
changes and adjustments in		Lynn Banal	
conjunction with home office personnel			
Develop Master Schedule		Marcee Seegan	October
		Javier Fuentes	
Study school safety plan (in Charter		Favio Solares	March
Petition) and assign roles and		Eric Barlow	
responsibilities; communicate with local			
Police and Fire departments			
Order textbooks and supplemental		Marcee Seegan	April
materials based on enrollment	_	Javier Fuentes	
Purchase office equipment, copiers,		Favio Solares	May
fax machine, Duplo, printers, etc.		Marana Canara	Amail
Purchase classroom supplies; white		Marcee Seegan Javier Fuentes	April
boards, staplers, markers, construction		Javier Fuerites	
paper, consumables, etc. Budget for staff development,		Lynn Banal	May
consultants		Lyriii Bariai	IVIAY
Find vendor and purchase trashcans		Favio Solares	April
and janitorial supplies		1 avio odiares	Дрії
Purchase emergency supply items		Favio Solares	May
Create E-Requisition account		Eric Barlow	January
Order classroom and office furniture		Favio Solares	February
Purchase P.E. equipment	+		-
Purchase P.E. equipment		Marcee Seegan Javier Fuentes	May
Obtain permits to conduct P.E. off		Marcee Seegan	February
campus		Javier Fuentes	rebluary
Collect all enrollment forms including		Eric Barlow	(Free and Reduced
free and reduced lunch applications		Life Dariow	Lunch Collected After
lived and reduced fation applications			July 1 st )
	ı	I	<i>j</i> ' /
SPECIAL EDUCATION			
Identify Sp. Ed. Students		Jovan Jacobs	AugSept.
Familiarize with individual student		Jovan Jacobs	AugSept.
services and timeline		JOVAII JACODS	AugGept.
Create Welligent account		Jovan Jacobs	May
Attend Welligent training	_	Jovan Jacobs	As offered in Summer
Review LAUSD Self-Review Checklist		Jovan Jacobs	May
LENGW FUOOD SEIL-LENGW CHECKIIST		JUVAII JAUUUS	iviay



# Alliance College-Ready Public Schools School Opening Checklist Timeframe: From Spring Hire Date to School Opening

TASK	TASK	ALLIANCE HOME	SUGGESTED
	COMPLETION	OFFICE SUPPORT	COMPLETION DATE
	CHECK OFF	PERSON	
	(✓)		
CULTURAL LEADERSHIP	\ /		
Collaboratively establish school vision,	П	Marcee Seegan	August
mission, values, beliefs, and goals and		Javier Fuentes	
articulate to all stakeholders			
Present staff members with personal		Marcee Seegan	May
philosophy and ask questions focusing		Javier Fuentes	
on your school goals			
Develop Schoolwide discipline policy,		Marcee Seegan	March
security procedures, student		Javier Fuentes	
handbook, and staff handbook			
Collaboratively choose school colors,		Marcee Seegan	September
mascot, and logo		Javier Fuentes	
Conduct team building activities during		Marcee Seegan	August-September
initial staff developments		Javier Fuentes	
Implement character education through		Marcee Seegan	September
Advisory Program		Javier Fuentes	
Hold orientations and meet with		Mary Silva	July
incoming students and parents		Marana Canara	A : 1
Order "College Pennants" for school		Marcee Seegan Javier Fuentes	April
décor  Order school uniform and other school			Fahmiam.
t-shirts		Marcee Seegan Javier Fuentes	February
Design a school website		Ernie White	March
Create and distribute brochure about		Mary Silva	March
the school		I Wai y Silva	March
Participate in Principal Internship and		Marcee Seegan	Ongoing
complete assigned projects		Javier Fuentes	
resident designed projects	l .	1 00.1.0.	
CURRICULUM AND INSTRUCTION			
Develop professional development		Valerie Braimah	March
plan for the school year		valorio Brainian	l Waren
Receive training in PowerSchool,		Vireak Cheng	TBD
Excelsior, and DataDirector		]	
Develop master schedule and course		Marcee Seegan	April
offerings per Alliance approved		Javier Fuentes	
courses		Vireak Cheng	
		Nicole Murphy	
Familiarize with Classroom Instruction		Marcee Seegan	March
Quality Criteria		Javier Fuentes	
Include like subject conference periods		Marcee Seegan	March
to promote collaboration		Javier Fuentes	
Bid it does not be a second		Vireak Cheng	
Distribute instructional guides and		Marcee Seegan	May
blueprints to all teachers		Javier Fuentes	
		Valerie Braimah	



### Alliance College-Ready Public Schools School Opening Checklist Timeframe: From Spring Hire Date to School Opening

Timeframe: Fron	n Spring Hire	Date to School Ope	ening
TASK	TASK	ALLIANCE HOME	SUGGESTED
	COMPLETION	OFFICE SUPPORT	COMPLETION DATE
	CHECK OFF	PERSON	
	(√)	I LIXOON	
	(*)		
CURRICULUM AND INSTRUCTION (CONT.)			
Review and purchase research based		Marcee Seegan	March
intervention programs and materials		Javier Fuentes	
Order student "Agendas"		Marcee Seegan	March
		Javier Fuentes	
Complete WASC Affiliation Request		Nicole Murphy	October of School Year
and subsequent WASC Initial Visit			
Application			
Order and schedule ACT Explore		Nicole Murphy	November of School
Exams (High Schools Only)			Year
Create "School Profile" Document		Nicole Murphy	August
Request "High School Code" for		Nicole Murphy	May
ACT/SAT (High Schools only)	_	,	
, , ,			
EXTERNAL/COMMUNITY DEVELOPMENT			
Development of School Advisory		Mary Silva	April
Council and parent workshops		I wai y Siiva	Артіі
Establish business partnerships		David Tillipman	Ongoing
Connect with local churches, Rotary		Mary Silva	March
Club, community centers, etc.		Mana Oilea	Fahmana
Establish relationship with local feeder		Mary Silva	February
schools		Mayaaa Caayay	A wil
Arrange tour of school for community		Marcee Seegan	April
members		Javier Fuentes	A!
Meet with local police and fire		Marcee Seegan	April
department		Javier Fuentes	A!
Meet with neighbors and local		Marcee Seegan	April
businesses regarding the opening of		Javier Fuentes	
the school		Mary Silva	Manak
Design and collect all student		Mary Silva	March
recruitment materials including flyers,			
brochures, banners, PowerPoint			
presentation, etc.		Many Cilva	Manak
Conduct student recruitment meetings		Mary Silva	March
Create a system for tracking parent		Mary Silva	March
volunteer hours		NA O'I	
Inform parents of 40 volunteer hours;		Mary Silva	March
review parent engagement plan		NA O'I	
Develop and establish a site "Parent		Mary Silva	August
Center"	_		
Hold orientations and meet with		Mary Silva	July
incoming students and parents	_		
Design a school website		Ernie White	March



### Alliance College-Ready Public Schools School Opening Checklist Timeframe: From Spring Hire Date to School Opening

TASK	TASK	ALLIANCE HOME	Suggested
	COMPLETION	OFFICE SUPPORT	COMPLETION DATE
	CHECK OFF	PERSON	
	(✓)		
INTERNAL DEVELOPMENT			
Establish athletic program; CIF,		Marcee Seegan	April
designation of home field, etc.		Javier Fuentes	
Determine additional assignments for		Laura Alvarez	August
staff, Advisory lead, after school tutors,			
coaches, etc.			
Select team leaders; core subjects,		Marcee Seegan	August
grade level		Javier Fuentes	
INTERNAL DEVELOPMENT (CONT.)			
Hold orientation/team meeting for		Marcee Seegan	August
incoming staff		Javier Fuentes	
Assure courses are aligned with		Nicole Murphy	February
Alliance Course Descriptions and			
Offerings			
Keep Home Office informed about the		Marcee Seegan	Ongoing
school opening process		Javier Fuentes	
Work with teachers to schedule move		Marcee Seegan	August
into school site		Javier Fuentes	
Communicate role and responsibility of		Eric Barlow	July
the office manager			



Taylor Yard An Alliance for College-Ready Public Schools Affiliate

### 5 year Cash Flow Projection/Budget

	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
General					
Estimated Enrollment	450	600	600	600	600
Estimated Annual ADA	428	570	570	570	570
Attendance Rate	95.00%	95.00%	95.00%	95.00%	95.00%
FTE Teachers	18	24	24	24	24
Total Employees	24	31	31	31	31
Average Teacher Salary	48,000	48,750	49,750	50,750	51,750
F&R Rate	85.00%	85.00%	85.00%	85.00%	85.00%
Revenue (Per ADA)					
General Purpose Charter School Apport.					
(Grade 7-8 - net of in lieu tax revenue)	3,923.92	3,923.92	3,923.92	3,923.92	3,923.92
(Grade 9-12 - net of in lieu tax revenue)	4,787.63	4,787.63	4,787.63	4,787.63	4,787.63
In lieu of Property Taxes	1,354.53	1,354.53	1,354.53	1,354.53	1,354.53
Federal Child Nutrition	577.12	577.12	577.12	577.12	577.12
Title I	418.20	418.20	418.20	418.20	418.20
State Child Nutrition	58.55	58.55	58.55	58.55	58.55
State Lottery Revenue	122.00	122.00	122.00	122.00	122.00
Categorical Block (including EIA)	410.45	410.45	410.45	410.45	410.45
Sp Ed Instructional Entitlement	440.49	440.49	440.49	440.49	440.49
Revenue (Annual Totals)					
Title V-Innovative Programs (Total)	250,000.00	200,000.00	150,000.00	-	-
All Other Income	250,000.00	-	-	-	-

### Taylor Yard An Alliance for College-Ready Public Schools Affiliate

### 5 year Cash Flow Projection/Budget

	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
Revenue					
General Apportionment					
In lieu of Property Taxes	\$ 579,062				
General Purpose Charter School Apport.	2,046,712	2,728,949	2,728,949	2,728,949	2,728,949
Subtotal General Apportionment	2,625,773	3,501,031	3,501,031	3,501,031	3,501,031
Other Federal Income					
Child Nutrition	249,717	334,956	334,956	334,956	334,956
Title I	-	238,374	238,374	238,374	238,374
Title V-PCSG	250,000	200,000	150,000	47.400	47.400
Other Federal Revenue (E-Rate)	41,526	43,686	46,386	47,466	47,466
Subtotal Other Federal Income	541,243	817,016	769,716	620,796	620,796
Other State Income					
Child Nutrition	25,429	34,372	34,372	34,372	34,372
State Lottery Revenue	-	104,310	69,540	69,540	69,540
Economic Impact Aid	167,261	223,014	223,014	223,014	223,014
Sp Ed Instructional Entitlement	188,309	251,079	251,079	251,079	251,079
Ch Sch Categorical Block	175,467	233,957	233,957	233,957	233,957
Subtotal Other State Income	556,467	846,733	811,963	811,963	811,963
Other Local Income					
All Other Income	250,000				
Subtotal Other Local Income	250,000	-	-	-	-
Total Revenue	3,973,483	5,164,780	5,082,710	4,933,790	4,933,790
Expenses					
Salaries					
Certified: Teachers	895,650	1,226,375	1,259,350	1,299,000	1,331,150
Certified: School Admin	175,000	250,000	250,000	250,000	250,000
Certified: Other	50,000	50,000	50,000	50,000 40,000	50,000 40,000
Classified: Admin. Salary Classified: Clerical / Office	35,000 29,120	35,000 33,280	40,000 33,280	33,280	33,280
Classified: Maint/Oper.	29,120	29,120	29,120	29,120	29,120
Classified: Other Classified	23,120	1,500	2,000	2,000	2,000
Total Salaries	1,213,890	1,625,275	1,663,750	1,703,400	1,735,550
Deverthe					
Benefits STRS Instructional - Certified	112,065	152,638	155,935	159,900	163.115
PERS Instructional - Classified	9,324	9,740	10,240	10,240	10,240
Social Security Tax	5,781	6,039	6,349	6,349	6,349
Medicare Tax	17,601	23,566	24,124	24,699	25,165
Health & Welfare Benefits	120,000	155,000	155,000	155,000	155,000
Unemployment Insurance	11,289	15,115	15,473	15,842	16,141
Total Benefits	276,060	362,098	367,121	372,030	376,010
Books and Supplies					
Text Books	175,000	75,000	75,000	75,000	75,000
Instructional Material	29,250	39,000	39,000	39,000	39,000
Non-capitalized equipment (small furniture, cabinets, etc.)	7,500	5,000	5,000	5,000	5,000
School Supplies /Uniforms	33,750	45,000	45,000	45,000	45,000
Food Services	275,146	369,328	369,328	369,328	369,328
Total Books and Supplies	520,646	533,328	533,328	533,328	533,328
Pupil Services					
Special Ed	112,986	150,648	150,648	150,648	150,648
Substitute Teacher	27,000	36,000	36,000	36,000	36,000
Total Pupil Services	139,986	186,648	186,648	186,648	186,648
		. 55,5 . 6		. 55,5 .6	. 30,0 .3
Other Professional Services	60,000	60,000	60,000	60,000	60.000
Security IT	60,000 32,940	60,000 32,940	60,000 32,940	60,000 32,940	60,000 32,940
11	32,940	32,940	32,940	32,940	32,340

### Taylor Yard An Alliance for College-Ready Public Schools Affiliate

### 5 year Cash Flow Projection/Budget

	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
Accounting	12,800	12,800	12,800	12,800	12,800
Consulting	1,600	1,600	1,600	1,600	1,600
Management Services	278,144	361,535	355,790	345,365	345,365
Payroll Service	1,134	1,313	1,313	1,313	1,313
Direct Support/Indirect Costs: CS Oversight Fee	28,953	38,604	38,604	38,604	38,604
LACOE Fees	6,500	7,400	8,000	10,000	10,000
SELPA Special Ed Cost	75,324	100,432	100,432	100,432	100,432
Total Other Professional Services	497,394	616,624	611,479	603,054	603,054
Facilities					
Utilities: Water and Electric	21,505	28,673	28,673	28,673	28,673
Repairs and Maintenance: Building	16,129	21,505	21,505	21,505	21,505
Repairs and Maintenance: Equipment	720	720	720	720	720
Repairs and Maintenance: Janitorial	12,000	14,400	16,800	19,200	19,200
Leases: Building	215,050	286,733	286,733	286,733	286,733
Leases: Equipment	7,200	7,200	7,200	7,200	7,200
Taxes & permits - Real /Personal property	250	250	250	250	250
Total Facilities	272,853	359,481	361,881	364,281	364,281
Administrative					
Postage and Shipping	4,500	6,000	6,000	6,000	6,000
Printing	2,000	2,000	2,000	2,000	2,000
Office Expense	15,000	20,000	25,000	27,000	29,000
Business Meals	450	450	450	450	450
Travel	2,500	2,500	2,500	2,500	2,500
Auto	250	250	250	250	250
Professional Development	6,000	6,000	6,000	6,000	6,000
Prof Dues/Memberships and Conferences	2,400	2,400	2,400	2,400	2,400
Insurance: General	18,432	21,000	27,600	30,000	30,000
Telephone: Landline	15,000	15,000	15,000	15,000	15,000
Telephone: Cell phones	4,200	6,600	9,600	10,800	10,800
Software Expense	6,000	6,000	6,000	6,000	6,000
Total Administrative	76,732	88,200	102,800	108,400	110,400
Total Expenses	2,997,562	3,771,654	3,827,007	3,871,141	3,909,271
Total Surplus (Deficit)	\$ 975,921	\$ 1,393,126	\$ 1,255,703	\$ 1,062,649	\$ 1,024,519

### **Fund Raising Plan**

Alliance College-Ready Public Schools has consistently demonstrated successful fund-raising capacity for the start up operation and ongoing support of its 16 middle and high schools currently in operation.

Our plan is successful based on our financial model, which is designed for schools to be self-sufficient with public funding by the third year in operation. Our fundraising efforts to support the start up and first three years of our new schools with the following public and private grants that have been consistently awarded for Alliance new schools are as follows:

Public School Charter School Start Up Grant: \$ 600,000
Walton School Family Start up Grant: \$ 250,000

Broad Foundation New School Grant: \$ 500,000

Total Start Up Funds – Over First Three Years \$1,350,000

The Alliance home office uses its reserves and lines of credit to support all Alliance schools to address cash flow needs. Our Chief Development and Communications Officer and Development Coordinator work as a successful team to insure that funds are raised to support the start up of all Alliance new schools.

### **ASSURANCES FORM**

APPENDIX Y

Please check the school model that you have selected for your proposal:
☐ Traditional ☐ Pilot ☐ Network Partner ☐ ESBMM
☐ Independent Charter ☐ Affiliated Charter
Name of School Alliance Technology and Math Science High School
Name of Applicant Group/Applicant Team Alliance College-Ready Public Schools
Lead Applicant <u>Judy Burton</u>
Title of Lead Applicant President and Chief Executive Officer
Mailing Address 1940 South Figuroa Street, Los Angeles, CA 90007
Phone Number <u>213-943-4933</u> Fax Number <u>213-943-4931</u>
Email Address jburton@laalliance.org
Website (if available) www.laalliance.org
By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:
1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity
Please check one of the following statements.
The Applicant Organization/Applicant Team listed above is comprised of a FOR-PROFIT ENTITY.
The Applicant Organization/Applicant Team listed above is a NOT-FOR-PROFIT entity.  Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.
The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.
2. Assurance that an Applicant Organization is Solvent
(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.
3. Assurance of Enrollment Composition Compliance
The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socioeconomic status, English Learners, Standard English Learners, students with disabilities, foster care

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

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

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

### 5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

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

### 6. Resident Enrollment and Attendance Boundary Compliance

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

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may

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

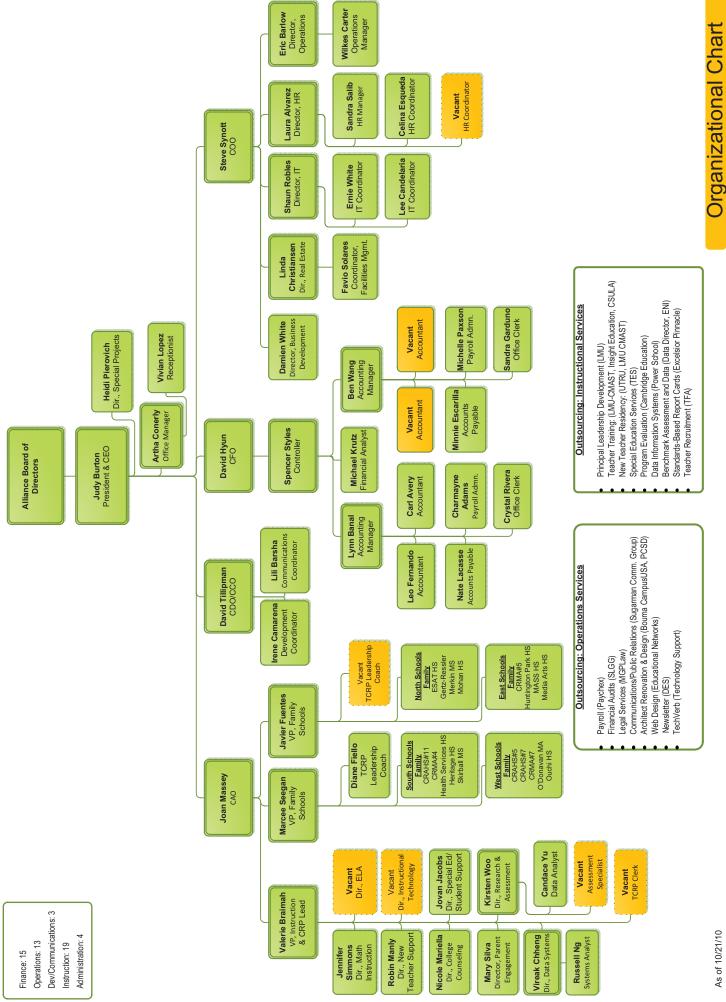
If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for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

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

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

By signing this Assurance Form, you agree that you will comply with and, above assurances:	or provide supporting information for the
Name of Lead Applicant <u>Judy Burton</u>	
Title of Lead Applicant President and Chief Executive Officer	
Judy Butto	
Signature of Lead Applicant	Date November 23, 2010
Name of Board President* <u>Frank Baxter</u>	
Signature of Board President* Jan & Shafter	Date Dec 1, 2010
*The additional name and signature of the Board President is only applic	

# Alliance College-Ready Public Schools



### ACTION OF INCORPORATOR OF

A California Nonprofit Public Benefit Corporation

Pursuant to the authority granted to the sole incorporator by Section 5134 of the California Nonprofit Corporation Law to do whatever is necessary and proper to perfect the organization of Technology and Math Science High School, a California nonprofit public benefit corporation (the "Corporation"), the undersigned, the sole incorporator of the Corporation, hereby consents to and adopts, as of the date indicated below, the following resolutions:

### ADOPTION OF BYLAWS

RESOLVED, that the Bylaws attached hereto and incorporated herein by reference are adopted as the Bylaws of the Corporation.

RESOLVED, that the Secretary of the Corporation is authorized and directed to execute a certificate of the adoption of the Bylaws and to enter the Bylaws as so certified in the minute book of the Corporation, and to keep a copy of the Bylaws, as amended from time to time, at the principal executive or business office of the Corporation in California in accordance with Section 5160 of the Nonprofit Public Benefit Corporation Law of the State of California.

### **NUMBER OF DIRECTORS**

RESOLVED, that the number of the directors of the Corporation shall be eight (including the Principal of the public charter school operated by the Corporation and a teacher and parent to be selected by the Principal), until such number is fixed by resolution of the board of directors of the corporation in accordance with the Bylaws.

### APPOINTMENT OF DIRECTORS

RESOLVED, that the following named persons be, and they hereby are, appointed as the initial directors of the Corporation, to serve as if they were elected by Alliance for College-Ready Public Schools in accordance with the Bylaws of the Corporation until their resignation, removal or other disqualification from service or until their respective successors shall be elected and qualified:

Judy Burton Maria Casillas Gayle Miller Araceli Ruano Harold Williams

### **APPOINTMENT OF OFFICERS**

RESOLVED, that the following named persons are appointed to the offices indicated to serve as if they were elected by the Board of Directors of the Corporation in accordance with the Bylaws of the Corporation and shall hold their respective offices until their resignation, removal

or other disqualification from service or until their respective successors shall be elected and qualified:

Judy Burton President Steve Synott Secretary

David Hyun Chief Financial Officer

### AGENT FOR SERVICE OF PROCESS

RESOLVED, that Judy Burton, whose principal address is 1940 South Figueroa Street, Los Angeles, California 90007, is hereby confirmed as the Corporation's Agent for Service of Process.

### PAYMENT OF ORGANIZATIONAL EXPENSES

RESOLVED, that the officers of the Corporation are authorized and directed to cause the Corporation to pay the expenses of its incorporation and organization.

### **INSURANCE**

RESOLVED, that the President and Secretary, acting together or separately, are hereby authorized to investigate, purchase and maintain insurance on behalf of any agent of the Corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not the Corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the Nonprofit Public Benefit Corporation Law of the State of California.

### LOCATION OF PRINCIPAL OFFICE

RESOLVED, that 1940 South Figueroa Street, Los Angeles, California 90007 is hereby designated and fixed as the principal office of the Corporation.

### BANK AND BROKERAGE FIRM RESOLUTIONS

RESOLVED, that the Corporation establish in its name one or more bank deposit accounts and that the President or Chief Financial Officer of the Corporation be and is hereby authorized to establish such an account or accounts on terms and conditions agreed on with such bank;

RESOLVED FURTHER, that the President or Chief Financial Officer of the Corporation be and is hereby authorized to designate as depositories of the Corporation's funds one or more other banks, trust companies or other financial institutions, and to open, keep and close general and special accounts in such depository;

RESOLVED FURTHER, that the President or Chief Financial Officer be and is hereby authorized to endorse checks, drafts or other evidences of indebtedness made payable to the Corporation, for the purpose of deposit, and may sign on the Corporation's behalf all checks,

672291.2

drafts, and other instruments of the Corporation to pay money, including instruments payable to the President;

RESOLVED FURTHER, that the President or Chief Financial Officer of the Corporation be and is hereby authorized to execute, on behalf of the Corporation, all standard form resolutions required by all banks, trust companies and financial institutions.

### **FISCAL YEAR**

RESOLVED, that the fiscal year of the Corporation shall end on June 30 of each calendar year.

### CONFLICT OF INTEREST POLICY

RESOLVED, that the Conflict of Interest Policy in the form attached hereto is adopted and approved as the conflict of interest policy of the Corporation.

### REQUIRED FILINGS

RESOLVED, that each of the officers of the Corporation is authorized and directed to make such filings and applications, to fulfill such legal requirements as are applicable to the Corporation or its business or to complete the organization of the Corporation and to file tax exemption applications with the Internal Revenue Service and the Franchise Tax Board of the State of California.

### GENERAL AUTHORIZING RESOLUTION

RESOLVED, that the officers of the Corporation, and each of them, are hereby authorized and empowered, for and on behalf of the Corporation, to execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the foregoing resolutions and the transactions contemplated thereby and by the agreements therein approved, and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

### **RESIGNATION**

effective as of the date hereof.	
Dated effective as of	
	Angela L. Farol, Incorporator

RESOLVED, that the undersigned hereby resigns as incorporator of the Corporation,

672291.2

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD			
OUTCOME	COMPONENT	SCHOOL PLAN	
Federal	Search and Serve	At Alliance Technology and Math Science High	At Alliance Technology and Math Science High School (TAMS HS) the SST is a total school commitment to providing
Requirement,		assistance in the general education classroom	assistance in the general education classroom to students with special needs. Upon enrollment students with disabilities are
District		Identified. The SST begins with a meeting invo	identified. The SST begins with a meeting involving the school administrative staff, teachers, parents and other school
publications		resources responsible for or working with a student the participants to share information and ide	resources responsible for or working with a student who requires assistance. The meeting provides an opportunity for each of the participants to share information and ideas that would improve the student's ability to participate in his or her
and forms are		classroom. Through this assessment process,	classroom. Through this assessment process, the team may recommend program modifications, use of alternative materials
available		or equipment, and/or strategies or techniques classroom. The SST is not a special education	or equipment, and/or strategies or techniques that will enable the student to participate more effectively in the regular classroom. The SST is not a special education function. It is not subject to the special education timelines or legal
		requirements.	
		When the team identifies that the modifications	identifies that the modifications or assistance provided in the general education classroom is not sufficient in
		meeting the student's needs, TAMS HS is com-	meeting the student's needs, TAMS HS is committed to resolving learning issues. SST participation stimulates the school
		special needs in the least restrictive environment	special needs in the least restrictive environment (LRE). To this end, At the beginning of the year, teachers attend a
		professional develop at the school site to revie	relop at the school site to review site special education procedures and student identification to each
		individual teacher, including accommodation a continues throughout the school year.	individual teacher, including accommodation and modifications and any other pertinent information needed. This training continues throughout the school year.
		TAMS HS will adhere to the following timeline	TAMS HS will adhere to the following timeline requirements to provide and explain to parent in the language they are most
		comfortable using:	
		Timeline	Items provided, explained, and filed
		Either at enrollment, or with initial referral	<ul> <li>"Request for Reasonable Accommodations" form and will maintain a</li> </ul>
		for special education assessment	copy in the student's folder
		At the time of the Assessment Plan	The Assessment Plan
			<ul> <li>"A Parents Guide to Special Education Services"</li> </ul>
		A minimum of 10 days prior to the IEP	"A Parents Guide to Special Education Services",     "Notification to Parent to Participate in Individualized Education Program

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD			
OUTCOME	COMPONENT	SCHOOL PLAN	
			Meeting", and • "The IEP and You" booklet.
		During the IEP meeting	<ul><li>"A Parents Guide to Special Education Services",</li></ul>
			<ul> <li>"Least Restrictive Environment" brochure, and</li> <li>"The Depart Input Survey."</li> </ul>
		If there is a dispute at the IEP meeting	The "Informal Dispute Resolution for IEP Disagreements" brochure.
		At the beginning of the school year	<ul> <li>"Section 504 and Students with Disabilities brochure and the "Are You</li> </ul>
			Puzzled by Your Child's Special Needs?" brochure
		To all parents of students with special	<ul> <li>CRU/PRN "Notification Letter", "Complaint Response</li> </ul>
		needs	Unit/Parent Resource Network" brochure and the "Special Education
			Parent Training Calendar
		To all parents and students	<ul> <li>Parent-student handbook containing the District's nondiscrimination</li> </ul>
			statement and sexual harassment policy, written notice regarding
			Uniform Complaint Procedures or a similar complaint process.
			<ul> <li>The UCP notice will be in any form that will reach the school community,</li> </ul>
			e.g. newsletter, handbook, memorandum or brochure.
		Posted in a common area	<ul> <li>Display the "Compliant Response Unit/Parent Resource Network"</li> </ul>
			(CRU/PRN) poster
			<ul> <li>The monthly "Special Education Parent Training Calendar".</li> </ul>
Outcome 2	Intervention	The design of TAMS HS academic interventior	AMS HS academic intervention plan is to provide early, effective assistance to students who are having
	Programs	difficulty learning. Participating students will att	difficulty learning. Participating students will attend intervention classes to receive remedial support in reading, mathematics.
	)	TAMS HS holds high expectations and goals for	FAMS HS holds high expectations and goals for all students. To address students' skill or learning deficits as early as
		possible empowers students to access and de	possible empowers students to access and demonstrate mastery of grade level standards; this is the goal of our intervention
		program.	
		Our vision is for all students to be prepared for	Our vision is for all students to be prepared for college-level technology, math and science course work and STEM (Science

APPENDIX BB

Applicant Team Name: Alliance Technology Math and Science High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Technology Engineering Mathematics) career readiness. There are many variables that contribute to the reasons why 'not all students learn in the same way on the same day', which requires TAMS HS to provide students not meeting grade level expectations with intervention, within or outside of the classroom.
		To support student achievement, TAMS HS, teachers will be trained and be responsible for implementing differentiated instruction for all students. Teachers receive professional development on differentiating instruction to accommodate all learners. Multiple measures of assessments stemming from daily, weekly, 6-8 week benchmarks, in both formative and summative assessments, coupled with anecdotal observations and standardized test results will serve as the data base to determine an instructional plan to best meet the needs of the student. TAMS HS implements the Three Tiered Response to Intervention Model to determine the best approach to support students who are not meeting grade level expectations. Tier 1 interventions occur at the classroom level.
		A TAMS HS classroom teacher is empowered to identify students who are struggling to meet grade level standards and implement modifications or employ a variety of instructional strategies to help meet students' needs. Next the teacher refers the student to the Coordinated Support Team, which will be responsible for following up with all Tier I stakeholders. A collaborative approach takes the next steps to determine potential opportunities of intervention. A coordinated communication provides teachers with knowledge as well as multiple opportunities to employ these opportunities of intervention; they include but not limited to a range from utilizing pairs and cooperative groups, peer discussions, and intentionally implementing multiple learning modalities, scaffolding, and research-based instructional strategies.
		Both English Language Arts and Mathematics provide intervention programs to support students who are more than 2 grades below grade level. Carnegie Mathematics, Riverdeep, Revolution Prep CAHSEE, Kaplan English and Mathematics programs are implemented to accelerate students to grade level or to pass CAHSEE. Because a majority of our students will be English Learners, teachers will employ a variety of Specially Designed Academic Instruction in English (SDAIE) strategies and targeted ELD instruction to meet students' diverse language development needs. Weekly professional development time provides sacred time to monitor student progress, gather information, and determine if the student's needs are met through the intervention implementation.

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
		If these Tier I classroom interventions and scaffolding cannot fully address the needs of a student, then the student will be referred for supplemental (Tier II) intervention outside of core instruction. The Student Success Team (SST) convenes to problem solve and develop a plan for the most beneficial type of interventions for the student. TAMS HS classroom teachers, parents, administrators, parent coordinators, and any other concerned parties form the SST. One of the core values of TAMS HS is that parents are partners; therefore, an open line of communication collaboratively supports the student both at school and at home. Potentially the SST findings might demonstrate the student has needs outside of academics and will provide a SST action plan to support this.
		For instance, an SST can address variables that affect student achievement such as student health, attendance, work and study habits, behavior, or language needs. A structured action plan delineating how to improve in the areas that affect student achievement is the direct result of the SST. Scheduling a follow up meeting to review parent and teacher feedback determines the extent of progress made on the SST plan.
		Lack of student progress toward meeting the SST plan goals, prompts further meetings be to consider different modifications. Potentially, if the student's progressions toward the SST plan goals are not meeting timelines, then a referral to be prescreened for a learning disability will occur.
		The SST determination for pre-screening for a potential learning disability moves to Tier III. The SST reviews Tier I and II interventions and results or outcomes. Parent consent is sought to determine if the student meets the criteria for receiving additional support from the Resource Specialist. If the resulting diagnosis is a Specific Learning Disability, then the student will have an IEP, implemented by both the classroom teacher and the Resource Specialist.
Outcomes 5, 17 and 18	Discipline Foundations Plan	TAMS HS will distribute to all parents and students a Code of Discipline at the beginning of the year. The Code of Discipline outlines the school's discipline code and expectations. Parents, students, and staff review and accept the Code and its implementation.
Policy	Support	<ul> <li>The Code of Discipline delineates positive behavior expectations. Student responsibilities will include, but not be limited to:</li> <li>Following all rules of behavior and conduct</li> <li>Respecting fellow students and school personnel</li> </ul>

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul> <li>Attending classes regularly and on time</li> <li>Completing all assigned work (to the best of the student's ability)</li> <li>Being prepared for class (bring materials i.e. books, homework, pencils)</li> <li>Participating in class assignments and discussions</li> <li>Participating in all assessment measures (i.e. tests)</li> <li>Respecting the property of the school and others</li> <li>Keeping the campus clean</li> <li>Wearing school uniform</li> </ul>
		All Alliance College-Ready Public Schools hold high expectations for behavior, and TAMS HS is no exception. TAMS HS will establish school-site procedures and practices for positive behavior support consistent with the Code of Discipline to reduce the number of suspensions for students with disabilities. Continually, the Resource Teacher will monitor student behavior. For a student who is faced with suspension for more than ten days or an expulsion, the IEP Team will meet to determine whether the student's misconduct was a manifestation of his/her disability. Student discipline and procedures for suspension and expulsion shall comply with federal and state laws and regulations, and shall include positive behavioral interventions. Tier I structures are in place to promote positive behavior, effective academic support, violence prevention curriculum has been selected. Tier II structures are planned to collect and analyze data; provide additional instruction relative to behavioral skills and there is effective academic support. Tier III structures are planned to collect and analyze data, conduct Functional Behavior Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.
		<ul> <li>When a Tier III behavior emergency intervention is used for a student with a disability, TAMS HS will:</li> <li>Complete the "Behavior Emergency Report for Individuals with Disabilities:</li> <li>Notify the parents within 24 hours of the incident,</li> <li>File the report in the student's cumulative record, and</li> <li>Submit copies to the Support Unit Administrator, and Division of Special Education Behavior Support Office, and</li> <li>Will develop an IEP that addresses the behavioral emergency and</li> </ul>

**APPENDIX BB** 

Applicant Team Name: Alliance Technology Math and Science High School

MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
		<ul> <li>Documents the review, revision or development of a Behavior Support Plan (BSP), Behavior Intervention Plan (BIP) and</li> <li>If appropriate, will make a recommendation for a Functional Analysis Assessment.</li> <li>TAMS HS will have at least one Behavior Intervention Case Manager (BICM) on campus.</li> </ul>
		As written in their IEP, TAMS HS staff is responsible for implementing a student's Behavior Support Plan. TAMS HS staff will have access to hard copies of the student's IEP and BSP. TAMS HS will provide all accommodations recommended in the student's IEP, both academic and behavioral.
Necessary for	Description of	TAMSHS will provide a sound educational program for all students in attendance through its rigorous college
Planning, will be provided	Student Population	preparatory curriculum with differentiated instruction based on individual student needs, its culture of high expectations for all students, highly qualified teachers, and its principal leadership in a small and personalized learning environment where students know their teachers well and are well known by adults.
		TAMSHS is an independent senior high charter school that will serve students in grades 9-12 providing an alternative
		career technical focused choice of quality education in the Eagle Rock, Franklin, and Marshall High School communities.
		The community serves a large, urban student population where all three schools are in Program Improvement; the primary
		ethnicity of the community is Latino. English Language Learners range from 12% to 25% with eligibility for Free/Reduced
		meals averaging around 70%. The high schools special needs students include Gifted and Talented as well as Special
		Education students. High schools and middle schools in the surrounding area attend overcrowded schools, one high school
		is on a multi-track year round schedules. TAMSHS seeks to recruit students from middle schools entering grade 9 and
		current 9th and 10th grade students in the attendance area to be served.
		It is projected, based on attending Eagle Rock, Franklin, and Marshall High Schools demographics, that at least 10% of
		TAMS HS's student population will have Individual Education Plans and will receive special education services on the mild to
		moderate spectrum, provided by our Resource Specialist and related service providers. Students on this spectrum qualify as
		having specific learning disabilities, other health impairments, speech and language delays, autism, and intellectually
		disabled among other eligibilities.

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Applicant Team Name: Alliance Technology Math and Science High School

MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Special Education Program Description	TAMS HS recognizes the importance of providing educational opportunities to all students regardless of physical challenges or special needs. To that end, TAMS HS intends to be a public charter school of LAUSD for the purposes of special education and pledges to work in cooperation with LAUSD, its LEA, and all other applicable LEAs, to see to it that TAMS HS and the LEA serve the exceptional needs of such students in accordance with applicable federal and state law.
		TAMS HS will adhere to all laws affecting individuals with exceptional needs, including all provisions of Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Educational Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, Office for Civil Rights mandates, AB 602, and the Modified Consent Decree/ Chanda Smith Consent Decree All students will be given across to the school regardless of disabilities, and TAMS HS will not
		discriminate against any student based on his or her disabilities in accordance with Free, Appropriate Public Education (FAPE). TAMS HS will provide appropriate services for the exceptional needs student according to the plan developed pursuant to California Education Code section 56710 and in compliance with the California Master Plan for Special Education (Education Code section 56000 et.seq.).
		TAMS HS will participate in the state quality assurance process for special education including verification reviews, complaints, and the local plan.
		Beginning the first year of the charter school operation, TAMS HS elects to deliver its own special education services.  TAMS HS is responsible for meeting the needs of disabled and special-need students enrolled at the school, with oversight responsibility remaining with LAUSD. The special education personnel at TAMS HS will be employees of TAMS HS or a multified service provider such as Total Education Solutions (T.E.S.) A TAMS HS administrator and other mandated IEP.
		team members will attend staff development and/or training meetings sponsored by LAUSD as necessary to comply with IDEA regulations. TAMS HS will engage LAUSD in the IEP and placement of students who are identified as requiring an education plan that is off-site, such as a non-public school.
		TAMS HS general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students. TAMS HS will exercise flexibility to design a program based on an inclusion model to serve disabled students. TAMS HS will comply with the federal requirement of least restrictive.

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

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Applicant Team Name: Alliance Technology Math and Science High School

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OUTCOME	COMPONENT	SCHOOL PLAN
		environment (LRE). This means that to the maximum extent appropriate, children with disabilities are educated with non-disabled children.
		Successful LRE implementation requires collegiality and open communication. All Alliance schools have regular time for weekly common planning time, analysis of student work, and lesson study based on core content standards. Teachers gain true autonomy and benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. TAMS assures that its staff shall attend and/or conduct professional development activities that support access by students with disabilities to its general education program. Collegiality grows from authentic collaborative work.
		This ongoing regular common planning time permits general education and Resource Teachers to implement a multi-tiered approach to instruction, including co-plan, co-teach, consult, and collaborate, in the general education classroom, as well as pull out models when necessary. Pull out occurs in the school's Learning Center as a means to assist students in successfully reaching their IEP goals and accessing grade level standards. Per each student's IEP, regularly provided services will be consistently tracked in Welligent with the "RST Tracker" tool.
		After implementing co-planning and co-teaching, general education and special education teachers are able to monitor progress by analyzing the data assessments, implementing the continuous improvement model. Teacher focus on effective, research-based instructional strategies, differentiation, scaffolding, as well as how and when students with disabilities will be integrated with their non-disabled peers; the goal is for students to meet or exceed IEP goals and meet or exceed state standards. All teachers, special education and general education, working together in teams within small learning communities with the same students over two to three years will share accountability and responsibility for each student's academic and personal growth.
		Individuals with exceptional needs will be offered special assistance programs that promote maximum interaction with the general school population in a manner that is appropriate to the needs of both. Examples of supplemental aids and services may be adaptations of regular education goals, curriculum, materials, classroom aids, special education consultation, and inservice training.

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	After a student has been assessed, an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for the parent, the TAMS HS, and any invited district representative. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services, based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting. TAMS HS will follow all local district, state, and federal timelines. TAMS HS will utilize Welligent to implement the IEP process.
		The IEP team will include:  The parent and/or their representative. The parent is an important member of the IEP team. If the parent cannot attend the IEP meeting, TAMS HS will ensure the parent's participation using other methods, such as conferencing by telephone or videoconferencing. TAMS HS will ensure that the parent understands what is going on at the meeting. If necessary, the
		TAMS HS will provide an interpreter if the parent has a hearing disability or their primary language is not English A TAMS HS staff member or qualified representative who is knowledgeable about the program options appropriate for the student.
		- The student's teachers. In the case of new students who may not presently be assigned to teacher(s), a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member. If a teacher with the most recent and complete knowledge is not available, the teacher on the IEP team will be a special education teacher qualified to teach a student of his or her age.
		<ul> <li>A representative from LAUSD and the district of residence (if applicable).</li> <li>Other persons, such as the student, whom the parent or the school wishes to invite.</li> <li>When appropriate, the persons who assessed the child or someone familiar with those assessment procedures.</li> </ul>
		The team must consider the least restrictive setting. Mainstreaming to regular education will be considered to the extent possible. After the written IEP has been finished, it will be implemented by TAMS HS. The parent can review and request revisions of the plan.
		The IEP will contain: - The services that student will receive.

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul> <li>How these services will be delivered.</li> <li>The instructional programs where these services will be delivered.</li> <li>The rationale for placement decisions.</li> <li>Annual goals and short-term objectives focusing on the student's current level of performance.</li> <li>How the student's progress will be measured.</li> <li>Transition goals for work-related skills.</li> <li>ELD goals as necessary.</li> </ul>
		Times for IEP meetings:  - Once a year, the IEP team will meet to review and determine the student's progress and placement to make any needed changes to the IEP.
		<ul> <li>I AMS HS will follow appropriate timelines for conducting annual and three-year review IEPs, will convene an IEP meeting within 30 days of parent written request, and will develop an IEP within 30 days of enrollment when an out of District IEP transfers in.</li> </ul>
		<ul> <li>Every three years, the IEP team will meet to review the results of a mandatory comprehensive reevaluation of the student's progress.</li> </ul>
		<ul> <li>Arter a succertified received a formal assessment of reassessment.</li> <li>When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress.</li> </ul>
		<ul> <li>When a parent or teacher requests a meeting to develop, review, or revise an IEP.</li> <li>When a student is approaching a transitional age such as childhood into adolescence or adolescence into adulthood.</li> <li>When a student with an IEP is faced with a suspension for more than ten days or an expulsion, the IEP will meet to</li> </ul>
		determine whether the student's misconduct was a manifestation of his or her disability.  - Student discipline and procedures for suspension and expulsion shall comply with federal and state laws and regulations, and shall include positive behavioral interventions.
		Follow up mechanisms are in place to ensure implementation and communication of the IEP:

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Applicant Team Name: Alliance Technology Math and Science High School

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OUTCOME	COMPONENT	SCHOOL PLAN
		- The Resource Teacher will monitor the IEP meeting dates and will send parent invite at least 10 days in advance. - The Resource Teacher will schedule IEP meetings far enough in advance to coordinate and facilitate IEP team member
		preparation and participation.
		<ul> <li>The Resource Teacher will use the "Notification to Parent to participate in Individualized Education Program Meeting" to document attempts to get parent to attend IEP meetings. TAMS HS will use strategies, such as individual or conference.</li> </ul>
		telephone calls when parent cannot attend the meetings.
		- An IEP room is designated for IEP meetings and to ensure confidentiality as well as wired for teleconferencing or
		videoconferencing. Translators are available for the IEP process to ensure that parents/guardians are welcome as active
		- All forms and brochures are translated and provided in the language of the parent.
		- The Resource Teacher is responsible for utilizing vvelligent "RST Monthly Service Log", documenting provision of
		- The Resource Teacher distributes the IEP Report of progress to parents at the same time as report cards.
		- The school will update Welligent account information for all users.
		- Regular MCD Review Team meetings will discuss the monthly MCD progress reports and adjust accordingly.
		- Alliance Technology and Math Science HS will monitor the identification of African American students with an eligibility of
		Emotional Disturbance (ED) and has a system for tracking their records.
Outcomes 10,	Procedures for	At TAMS HS the referral process is a formal, ongoing review of information related to students who are suspected of having
18	Identification and	disabilities and who show potential signs of needing special education and related services. To ensure that no student
	Assessment of	remains underserved, the SST will make a recommendation for special education assessment when appropriate after a
	Ctudonto	student has participated in several rounds of documented interventions without expected progress. In writing, parents may
	Stadelits	refer their child for assessment of special education services. Other stakeholders, teachers, other school personnel, and
		community members may refer a child for an assessment. Within fifteen days (not counting school vacations greater than
		five days) of the receipt of a referral for assessment, the parent will receive written response from TAMS HS. For English

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Applicant Team Name: Alliance Technology Math and Science High School

OUTCOME	COMPONENT	SCHOOL PLAN
		language learners, the assessment plan documents the student's primary language and language proficiency status. The assessment plan documents multiple alternative assessments when standardized tests are considered invalid for the student based on language proficiency status.
		The referral for assessment process includes looking at student screening information and making a decision about whether or not to conduct a formal education assessment.
		If TAMS HS determines an assessment of a student is not appropriate, the parent will receive written notice of this decision. If the TAMS HS determines an assessment is appropriate, the parent will receive an assessment plan (AP). The AP describes the type and purposes of the assessment that may be used to determine eligibility for services.
		The parent must consent to the AP by signing the AP before the assessment can take place. TAMS HS has 60 days (not counting school vacations greater than five days) from the receipt of the parent's signed AP to complete the assessment and hold an IEP meeting. If the parent does not consent to the AP, TAMS HS may take steps to protect the student if it is believed that the student is being denied necessary services. TAMS HS may request that the parent meet to resolve this difference of opinion, or failing that, initiate a due process hearing to override the parent's refusal to consent.
		The assessment will gather information about the student to determine whether the student has a disability, and if eligible, the nature and extent of special education services that the student may need. Multiple assessments may include individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples.
		<u>TAMS HS guidelines for assessment:</u> - Student will be assessed only after parent consents to the Assessment Plan (AP) Student will be assessed in all areas related to his or her suspected disability.
		<ul> <li>Assessment will be administered in the student's primary language or a qualified interpreter will be provided.</li> <li>Assessment will include a variety of appropriate tests to measure a student's strengths and needs. The person administering the tests will be qualified to do so.</li> </ul>

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

Applicant Team Name: Alliance Technology Math and Science High School

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OUTCOME	COMPONENT	SCHOOL PLAN
		- Assessment will be adapted for students with impaired sensory, physical, or speaking skills. - As an observation to add to the multiple measures, assessment will include the student's social, emotional, behavior status
		as appropriate. - A multidisciplinary team, including at least one teacher or other specialists with knowledge of the student's suspected
		disability, will assess the student Testing and assessment materials and procedures must not be racially, culturally, or sexually discriminatory The TAMS HS shall conduct assessment and standardized testing of students with disabilities using state and district
		guidelines for modifications and adaptations." - Alliance Technology and Math Science HS will monitor the identification of African American students with an eligibility of
		Emotional Disturbance (ED) and has a system for tracking their records.  If the parent disagrees with TAMS HS's assessment of their child, the parent may obtain an independent educational
		assessment and has the right obtain the independent educational assessment at public expense only if the school is not able to demonstrate that its evaluation was appropriate. Upon the parent's request, TAMS HS will provide information about how
		to obtain this independent assessment by a qualified examiner. The school psychologist's report will include conclusion if
		there is a significant discrepancy between achievement and ability that cannot be corrected without special education or related services, for students with learning disabilities. The results will be documents for all tested; to monitor students with low incidence disabilities, the need for specialized services, equipment, and materials will be documented.
Outcome 2	Instructional Plan	In order to best serve our students and community. TAMS HS will continue to examine and refine its list of student outcomes
) 	for students using	over time to reflect the school's mission and any changes to state or local standards that support such mission. The school
	grade level	will submit to the district any changes to the listed student outcomes. Understanding that TAMS HS will be responsible for following the California State Standards for students in grades 9-12, specific emphasis will be placed on those standards that
	standards	prepare students for entry into and success in college and career. These will include all or part of the following:
		Curricular Measurable Outcomes Course
		Focus • Students will read with comprehension, write with clarity, speak with English – Grades 9-10

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Applicant Team Name: Alliance Technology Math and Science High School

MCD				
OUTCOME	COMPONENT	SCHOOL PLAN		
		Language Arts	meaning, and possess familiarity with literary works.	American Literature Contemporary Composition Advanced Composition
		Mathematics	<ul> <li>Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</li> </ul>	Algebra 1 (as needed) Geometry Algebra 2
			<ul> <li>Students will be able to use geometric skills and concepts. They will be able to construct formal, logical arguments and proofs in prometric settings and problems.</li> </ul>	Pre Calculus Linear Algebra A P. Calculus A
			<ul> <li>Students will gain experience with algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions and the binomial theorem, and the</li> </ul>	A.P. Calculus B
			<ul> <li>complex number system</li> <li>Students will be able to use trigonometric functions and the ability to provide basic identities regarding them for the study of more advanced mathematics and science.</li> <li>Students will be able to apply mathematics and its intrinsic theory.</li> </ul>	
		Biological/ Physical Science	<ul> <li>Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology.</li> </ul>	Biology - Marine Biology Chemistry - Environmental Physics - Physiology
		History/ Social	<ul> <li>Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical</li> </ul>	15 T
		Science	interpretations, and research, evidence and point of view. Students will demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism.	American Government Economics

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD				
OUTCOME	COMPONENT	SCHOOL PLAI	N	
		Foreign		Spanish 1-4 (AP)
		language	with comprehension, write with clarity and speak with meaning, as	Spanish for Native
		and	well as possess familiarity with literary works.	Speakers
		literature	H	French 1-4 (AP)
		Visual and	<ul> <li>Students will demonstrate some facility with a fine or performing art.</li> </ul>	- Dance - Drama
		Performing Arts	Students will understand the place of art in society.	- Art - Music
		Community	Students will demonstrate that they are active members of their	Service Learning /
		Service	community. Students will participate in meaningful community	Internships
			volunteer efforts.	
		Health	• Students will demonstrate that they value lifelong, positive health-	Advisory Groups
		Education	<del>b</del>	Physical Education
			healthy physical, social and mental habits.	Health Education
		The general pro	The general program of instruction for TAMS HS students will be based on the specific standards in core content areas	idards in core content areas
		aligned with A-G	aligned with A-G college-prep coursework that guide our expectations for what students will know and be able to do in each	I know and be able to do in each
		curricular area.	curricular area. The benchmark assessments developed by ENI, Inc. are standards-based. Teachers plan 'with the end in	Teachers plan 'with the end in
		mind'—'what do	we want students to know and be able to do. This backwards planning is do	done collegially during the
		Alliance-wide Su	Alliance-wide Summer Conference and during weekly professional learning community (PLC) professional development	C) professional development
		time; teachers u	time; teachers use the CA State Standards, Alliance Instructional Guides, textbooks, and teacher-created material	acner-created material.
		The TAMS HS g	The TAMS HS general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the TAMS HS. TAMS HS will exercise the flexibility to	ive to the required sequence of swill exercise the flexibility to
		design a prograr	design a program based on an inclusion model to serve disabled students.	
		TAMS HS will co	TAMS HS will comply with the federal requirement of least restrictive environment (LRE). This means that to the maximum	his means that to the maximum
		extent appropria	extent appropriate, children with disabilities are educated with non-disabled children. Special classes, separate schooling,	al classes, separate schooling,

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Applicant Team Name: Alliance Technology Math and Science High School

MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
		of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Individuals with exceptional needs will be offered special assistance programs that promote maximum interaction with the general school population in a manner that is appropriate to the needs of both. Examples of supplemental aids and services may be adaptation of regular education goals, curriculum, materials, classroom aids, special education consultation and inservice training. Teachers will employ a multitude of Tier I research-based instructional strategy, including but not limited to scaffolding, differentiation of instruction, grouping, instructional procedures, and assessments. In classes, which have multi-grade levels, common planning time provides additional collaborative coplanning and co-teaching above and beyond the weekly and three professional development days Alliance-wide teachers issue benchmarks in their subject/grade level. These results are delivered back to the teachers, who analyze these results, using continuous improvement model. Co-planning and coteaching implement the plan devised on the PD days to reteach standards using different research-based instructional strategies.
Outcome 7A,	Instructional Plan	N/A
78	for students using	All students will be taught grade level standards.
	Alternate standards	

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 13	Plan to provide Supports & Services	Alliance Technology and Math Science HS will cooperate fully with LAUSD or any other institutions to provide programs that are the most appropriate and least restrictive for students with special needs, including retaining itinerant teachers with special skills to provide Designated Instructional Services (DIS) or Resource Specialist Programs (RSP). TAMS HS will provide qualified personnel to deliver the prescribed program in the IEP and a structure for personnel planning to focus on in-service to meet needs of students with disabilities. TAMS HS will certify student eligibility for participation in special education programs and services according to district procedures. The Resource Teacher is responsible for utilizing and monitoring the Welligent "Tracking Log", documenting provision of services. During collaborative planning time, the student.
		Regular education programs consistent with subparagraph (A) of paragraph (5) subsection (a) of Section 1412 of Title 20 of the United States Code and implementing regulation.      A resource specialist program pursuant to Section 56362.      Designated Instruction and Services, which may include, but are not limited to:      a) Language and speech development and remediation      b) Audiological services      c) Orientation and mobility instruction
		<ul> <li>d) Instruction in the home or nospital</li> <li>e) Adapted physical education</li> <li>f) Physical and occupational therapy</li> <li>g) Vision services</li> <li>h) Counseling and guidance</li> <li>i) Psychological services other than assessment and development of the IEP</li> <li>j) Parent counseling and training</li> <li>k) Health and nursing services</li> </ul>

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
		l) Social worker services m) Specially designed vocational educational
		o) Supplemental aids and supports
		<ul><li>p) Special classes pursuant to Section 56364 or Section 56364.2, as applicable</li><li>Instruction in settings other than classrooms where specially designed instruction may occur.</li></ul>
		<ul> <li>Itinerant instruction in classroom, resource rooms, and settings other than classrooms where specially designed instruction may occur to the extent required by federal law or required.</li> </ul>
		Instruction using telecommunication and instruction in the home, in hospitals, and in other institutions to the extent
		required by federal law or regulation for eligible special needs students.
		When, as a result of the IEP, it is agreed that the most appropriate placement in the least restrictive environment is not
		TAMS HS, the parent of the identified student must be in agreement with the decision. If the parent disagrees, the matter
		would have to be resolved through the due process procedures. TAMS HS will participate with LAUSD in order to facilitate
		due process procedures whenever required.
Outcome 9	Transition Planning	The TAMS HS IEP team shall develop ITPs (Individual Transition Plans) for transition services that help students with
(For programs	Strategies	disabilities, ages 14 and older, meet goals for a successful transition to adult living.
with students		All of the goals and supports are aligned to preparing the special education student for college and career. Tests and
14 and older)		interviews will help the team determine the student's likes, desires, and strengths. The Transition Services are based on
		these test results. The Trainshort Frants written in the IEF/TIP and includes darishort services like ressorts, work training, and outside agency assistance. Completed by students 14 years and older, the Transition Plan encompasses activities
		aligned to Education/Training, Employment, and Daily Life Śkills. Prior to their sixteenth birthday, all students have a
		completed commercially produced transition assessment evident in their IEP.
		<ul> <li>At 14 the student will prepare to be an adult through class lessons.</li> </ul>
		<ul> <li>At 16 the student will connect with outside agencies through people at school.</li> </ul>
		<ul> <li>At 18 the student will make his/her own decisions or parents will use legal ways to make those decisions for the</li> </ul>

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Applicant Team Name: Alliance Technology Math and Science High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		student.
		Transition Services cease when the student:
		Earns a diploma.
		Leaves the District.
		Earns a Certificate of Completion and leave the District.
		Turns 22 years old.
		The student will either earn a Certificate of Completion or a Diploma; student can earn either and s/he may participate in
		graduation.
		To receive a Certificate of Completion, the student:
		Earn 230 high school credits, or
		Meet the IEP goals, or
		<ul> <li>Have good attendance, do the class work and meet the goals in the ITP.</li> </ul>
		Students graduating with a diploma, certificate of completion, or aging out of the system will have a "Senior Inventory" and
		"Summary of Performance" on file in their records and will be provided with a copy for future reference. The goal is to
		facilitate a successful transition with a focus on post-secondary outcomes. With this in mind, TAMS HS will ensure that
		transition instruction will be presented to students, parent, and staff to facilitate a successful transition.
Federal	Access to Extra-	Alliance College-Ready Public Schools believes in equity and access for all students. Therefore, all TAMS HS students
requirement	Curricular/Non	including all students with special needs will have full access to the after school, extracurricular and non-academic programs
-	academic activities:	provided. The Resource Teacher will provide the necessary accommodations and modifications to the program leaders.
		During weekly professional development, the Resource Teacher, general education teachers, and program leaders will
		share progress, concerns, questions, and data collection. Participation in these activities and supports that will be required
		for access will be documented on the student's IEP, as determined by the IEP team. The program leader would become an
		Thus, all students have opportunities to explore the world outside of the classroom. Not only do these Extra-Curricular/Non academic courses and activities impart motivation and confidence but also additional participation in general education.
		מממפוווט סטמוספס מוזע מטוועונים ווויף מיוי אמוני וויסיוי אין אין אין אין אין אין אין אין אין אי

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
		elective classes. Students have full access to the A-G courses as well as the high-interest college and career track STEM courses, clubs, and activities. These Extra-Curricular/Non-Academic activities will be determined by student body interest.
Federal	Providing Extended	All students will have sufficient time in school to learn successfully with 180 days of instruction and up to 10 days ongoing
requirement	School Year	opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time will be structured in longer uninterrupted blocks of time to allow for focused in-depth learning through 7 hours of instruction. Schedules will be structured to provide longer uninterrupted blocks of time of up to 120 minutes or double period blocks of time for accelerated math and English language arts.
		Increased instructional time for all students, as part of the core program will include time for intervention and/or enrichment to meet individual student learning needs. Yet some students have unique disabilities such that when a prolonged or extended break from school occurs, a regression in student achievement parallels the break. This unique need requires
		special education and related services in excess of the regular academic year. This extended school year (ESY) provides special education services for a student with disabilities and unique needs requiring special education and related services in
		excess of the regular academic year. Without this extended time, this disability would leave the student further behind academically, potentially making it impossible or unlikely that the student will attain the level of self-sufficiency and
		independence that would otherwise be expected in view of his or her disabling condition. Therefore, students with this disability require ESY. The students' IEP and the IEP Team will determine the required services to support the student in
		maintaining or exceeding the IEP goals and preventing or minimizing the risk of regression. The goal is to keep the student moving forward toward achieving or exceeding the IEP goals. The need for allocation of personnel and resources for
		students who require ESY services will be built into the annual budget.
Federal Court	MCD Outcomes (to	
requirement	be woven among others)	

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
All	Professional Development	Students learn best with teachers who are knowledgeable of their subject field; are well trained to deliver rigorous instruction as well as to attend to the diverse needs of each student as an individual. TAMS HS teachers will work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.
		Teachers will participate in training and support professional development seminar before the opening of school. All special education teachers meet with the Director of Special Education for an intensive professional development to include but not limited to topics and compliance issues related to special education, Welligent, IEP's, modifications and accommodations, standards-based instructional planning, and standards-based grading. The special education department starts the year as its own Professional Learning Community.
		Ongoing professional and personal growth opportunities will be provided based on ongoing analysis of student achievement data and student work portfolios as well as teacher identified growth needs and interests.
		Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers will have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. TAMS HS assures that its staff shall attend and/or conduct professional development activities that support access by students with disabilities to its general education program, including but not limited to Tiers I, II, and III. General education and special education teachers will have ample opportunities to collaborate, co-plan, and assess co-teaching opportunities to meet the needs of all students in this common planning time. This is a true professional learning community, rooted in collegiality and sharing of best practices for the goal of improving student achievement. Differentiated application of knowledge and skills to meet the needs of all students is at the core of the collegial professional development.  Teachers working together in teams within small learning communities with the same students over two to three years will share accountability and responsibility for each student's academic and personal growth.
		Assistant Principals meet montniy with the Director of Special Education to discuss special education topics.

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

Applicant Team Name: Alliance Technology Math and Science High School

OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	Staffing/Operations	The principal will select the teachers on an application and interview basis. The principal will recruit highly qualified new and experienced credentialed or university intern teachers who fully meet the No Child Left Behind criteria as highly qualified teachers and who are committed to our core values and beliefs. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Service ratios are developed to ensure the needs of students are address and mandated service norms are honored. Principal reports annual budget proposal to the TAMS HS School Board of Directors. Any specialized equipment or health protocols will be maintained and monitored by the Resource Teacher and a documented plan, which will be kept on file at TAMS HS. The principal allocates clerical support needed for compliance.  Responsibilities for the teachers will include:  - Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content.  - Assessing student progress and maintaining accurate records.  - Maintaining regulary in professional development apportunities.  - Maintaining regulary in professional development soft meets of securate records.  - Maintaining regulary in professional development as stipulated by the California Education Secural Assessing student communication with students, student's families, college preparatory subjects (English earlieate, permit, or other document equivalent to that which a teacher is an on-charter public school would be required to hold. Teachers selected to insure that the needs of Special Education in

PUBLIC SCHOOL CHOICE 2.0

A NEW WAY AT

**APPENDIX BB** 

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Teachers will be evaluated by the principal based on: - Student progress as referenced from assessment measures Effectiveness of standards-based teaching strategies Performance of job duties Knowledge of curriculum.
		<u>Teaching Credential Verification</u> All teacher candidates are required to present their original teaching credential document and to provide a copy of the front and back of the document. The credential document is verified with the California Commission on Teacher Credentialing. The applicant's credential subject authorization must meet state and NCLB requirements to teach the subject that s/he is being hired to teach. Since the Alliance supports the employment of university intern eligible candidates, we work closely with the university to ensure that the candidate is eligible for an internship permit, that the subject authorization meets state and NCLB requirements, and that the applicant is able to complete the teaching credential program within two years.
	Fiscal	Student enrollment projections dictate the special education staffing plan for the school budget. The staffing plan will be developed to adequately meet the needs of the projected enrollment of students with special needs. The Director of Special Education, the Resource Teacher, and the Principal will complete and file the Personnel Data Report. The allocation of AB602 and IDEA dollars minus the LAUSD SELPA encroachment determine projected revenues. All expenses related to meeting the needs of students as outlined in their IEPs will include expenditures.

LAUSD

**APPENDIX BB** 

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

Applicant Team Name: Alliance Technology Math and Science High School

DWCD		MCD
OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent	At TAMS HS Parents are partners in their students' education. Parents of students with IEPs will be fully informed, in the
	Participation	preferred communication mode, about their child's identification, evaluation, placement, instruction and reevaluation for special education services. TAMS will utilize District forms, notices and procedural guides designed for parents of students with disabilities are to be developed to be legible and linguistically appropriate to the extent required by law.
		The special education forms, brochures, procedural guides, and notices include: Section 504 forms and notices, Student Success Team forms and disciplinary notices and forms. Alliance TAMS HS is rooted in core belief that parents are partners. To this end, TAMS HS ensures that communication is two-way by providing a contact number on each form so parents can call for clarification or questions.
		As the key to their child's educational decision-making, parents are entitled to request reasonable accommodations to ensure their participation. Such accommodations include mobile assistance, accommodations to understand the content of the forms or meetings, also include oral translation and written translation in the parent's primary language. TAMS HS will ensure that parents are offered special education forms, assessment reports, IEP documentation, and Section 504 forms in their primary language. TAMS HS will provide an oral interpreter at all necessary IEP meetings.
		TAMS HS will make multiple attempts through written notice as well as phone calls to schedule IEP meetings well in advanced and that coordinate with and respect parents' schedules. With the core belief of parents as partners, there are multiple ways of parent participation at TAMS HS. To encourage participation, at all Alliance College-Ready Public Schools have an active narent volunteer program, so that each parent feels part of the school and understands their responsibility to
		the school. Parents complete at least 40 volunteer hours annually. This includes attending parent academy classes. These classes help parents support their child's success. Further, the school will make every effort to fully inform parents as to the curriculum offered and their child's progress. In addition to representation on the School Advisory Council, a TAMS HS Parent Association will serve to address issues regarding parent/teacher/student relations.
		If LAUSD or the parent disagrees with the proposed special education program, a due process hearing will be initiated pursuant to Chapter 5 (commencing with Section 56500), unless a prehearing mediation conference is held. TAMS HS will,

LAUSD

**APPENDIX BB** 

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

Applicant Team Name: Alliance Technology Math and Science High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		prior to the placement of the individual with exceptional needs, ensure that the regular teacher(s), the special education teacher(s), and other persons who provide special education, related services, or both to the individual with exceptional needs will be knowledgeable of the content of the IEP. A copy of each IEP will be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual off the school site will be provided a copy of the IEP. All IEPs will be maintained in accordance with state and federal student record confidentiality laws.
		All teachers and other providers shall be knowledgeable of the content of a student's IEP which shall be kept at the school site." Parents have the right to initiate a due process hearing to challenge a decision made by the TAMS HS IEP team regarding the identification, evaluation, or educational placement of their child. If this occurs, the LAUSD and TAMS HS shall be named respondents and work together for an early resolution (informal settlement or mediation) if possible.
		Parents have the right to file a complaint if they believe that TAMS HS has violated special education federal or state laws or regulations. The District shall address any complaint under its Uniform Complaint Procedures.

LAUSD

## PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

# **IMPLEMENTATION PLAN TEMPLATE**

EVALUATION PROCESS What mechanisms will you use to measure progress?	<ul> <li>Classrooms consistently reflect rigorous standards-based instruction.</li> <li>Each year, schools will meet annual API growth targets. By completion of the third year in operation, schools will acroe 700 or higher annually on API.</li> <li>The average daily student attendance of all schools will be at least 95%.</li> <li>Standards-based formative and summative assessments</li> <li>The average enrollment of all schools will be at least 95% of the budgeted number of students by count date.</li> <li>AYP met.</li> <li>Each year, schools will increase percent of students performing at proficient to advanced levels on California Standards Tests by at least 5%.</li> <li>School and subgroup API</li> <li>Graduation requirements met</li> <li>Students successfully complete of A-G</li> <li>A.P., PSAT, SAT I, SAT II, ACT scores</li> <li>CST, CAPA, CELDT proficiency rates</li> <li>CST, CAPA, CELDT proficiency rates</li> <li>Parents will rate the school, on average, at least 4.0 out of a 5.0 point scale on a parent satisfaction survey. 90% of the parents will return the surveys.</li> </ul>
EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	Standards-based formative and summative assessments using Alliance-wide Instructional Guides  Technology implemented Parent-Teacher conferences Parent and Teacher Surveys Professional Development feedback surveys
RESOURCES What resources are needed for a successful implementation?	Alliance-wide Instructional Guides (Year 1)     Instructional materials     Classroom technology, iPads     PD Resources     Textbook budget     Public Charter School Start Up Grant     Charter School Categorical Block Grant     CollegeYes i3 Innovation     Technology 5-year Grant Implementation     Gates Teacher Effectiveness Initiative 7-Year College-Ready Promise Grant     Teacher Incentive Fund Grant     Teacher Incentive Fund     Grant
RESPONSIBILITY Who will lead the implementation of this element?	Assistant Principal     Assistant Principal     Teachers     Alliance College-Ready Public Schools home office support. VP of Schools, CAQ, VP of Instruction & TCRP Lead, Director of College Counseling, Director of English Language Arts Instruction, Director of Special Education/Student Support, Director of New Teacher Support
TIMELINE In what year will you implement this element of your proposal?	Grades 9-11 – 2011-12 Grade 12 - 2012-13 Start up Operations Support Checklist (Appendix V) Year 2 additional AP courses Year 2 Implement 1:1 iPads for incoming 9th grade students Year 3 – 5 additional AP and STEM courses Year 3 – 5 additional AP and STEM courses Year 3 – 5 Implement 1:1 iPads for incoming 9th grade students for incoming 9th grade students
PROPOSAL ELEMENT What element of your proposal program will be implemented?	Curriculum Instruction

## PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

EVALUATION PROCESS What mechanisms will you use to measure progress?  • Parents will rate the school, on average, at least 4.0 out of a 5.0 point scale on a parent satisfaction survey. 90% of the parents will return the surveys Teacher Surveys • Student Surveys	WASC Accreditation Status granted full accreditation and be granted "initial" accreditation for 3 years     Successfully complete the full self- study and receive full accreditation     Stakeholder feedback on self- study process	Met school AYP/API goals     A.P. scores 3 and above     2 & 4-year college enrollment     Similar Schools Rank     DataDirector reports     Student performance on Benchmark Assessments     90% of the students enrolled as 9th graders graduate within four years.     90% of the high school graduates attend two- or four-year colleges.     Less than 15% of high school graduates attending college are enrolled in remedial (i.e. non-credit bearing) courses in English or math.
EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?  Parent/Community volunteers Positive school culture School participation in athletics School uniforms Daily attendance Student clubs Implementation of Character Counts	School goals developed through self-study     School will meet the criteria for full accreditation and be granted "initial" accreditation for 3 years     Complete the full self-study	100% STAR participation     Completion of student work in classes and STEM classes     Enrollment in A.P.     PSAT, SAT I, II, ACT     Data analysis
RESOURCES What resources are needed for a successful implementation? • Parent Center • Classroom and administration technology • Training for Character Counts • Staff and student email • Communication tools for parents/community • Photocopier and office equipment and supplies • Master Calendar • Staff and Student Handbooks • Advisory Books	WASC training and fees     Self-study stakeholder team     Prepare for the 1-day visit from the team on the first year	Instructional Guides     Benchmarks     Master Calendar     Professional Development Days to analyze results and plans re-teaching     Weekly Professional Development     Technology and internet     Teacher and administrator laptops     DataDirector training
RESPONSIBILITY Who will lead the implementation of this element? • Principal • Assistant Principal • Counselor • Teachers • Parent and Student Leaders • Alliance College-Ready Public Schools home office support	Principal     WASC coordinator     Director of College Counseling     Focus Group Chairs	Principal     Assistant Principal     Teachers     Director of Research and Assessment     Director of Data Systems
Inweline  In what year will you  implement this element of your proposal?  Initial policies outlined in 3.0 with refinement in 2011-12 Start up Operations Support Checklist (Appendix V) Year 1 - Implement Character Counts Fall 2011  Year 1 - Implement Advisory Program Year 1 - Collaboratively establish school vision, mission, values, beliefs, and goals/articulate to all Year 2-5 - Afterschool program and non-academic classes will be dependent on student interests and offerings	Year 1 - Request WASC Affiliation in the first year, 2 nd semester of 2011-12     Years 2-5 – Complete the full self-study and receive full accreditation in accordance with the WASC calendar	Year s1 – 5 - Student Diagnostic Survey-After registration and enrollment in school     Annually, Spring- State Mandated Standardized Tests (Content Standards Tests, CELDT, CAHSEE)     Annually - API     Annually - API     Annually - API     Annually - College Entrance Exams, PSAT, SAT II, CSU Entrance/Placement Exams-Beginning in Grade 10     Annually - California High School Exit Exam-As scheduled by CA State Department     Every 10 weeks Interim School Wide Student Assessments (Data Director)
PROPOSAL ELEMENT What element of your proposal program will be implemented? School Culture and Climate	WASC accreditation	Assessment

## PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS  How will you know you are making progress post- implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
	<ul> <li>Analysis of Student Projects-Quarterly (every 10 weeks)</li> <li>Student Progress Reports-Quarterly (every 10 weeks)</li> <li>Ongoing Classroom Teacher Assessments-Daily, Weekly, Final Exams in 9th Wk ea Qtr</li> <li>Student Conduct Records- 5 wks</li> </ul>				
Professional Development	Start up Operations Support Checklist (Appendix V)     Summer 2011—Alliance-wide and New Teacher Orientation     Summer 2011—Site-based Professional Development for opening, site policies and procedures, discipline, special education, data analysis.     Weekly collaborative meetings     Benchmark assessment analysis quarterly     Professional Development plan to be created based on students' needs	Principal     Assistant Principal     Teacher Leaders     VP of Schools, VP of Instruction & TCRP     Director of New Teacher     Support	Professional Development Plan     TCRP Teacher Effectiveness     Instructional Guides     Benchmarks     Master Calendar     Alliance-wide PD to analyze results/plans re-teaching     Weekly Professional Development     Summer PD     Technology and internet     Teacher and administrator laptops     DataDirector and PowerSchool training     New Teacher/BTSA support	Student achievement on Benchmark Exams Weekly Professional Development feedback Classroom practice TCRP Teacher Effectiveness Ratings and Professional Growth Plans Peer observations	<ul> <li>TCRP Teacher Effectiveness Ratings and Professional Growth Plans</li> <li>Teacher self-evaluation</li> <li>Teacher Surveys</li> <li>Met school AYP growth</li> <li>DataDirector reports delivered in a timely manner</li> <li>Student performance on Benchmark Assessments</li> <li>A.P. scores 3 and above</li> <li>2 &amp; 4-year college enrollment</li> <li>Similar Schools Rank</li> </ul>
Special Education program implementation	Timeline based on mandated assessment and implementation dates – see 6.0 and Service Plan for Special Education	<ul> <li>Principal</li> <li>Director of Special</li> <li>Education</li> <li>Resource Teachers</li> </ul>	<ul> <li>Welligent</li> <li>Resource Teacher laptop</li> <li>Internet Access</li> <li>Co-teaching model staffing</li> <li>Master Calendar</li> <li>Assistive Technology</li> </ul>	IEP/504 goals met     Assimilation of Special Needs students into school culture based on # of Special Ed students in extra curricular activities & non-academic	<ul> <li>Graduation Rate/ Certificate of Completion</li> <li>Implementation of Transition Plans</li> <li>Academic performance</li> <li>Subgroup API</li> <li>College enrollment</li> </ul>
Community Engagement	Timeline based on section 9.0     Development of Alliance School Advisory Council and parent workshops 2011     Connect with local business, religious establishments, local feeder schools, police and fire, 2011 and continues annually to develop relationships	Principal     Director of Parent/     Community Engagement     Community Volunteer     Mentors	Fufillment House for mailings     Volunteer Mentors     Job Shadowing     Design and mail mailers	Participation at school-based events     Community contacts     Parent-school communication     Parent/ Community Education Academies     Quantity/quality of volunteer     mentors     Quantity of students in job shadowing	Parents will rate the school, on average, at least 4.0 out of a 5.0 point scale on a parent satisfaction survey.     90% of the parents will return the surveys. At least 75% of parents will attend 4 Parent Education Academies     80% of parents complete at least 40 volunteer hours annually.

## PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

you are  What mechanisms will you use to measure progress?  The average rate of attendance at scheduled parent conferences will be at least 75%.	or moving • Standards-based formative and summative assessments • AYP met • School and subgroup API • Graduation requirements met • Students successfully complete of A-G • A-P., PSAT, SAT I, SAT II, ACT scores • CST, CAPA, CELDT proficiency rates • CAHSEE pass rates • Parent and Teacher Surveys	• •	Parent and Teacher Surveys     The average enrollment of all schools will be at least 95% of the budgeted number of students by count date.	fled at  • Parent and Teacher Surveys • The average enrollment of all schools will be at least 95% of the budgeted number of students by count date. • Student Surveys
EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	Metrics are being met or moving toward the target in a timely manner	Positive cash flow     Ability to meet the needs of students	Minimal class schedule changes     Student success in A-G courses	School will be fully staffed at opening     Little to no turnover rate of staff because applicants were well-vetted, supported, and trained
RESOURCES What resources are needed for a successful implementation?	Collaborative meetings     School Board Meetings	Projected Student     Enrollment	<ul> <li>Projected Students</li> <li>Projected teachers</li> <li>Power School</li> </ul>	Advertisements     Interview Committee,     including VP of Schools,     School Board Members,     Principal, Director of Human Resources     New Teacher Training—see     professional development     BTSA—Director of New     Teacher
RESPONSIBILITY Who will lead the implementation of this element?	Teachers, students, parents and administrators, and its School Board of Directors     Principal, teacher, parent and VP of Schools	CEO Principal School Board VP of Schools	VP of Schools     Principal     Director of Student Information Systems	Principal     VP of Schools     Director of Human Resources     Director of New Teacher Support
TIMELINE In what year will you implement this element of your proposal?	School Advisory Council—year 1 fall semester     School Board of Directors—year 1 fall semester     Years 2-5	<ul> <li>Year 1 Budget development, expenditures and</li> <li>End of Year 1 audits-due Dec. 15</li> <li>Year 1 End of Fiscal June 30</li> <li>Year 2 Beginning of Fiscal July 1</li> <li>Year 2 – 5 continue in same cycle</li> </ul>	<ul> <li>Year 1 2011 9th-11th</li> <li>Year 2 2012 9th-12th</li> <li>Winter/Spring – Middle School Articulation</li> <li>Years 3-5 continue same cycle</li> </ul>	Advertisements posted winter 2011     Interviews conducted spring 2011     Acceptance letters posted early summer 2011     Year 2 Advertise, Interview, Hire highly qualified teachers 12th gr.     Year 2 Implement TCRP Performance Pay Compensation     Year 3 Advertise, Interview, Hire Director of Instruction
PROPOSAL ELEMENT What element of your proposal program will be implemented?	School Governance and Oversight	Finances	Master Schedule	Staffing



Job Description: President/ CEO

### **Description**

The President/CEO has ultimate management and leadership responsibility for the Alliance for College-Ready Public Schools and has overall responsibility for leading the organization to achieve it's mission of opening and successfully operating twenty high performing middle and high schools that consistently implement the Alliance educational model. Sets the direction and oversees the operations of the Alliance. Supervises and evaluates the performance of chief officers. Has overall responsibility for the design and implementation of the Alliance educational model, fund development, and financial management of the Alliance. Has final responsibility for selection, hiring and termination of school principals.

### Reporting Relationship

- The President/CEO reports to and is the sole employee of the Alliance Board of Directors. Is a non-voting director and officer of the Alliance Board of Directors. In addition, is a non-voting ex officio member of all board committees, appointed or established by, and accountable to, the board of directors.
- Is the representative of the Alliance as the employer of paid staff and is responsible for establishing compensation and benefits, and the hiring and release, of Alliance employees.
- Serves as president of each Alliance school's board of directors.

### **Major Functions**

- 1. Directs and executes all activities of the Alliance either directly or through delegated authority.
- 2. Provide leadership in these and other areas: the creation of strategic, tactical, and financial plans; developing goals and measuring performance to the approved goals; organizational development; liaison to the public, government, affiliated organizations, and other stakeholders; develop school services and school leader development; the development of the Alliance staff.
- 3. Is the single point of board delegation accountable for meeting all of the board's expectations for Alliance performance and is granted all the authority by the board that such accountability deserves. As such, authority granted by the board to the Alliance is actually granted personally to the CEO.

### **General Duties (Direct or Delegated)**

- 1. **Board Administration and Support:** Supports operations and administration of Board by advising and informing Board members, interfacing between Board and staff, and supporting Board's evaluation of chief executive.
- 2. **Program and Service Delivery:** Oversees design of Alliance model, marketing, promotion, delivery and implementation high quality educational program in Alliance schools, and quality home office products and services.
- 3. **Financial, Tax, Risk and Facilities Management:** Recommends yearly budget for Board approval and prudently manages Alliance's resources within those budget guidelines according to current laws and regulations.
- 4. **Human Resource Management:** Effectively manages the human resources of the Alliance according to approved employee annual agreements and procedures that fully conform to current laws and regulations.
- 5. **Community and Public Relations:** Assures the Alliance and its mission, programs, and services are consistently presented in strong, positive image to relevant stakeholders.
- 6. **Fundraising:** Oversees fundraising planning and implementation, including identifying resource requirements, researching funding sources, establishing strategies to approach funders, submitting proposals and administrating fundraising records and documentation.

### **Specific Duties (Direct or Delegated)**

1. Provides leadership in the development of the Alliance's statement of vision, mission, and goals, and the corresponding strategies, plans, and budgets to achieve them



- 2. Develops primary goals, operating plans, policies, and short and long-range objectives for the Alliance.
- 3. Carries out the Alliance strategic business plan and policies as established by the board of directors.
- 4. Directs and coordinates Alliance activities to achieve goals.
- 5. Establishes Alliance organizational structure and delegates authority to subordinates.
- Leads the Alliance towards objectives, meets with and advises chief officers and reviews results of Alliance operations and performance.
- 7. Determines action plans to meet the needs of schools and the Alliance home office.
- 8. Acts as the spokesperson for the Alliance; Represents the Alliance to education, philanthropic and business communities, parents, government agencies, and the public
- 9. Ensures the development of charter petitions, school and employee performance measurements, management controls, and critical success factors
- 10. Reviews approved plans and budgets as part of the annual planning and budgeting cycle and presents recommendations to the board of directors and/or the appropriate committee
- 11. Develops and provides appropriate policy recommendations for consideration by the board
- 12. Ensures that an annual plan and budget are prepared for and presented to the board of directors
- 13. Proposes agendas for the board of directors reflecting issues, opportunities, and priorities
- 14. Presents a written report of all board meetings
- 15. Develops and maintains an effective staff organization which provides appropriate policy and program recommendations for consideration by the board and its committees, and which delivers services, programs and information sufficient to achieve Alliance goals
- 16. Hires, rewards, disciplines, terminates, and sets the remuneration of, all Alliance employees except for herself, in accordance with policy and approved budgets;
- 17. Maintains the necessary contacts to keep abreast of emerging issues of significance to charter management organizations
- 18. Performs such other duties as are prescribed from time to time by the board of directors

### **Major Roles**

### Leader

- Advises the Board
- Advocates / promotes the Alliance and school reform related to the Alliance mission
- Supports motivation of employees in Alliance schools and home office

### **Visionary / Information Bearer**

- Ensures staff and Board have sufficient and up-to-date information on school and home office performance
- Looks to the future for change opportunities
- Interfaces between Board and employees
- Interfaces between Alliance and community

### **Decision Maker**

- Formulates policies and planning recommendations to the Board
- Decides or guides courses of action in operations by staff

### Manager

- Oversees operations of Alliance
- Implements plans
- Manages human resources of Alliance
- Manages financial and physical resources

### **Board Developer**

- Assists in the selection and evaluation of board members
- Makes recommendations, supports Board during orientation
- Supports Board's evaluation of Chief Executive

### Judy Ivie Burton

### 2010



### Work

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

E-mail: jburton@laalliance.org

### **BACKGROUND SUMMARY**

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

### PROFESSIONAL EXPERIENCE

2003 – Present

President/CEO, Alliance College-Ready Public Schools

Leader of non-profit charter management organization that has launched 16 of 20 planned highly successful small charter schools in low performing, overcrowded target communities within the LAUSD area in the past 6 years and has raised more than \$100 million in public and private grants for operations, facilities, professional development and scholarships. Four Alliance high schools are 2009 California Distinguished Schools. Alliance high schools are performing higher than the California and LAUSD average.

2000 - 2003

### Superintendent, LAUSD Local District B

Served as the Superintendent of Local District B in the Los Angeles Unified School District. Led the largest of eleven local districts with 81 pre K – 12 schools and early education centers serving more than 83,000 students in the north and east valley school communities. Responsible for leading instructional reform and professional development to improve student achievement. Responsible for oversight of \$20 million dollar budget and programs including parent outreach, special education, health services, food services, finance/procurement and facilities services as well as the development of 7 new school construction projects, including 3 senior high schools, 1 middle school, 2 elementary schools and 1 primary school. Member of LAUSD General Superintendent's Cabinet.

1993 - 2000

### Assistant Superintendent, LAUSD Office of School Reform

Responsible for improving student achievement through developing, implementing and supervising pathways to education reform in 755 Pre K-12 LAUSD schools including: 35 Charter schools, 427 Los Angeles Alliance for Education Reform Now (LEARN) schools, 262 School-Based Management schools, 60 Comprehensive School Reform Demonstration schools, and 22 Pre K-12 Annenberg Challenge Grant Families of Schools.

Provided district-wide leadership and direction in establishing District implementation of State Public Schools Accountability Act (SB1X). Liaison to State and Federal Departments of Education for Immediate Intervention /Underperforming Schools Program and Comprehensive School Reform Demonstration Programs for low performing schools. Developed and supervised district-wide implementation and training for decentralized decision-making and stakeholder involvement in school-based budgeting, staffing and school improvement.

Evaluated performance of Cluster Administrators. Initiated and supervised LAUSD implementation of \$53 million Los Angeles Annenberg Metropolitan Project involving 22 Pre K-12 Families of Schools. Disseminated best practices in education reform as producer of *Learning Hour* television series with KLCS-TV.



1992 – 1993	Assistant Director, Urba	<u>an Learning Centers,</u>	Los Angeles	<u>s Educational Partnership</u>	
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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 - 1992Elementary District Administrator

Administrative District 1 in South Los Angeles. Responsible for supervision of instruction and operations in 14 schools. Evaluated performance principals. Led development of

District 1 strategic plan.

### 1984 –1991, 1992 Principal

Martin L. King, Jr. Elementary. Implemented "Ten Schools Program", a multi-million dollar pilot program designed to restructure teaching methodology, staffing, class size and funding to improve achievement and parent participation in ten predominately African American and Hispanic schools with a history of having the lowest achievement in LAUSD. West Vernon Avenue Elementary. Predominately Hispanic and Black Title I school of 1,100. Implemented "Eastman Bilingual Pilot. Hart Street Elementary School, Region D.

1986 Associate University Instructor

California State University, Los Angeles (CSULA). Taught California School Finance in

Graduate School of Education Masters Program.

1982 - 1984**Assistant Principal** 

Malabar Elementary School, Region G in East Los Angeles. Predominately Hispanic Title I

school of 1,200. Led improvement of ESL and bilingual instruction.

1980 - 1982Assistant Field Coordinator of Compensatory Education

Administrative Office, Region G. Supervised implementation of Chapter I. School

Improvement, and Bilingual Programs in 56 schools.

1971 - 1980Bilingual Advisor, Coordinator and Classroom Teacher

> Administrative Regions G and E. Trained teachers and administrators in bilingual/ESL instruction. Coordinator of School Improvement and Bilingual Programs. Director, Reading

Achievement Center, Grades 3-6. Teacher, K - 2.

### **EDUCATION**

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

### PROFESSIONAL AND COMMUNITY SERVICE EXPERIENCES

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

### **PERSONAL**

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



### **CFO-JOB DESCRIPTION**

### Accounting and Administration

- Oversee the accounting department to ensure proper maintenance of all accounting systems and function; supervise finance staff.
- Ensure maintenance of appropriate internal controls and financial procedures.
- Ensure timeliness, accuracy, and usefulness of financial and management reporting for federal and state funders, foundations, and board of directors; oversee the preparation and communication of monthly and annual financial statements.
- Coordinate audits and proper filing of tax returns.
- Ensure legal and regulatory compliance regarding all financial functions. (includes e-rate, NCLB, PCSG, etc...)
- Remain up to date on nonprofit audit best practices and state and federal law regarding nonprofit operations.
- Oversee the application process for government funding requests
- Sign checks and approve wires
- Administers credit cards

### Finance

- Oversee cash flow planning and ensure availability of funds as needed.
- Oversee cash, investment, and asset management.
- 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.
- Ensure that finance staff maintains financial record systems in accordance with Generally Accepted Accounting Principles, and monitor the use of all funds.
- Oversee the preparation and approval of all financial reporting materials and metrics for funding organizations and board of directors; prepare and communicate monthly and annual financial statements.
- Manage cash flow and forecasting; direct all financial, project-based, and departmental accounting.

### <u>Strategy</u>

- 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.
- Oversee long-term budgetary planning and cost management in alignment with strategic plan.
- Engage the Chief Development Officer to align financial management with short- and long-term financial planning and projections.

### **Miscellaneous**

- Facilities financing
- Pavroll
- New Corp Set Up, IRS Non Profit Status, Name Change, etc..
- Vendor negotiations, account set ups, credit applications Ricoh, Kinkos, Pitney Bowes, etc...

### 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

### **EXPERIENCE:**

January 2009-Present Alliance College Ready Public Schools, Los Angeles, California (Charter School Management Organization)

### Chief Financial Officer

- Oversee the accounting department to ensure proper maintenance of all accounting systems and function; supervise finance staff.
- Ensure maintenance of appropriate internal controls and financial procedures.
- Ensure timeliness, accuracy, and usefulness of financial and management reporting for federal and state funders, foundations, and board of directors; oversee the preparation and communication of monthly and annual financial statements.
- Coordinate audits and proper filing of tax returns.
- Ensure legal and regulatory compliance regarding all financial functions.
- Oversee cash flow planning and ensure availability of funds as needed.
- Oversee financing strategies and activities, as well as banking relationships.
- Oversee budgeting, and the implementation of budgets, so as to monitor progress and present operational metrics both internally and externally.
- Participate in the ongoing strategic planning process as an integral member of the senior management team.

August 2008-

DLC, Inc., Los Angeles, California (Consulting Firm)

December 2008

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 explanatio 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.



JOB TITLE: Chief Academic Officer Date

**CLASSIFICATION:** Certificated

REPORTS TO: Chief Executive Officer TER

**REVISION NO:** 02

**DATE CREATED:** 2/17/2008

FLSA STATUS: Exempt TERM: At-Will

**REVISION DATE: 2/25/2010** 

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### **POSITION SUMMARY**

The Chief Academic Officer (CAO) is responsible for supporting and driving educational performance at Alliance. The CAO serves as the chief instructional leader and carries and communicates the academic vision for the organization. The CAO oversees curriculum, instruction, assessment, and professional development. As Alliance expands, the CAO will be responsible for ensuring instructional consistency and quality across the various campuses and building on the successful academic achievements of the Alliance schools.

### **ESSENTIAL JOB DUTIES**

### SCHOOL LEADERSHIP MANAGEMENT

- Supervise school administrators and encourage a positive and cooperative atmosphere within our small network of schools
- Inspire, challenge, align and develop the school leadership team, by providing high-quality instructional leadership
- Balance educational consistency with autonomy at schools and share best practices
- Deliver on academic performance objectives, identifying key initiatives in the areas of curriculum, assessment and professional development

### **CURRICULUM AND INSTRUCTION**

- Guide development of leadership curriculum, selecting appropriate instructional materials, facilitating collaboration among teachers and school sites, leading summer curriculum institutes, and supervising the work of curriculum consultants
- Refine and articulate the overall instructional strategies for the schools, including attention to different learning styles, different student cultural backgrounds, low ability readers, and English language learners

### **ASSESSMENT**

- Develop and refine tools for assessing individual school and organization performance
- Select appropriate benchmark and formative assessments and software tools for collecting and analyzing assessment data
- Professional development
- Develop and oversee a world-class professional development program for the network of schools

- Build out Principal development program to support effective school leaders
- Oversee development of partnerships with external programs
- Build relationships with leading education reformers and maintain knowledge of critical
- Maintain knowledge of education policy issues and innovations in secondary education
- Oversee faculty evaluation systems

### ADMINISTRATION AND ORGANIZATION

- As a member of the senior management team, make key decisions related to Alliance for College-Ready Public Schools strategic education plan
- Develop external partnerships with educational organizations and universities
- Support the recruiting of all academic staff and partnering with the Director of Human Resources
- Create and review educational presentations in charters and grant applications
- Other duties as assigned by CEO

### **QUALIFICATIONS**

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A typical method of demonstrating these requirements would be:

### **EDUCATION**

A graduate degree in education, educational leadership, public administration or a related field from an accredited college or university.

### **EXPERIENCE**

At least five years of successfully driving student achievement in a school, as a Principal, mentor, coach or other administrative role. At least two years of successful experience at the system level, in a coaching role, managing or conducting professional development for principals.

### **CREDENTIAL OR LICENSE**

Possess and maintain a valid California Administrative Services credential.

### **KNOWLEDGE OF:**

- Principles, theories, practices, methods, and techniques used in classroom instruction
- Methods and approaches to planning specialized instructional programs
- Evaluation and assessment techniques used in determining proper teaching and instructional methods
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools
- Personnel management principles and practices, including selection, training, supervision, and performance evaluation.

### **ABILITY TO:**

- Think strategically and systematically and participate in long-term strategic planning
- Work collaboratively with principals, teachers and other Alliance stakeholders
- Effectively communicate, in both, oral and written form
- Identify, plan, and articulate future educational programs, approaches, and methods to meet student needs
- Maintain a strong understanding of secondary curriculum and programming

### SUPERVISORY RESPONSIBILITIES:

Directly supervises Vice Presidents of Schools and the Vice President of Instruction.

### **EQUIPMENT TO BE USED:**

Operates calculator, computer terminal, PC, printer, fax, copier, and other standard office machines.

### **TYPICAL PHYSICAL DEMANDS**

Requires prolonged sitting, some standing, bending, and reaching. Requires eye-hand coordination and manual dexterity sufficient to operate a keyboard, photocopier, telephone, calculator, and other office equipment. Requires eyesight correctable to 20/20 to read numbers and reports. Requires hearing within normal range for telephone use. May require lifting up to 50 pounds.

### **TYPICAL MENTAL DEMANDS**

Must understand vague and implicit instructions, and react favorably in all work situations. Must be mentally adaptable and flexible in dealing with a variety of people. Must be able to communicate providing verbal and written feedback in a professional manner. Requires public contact and excellent interpersonal skills.

### **WORKING CONDITIONS:**

Employees in this position will be required to:

- Work in a typical school/office setting
- Occasionally work overtime or odd schedules to meet deadlines.

### Joan Massey

ENSURES EVERY STUDENT RECEIVES A WORLD-CLASS EDUCATIONAL EXPERIENCE

### VISIONARY LEADER ◆ SCHOOL REFORMER ◆ TALENT DEVELOPER

### **VISIONARY LEADER**

- Accomplished executive leader who supports districts through complex reform policies, while developing learning communities dedicated to increasing: Rigor, Relevance and Relationships as the key levers for school improvement.
- Expertise in enhancing student performance by identifying systems, programs and procedures toward closing the achievement gap.
- Promotes transparency by monitoring school achievement data, creating reports, and making recommendations for improvement.
- Proven ability to build consensus among stakeholders through a proactive, creative and flexible approach to solving problems and creating solutions.

### SCHOOL REFORMER

- Successful experience in school redesign and reform having opened eleven schools and redesigned two;
   including charter, magnet and district schools.
- Successful collaboration with multiple constituencies to align all resources that ensures the smooth implementation of a high quality instructional and student support programs.
- Knowledge of emerging research and best practice in the area of curriculum/instructional design and practice.

### **TALENT DEVELOPER**

- Demonstrated ability to lead, support, coach and evaluate principals in designing schools and programs that align with students needs to improve achievement.
- Proficient in identifying, recruiting and developing internal and external future leaders.
- Models highs standards of integrity and performance.

### PROFESSIONAL EXPERIENCE

### Assistant Superintendent of Secondary Education Hartford Public Schools, Hartford, CT 07-Present

- Oversight and Management of nineteen schools comprised of ten thousand students
- Supervise and evaluate nineteen principals and the five member district secondary team
- Develop and guide professional learning communities for principals so that each participant becomes a reflective practitioner
- Develop and train principals on the use of an "Effective Teaching Rubric" to improve instruction in each school
- Tracks implementation benchmarks and reports successes of transformed small schools beyond their second year of implementation schools and makes presentations to inform internal and external stakeholders.
- Collects, analyzes and uses formative, summative and anecdotal data to make decisions and guide the work of the principals
- Works with principals in developing school culture and climate necessary for increasing student achievement,
   preparing students for college and careers and monitoring students progress toward graduation
- Works collaboratively with other departments to align all resources to ensure a smooth implementation of a high quality instructional and student support program in each school.
- Leads the implementation of professional development for creating rigorous and engaging instruction that is standards driven, project-based and interdisciplinary.
- Works cross -functionally on teams to set data targets and provides standardized test data analysis and provides support and professional development for teachers and school administrators using data to inform teaching practices.

### Joan Massey

### PROFESSIONAL EXPERIENCE (continued)

Principal Whitney High School North ACES, Hamden, CT 2000-2007

- Restructured total school environment in order to establish clear, common goals for all, build morale, create a
  comfortable, yet effective learning environment as well as promoting the positive aspects of diversity in a
  special education high school for students with severe emotional and behavioral disorders.
- Implementing a School Improvement Plan
- Increasing student literacy and technological proficiency
- Unifying staff and jumpstarting individual productivity & performance
- Incorporating alternative methods of evaluation/assessment of student progress
- Emphasizing individual student portfolios for students transitioning from school to post-secondary education
- Setting up performance-boosting committees: Curriculum Development, Behavior Management, Program Improvement, Vocational Development

Vice Principal Sage Park Middle School - Windsor, CT

1998-2000

Education Director North Star Academy Charter School- Springfield, MA

1996-1998

Special Education Coordinator Eastlake High School- Redmond, WA

1992-1995

Teacher Various Locations (English, Algebra, Humanities)

1987-1992

### **Education**

### **University of Massachusetts**

Amherst | Massachusetts

Doctorate of Educational Policy & Leadership

Anticipated completion of Dissertation (May '10)

### **American International College**

Springfield | Massachusetts

Masters in Special Education (May '90)

### **Northeastern University**

Boston | Massachusetts

Bachelor of Science Degree in Education (May '87)

### Committees

- CT State Department of Education Advisory Committee for Priority Schools
- CT State Department Secondary School Reform Capstone Advisory Committee
- The Governor's Prevention Partnership: Safe Schools and Communities Coalition
- Connecticut ASCD Programs & Communication

### **Organizations**

- Association for Supervision & Curriculum Development
- Association of Secondary School Principals



JOB TITLE: Chief Operating Officer DATE

**CLASSIFICATION:** Classified

**REPORTS TO:** Chief Executive Officer

**REVISION NO:** 02

**DATE CREATED:** 08/01/2008

FLSA STATUS: Exempt

TERM: At-Will

**REVISION DATE:** 03/09/2009

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### **POSITION SUMMARY**

The Chief Operating Officer (COO) is responsible for overseeing technology, facility development, facility maintenance and operations, infrastructure development, human resources and strategic partnerships for Alliance.

### **ESSENTIAL JOB DUTIES**

- Recommend and implement strategic changes in operations strategy Alliance-wide.
- Provide day-to-day leadership and management that will lead the Alliance to accomplishing its mission and core values.
- Responsible for driving the organization to achieve and surpass the business goals and objectives.
- Direct short-term and long-range planning to support strategic organizational goals.
- Spearhead the development, communication and implementation of effective growth strategies and processes.
- Drive the successful execution of business strategies for services provided to Alliance schools.
- Direct the management of the IT Department to ensure that all operational systems are continuously evaluated for proper operation, relevance and utilization.
- Oversee the design and implementation of IT systems to ensure effective support of Alliance schools and the Home Office.
- Ensure that the organization establishes operation procedures that generate higher efficiency.
- Oversee the analyses of real estate, including the development of financial plans for acquisition and development of real estate for school use.
- Collaborate with the management team to develop and implement plans for the operational infrastructure of systems, processes, and personnel designed to accommodate the rapid growth objectives of the Alliance.
- Oversee the strategic plans of the Human Resources Department to ensure the appropriate assessment of staffing needs of Alliance schools and the Home Office.
- Oversee operations budget to ensure compliance with Alliance expenditure requirements.
- Interact regularly with executive team and individual department heads to ensure that the organization's operational priorities are aligned with the Alliance business plan.
- Continually investigates and introduces process improvement measures and presents suggestions to CEO for consideration.
- Other duties as assigned.

### QUALIFICATIONS

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A typical method of demonstrating these requirements would be:

### **EDUCATION**

A bachelor's degree in business administration, public administration or a related field from an accredited college or university. A master's degree in business administration is a plus.

### **EXPERIENCE**

Five to seven years of management experience with a proven track record of developing and implementing strategic plans that lead to the improvement of operational policies and procedures.

### **CREDENTIAL OR LICENSE**

None required.

### **KNOWLEDGE OF:**

- Budget preparation and fiscal management.
- Generally accepted accounting practices, procedures and standards
- Policy and procedure development techniques
- Principles of cost/benefit analysis
- Fiscal monitoring and control mechanisms
- Functions of revenue, expenditures and collections
- General office software, particularly the Microsoft Office Suite and MIP software (or other similar not-for-profit general ledger software) and use of databases.
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools is a plus.

### **ABILITY TO:**

- Demonstrate leadership ability, team management, and interpersonal skills.
- Demonstrate analytical and abstract reasoning skills, plus excellent organization skills
- Plan, develop and coordinate multiple projects.
- Communicate effectively in both written and verbal form.
- Make administrative and procedural decisions and judgments.
- Foster a cooperative work environment.

### **SUPERVISORY RESPONSIBILITIES:**

Directly supervises the Director of Business Development, Director of Human Resources, Director of IT, Director of Operations, and the Director of Real Estate.

### **EQUIPMENT TO BE USED:**

Operates calculator, computer terminal, PC, printer, fax, copier, and other standard office machines.

### **TYPICAL PHYSICAL DEMANDS**

Requires prolonged sitting, some standing, bending, and reaching. Requires eye-hand coordination and manual dexterity sufficient to operate a keyboard, photocopier, telephone, calculator, and other office equipment. Requires eyesight correctable to 20/20 to read numbers and reports. Requires hearing within normal range for telephone use. May require lifting up to 50 pounds.

### **TYPICAL MENTAL DEMANDS**

Must understand vague and implicit instructions, and react favorably in all work situations. Must be mentally adaptable and flexible in dealing with a variety of people. Must be able to communicate providing verbal and written feedback in a professional manner. Requires public contact and excellent interpersonal skills.

### **WORKING CONDITIONS:**

Employees in this position will be required to:

- Work in a typical school/office setting
- Occasionally work overtime or odd schedules to meet deadlines.

APPENDIX DD

### Page 3

### Wellpoint Health (Continued)

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

### **Aramark Services**

1985-1998

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

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

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

### PRIOR EXPERIENCE

Conrac Corporation, Stamford, CT Arthur Andersen & Co – Washington DC

### **EDUCATION**

Bachelor of Science in Business Administration, Georgetown University, 1979 Graduated Cum Laude/Deans List

CPA, State of Connecticut



### Wellpoint Health (Continued)

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

CFO, VP Finance: Blue Cross of California 2000-2002 CFO, VP Finance: Wellpoint Large Group Division 1999-2000 VP Finance: Wellpoint Corporate 1999

VP Finance, Individual, Small Group and Senior: Blue Cross of California 1998 Responsible for planning, forecasting, strategic planning, internal and external reporting, capital and cash flow for several Wellpoint Divisions. Served in a series of increasingly responsible positions.

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

### APPENDIX DD

### STEPHEN SYNOTT

### PROFILE

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

### EXPERIENCE

UnitedHealthcare - Glendale, CA

2006 - 2008

President, Small Business

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

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

Wellpoint Health (Blue Cross of California) - Thousand Oaks, CA

General Manager of Small Group, Western Region 2005-2006

General Manager of Individual, Western Region 2002-2005

Pageonsible for full P&L strategy, product development, operations and capital for

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



### JOB DESCRIPTION:

### **Chief of Development and Communications**

### **Organization Background**

The mission of Alliance College-Ready Public Schools, a nonprofit charter management organization, is to open and operate a successful network of small high-performing 9-12 and 6-8 public charter schools in underachieving, low income, overcrowded communities in Los Angeles, that will significantly outperform other public schools in preparing students for graduation and readiness to enter and succeed in college. The Alliance network has grown to include eight high schools and three middle schools, which are currently serving almost 4,000 students in some of the most underachieving, overcrowded, low income communities in South and East Los Angeles. Each of these schools is significantly outperforming the neighboring district school that their students would have otherwise attended, proving that given the right opportunities and environment, all students can learn and achieve at the highest levels. Five new Alliance schools will open in August 2009.

### **Position Description**

The Chief of Development and Communications is responsible for sustaining and expanding funding and awareness for the Alliance in order to advance the mission and goals of the organization and each of its schools.

### Reporting

The Chief of Development of Communications reports to the Alliance President/CEO and is a member of the senior management team.

### **Duties and Responsibilities:**

- Facilitate the preparation and implementation of a fundraising plan to expand and diversify strategies to identify, engage, educate and cultivate existing and perspective donors.
- Lead the successful implementation of a comprehensive strategic communications plan designed to increase understanding and awareness of the Alliance among target audiences including, but not limited to: media, donors, policy makers, civic and community leaders, educators, and parents.
- Provide oversight, strategic direction, priority setting and performance evaluation for the department's internal members, which consist of a Sr. Development Officer and Communications Coordinator.
- Ensure effective management and utilization of outside partners involved in media relations, publication design, event production, web design and hosting, and other key areas.
- Develop and maintain relationships with and solicit major individual and institutional donors.
- Work with contracted PR firm and internal staff to manage and grow a local and national media strategy
  to generate strategic coverage of Alliance schools and programs. Edit op-eds, press releases, quotes
  and other public statements and act as a point of contact for media inquiries.
- Monitor the design and production of communications tools including website, newsletter, annual report, e-newsblasts, brochures and other materials. Ensure design and content adhere to branding standards. Review to measure effectiveness on a regular basis.
- Review and edit funding letters of inquiry, grant proposals and reports. Assist in drafting copy when needed.



- Interact with Board members and help facilitate their engagement in fundraising and communications. Oversee the development and work of the Board's fundraising and communications committees.
- Evaluate all new fundraising and communications events and projects and ensure that they are consistent with the Alliance's mission, resources and internal capacity.
- Track, monitor and report on donor income and solicitation status, and communications activities throughout the year.
- Represent the Alliance at meetings and events.
- Work with Finance and Administration teams to develop annual department budget. Approve and monitor department expenses.

### **Eligibility Requirements**

- Bachelor's Degree and seven to ten years of leadership experience in fund development and communications.
- Broad and deep knowledge of fundraising and communications principles and techniques.
- Evidence of successful experience in major gifts cultivation/procurement.
- Superior oral and written communication and interpersonal skills, and the ability to engage with people from many backgrounds and points of view.
- Strong strategic and critical thinking skills. Well-organized and meticulous in attention to detail.
- Proficiency in Microsoft Office.
- Ability to efficiently manage multiple projects and deadlines.

### Compensation

Competitive salary based on experience. Health, retirement, and vacation benefits.

### **Application Process**

Email cover letter, resume, and salary history to jdrake@laalliance.org or fax to 213-943-4931. No phone calls please. Incomplete applications will not be considered.

Alliance College-Ready Public Schools is an Equal Opportunity Employer.

### David Tillipman, Ph.D.

Results-driven advancement executive with over 15 years of progressive responsibility. Successful in creating vision, identifying opportunities, building consensus, and delivering strong results in today's competitive business and philanthropic marketplace. Outstanding strategic, analytical, organizational, interpersonal, and communication skills. Translate strategic planning into achievable goals, accurate budgets, and reliable timelines. Outstanding team building, mentoring, and leadership skills. Experience across a broad range of institutional cultures. Effective in cultivation, solicitation, and stewardship without losing sight of basic human and ethical values that motivate charitable giving in a superior fundraising program.

### **EDUCATION**

Ph.D., Special Education, University of California Los Angeles, (1982)

M.A., Special Education, Teachers College Columbia University (1974)

B.A., University of California Berkeley, (1972)

### CREDENTIALS

California Teaching Credential: Learning Handicapped; Severely Handicapped and Multiple Subject K-12;

New York Credentials: Emotionally Disturbed and Multiple Subjects

### PROFESSIONAL HISTORY

2008 - Present Associate Executive Director, RAND Office of Development,

Responsible for leading initiatives designed to develop and expand relationships with current and potential donors; preparation of written and oral presentations to internal and external audiences; participation in annual strategic planning and budget development process; advisory board recruitment and stewardship; cultivation and solicitation of major gifts; and supervision to a staff of 20 full time development members.

2006 – 2007 <u>Director of University of Southern California Foundation and</u> <u>Corporate Relations</u>, Responsible for designing and implementing foundation and corporate fundraising programs for the entire University of Southern California;

developing and management of donor relations and prospect management systems; ensuring compliance with applicable laws and regulations as pertains to all foundation and corporate fundraising; interacting with local, national and international foundation, corporate and individual donors; development of fundraising strategic plans and funding proposals; identification and cultivation of major prospects; preparation of oral and written presentations; staff development and training for faculty, administrative and development staff in the multiple fundraising areas across over 18 individual schools.

2004 – 2006 <u>Director of Foundation and Corporate Relations, University of Southern California College of Letters, Arts & Sciences Office of College</u>

<u>Advancement</u>. Responsible for the designing and implementing specialized program of corporate and foundation fundraising; serve as a resource for College of Letters, Arts & Sciences Administrative and Faculty staff; interact with prospects, donors and outside professionals regarding corporate and foundation activities; promote USC College funding initiatives; develop and management of corporate and foundation donor relations management systems; provide leadership in the creation of major proposals; ensuring compliance with applicable laws and regulations.

2004 – 2005 Interim Executive Director, University of Southern California College of Letters, Arts & Sciences Office of College Advancement. Responsibilities included: setting overall fundraising strategy for the College; managing day to day operations of College Advancement Office; responsible for quality oversight of USC College's relationships with principle gift donors; budget development and management; personnel supervision; manage donor clearance process; manage hiring and personnel performance evaluation systems; advise College Dean on the identification, cultivation, evaluation and solicitation of gift prospects; frame strategy and tactics for Advancement Office solicitation of gift prospects; manage the stewardship of College donors; oversight responsibilities of College Boards and Advisory Committees; development and implementation of \$400M Campaign for the College of Letters, Arts & Sciences; cultivation and solicitation of major gifts; preparation of written and oral presentations.

1999 – 2004 <u>Director of Development and Administration</u>, <u>RAND Education</u>. Responsible for the development of strategies and plans for obtaining financial support from business, government, and individual philanthropic sources; identification, cultivation, and solicitation of major prospects; preparation of written and oral presentations to prospects; develop and implementation of new fundraising strategies, projects and initiatives; Advisory Board recruitment and stewardship; participation in annual budget and business planning.

2002 – 2004 <u>Director of Development, RAND Graduate School</u>. Responsible for the development of strategies and plans for obtaining financial support from business, government, and individual philanthropic sources; identification, cultivation, and solicitation of major prospects; preparation of oral and written presentations; leadership in the development of fundraising initiatives, establishment of positive external relations with federal, state and local entities; organization and participation in Board of Director

meetings; responsible for development of integrated marketing/communication strategies and integrated administrative systems in the program; design, development, implementation, and evaluation of fundraising, business development and planning initiatives; participation in annual budget and business planning.

1997- 1999 <u>Director of Development, RAND and Council for Aid to Education.</u>
Responsible to provide development expertise to raise \$3 million for a joint project of RAND Education and Counsel for Aid to Education entitled the *California Campaign for the Reform of Higher Education*. Tasks include the development a strategic plan for the project; planning a high profile events; grant development; prospect development; organization and implementation of an Executive Advisory Group; preparation of oral and written presentations.

1994 – Present <u>Development and Management Consultant</u>, Research, development and evaluation in services areas of education, mental health, public health, and community development issues; development and implementation of fundraising programs; identification, cultivation, solicitation and stewardship of prospects and donors; grant writing and fund development, management training, strategic planning, and new business development; advisory board management; development of communication plans for internal and external communications; preparation of written and oral presentations.

1995 – 1996 <u>Director of Evaluation, Children's Hospital Los Angeles Department of Adolescent Medicine</u>. Coordinated research and evaluation projects for at-risk children, adolescents and families; Research and policy development; survey instrument development; grant and fund development; staff supervision; budget management; liaison with local, city, County and State service delivery systems.

1989 – 1995 Executive Director, Child Study Center at Saint John's Hospital and Health Center. Developed and managed a \$4.5 million budget; supervision 20 mental health and education programs for children, adolescents, adults and families; grant writing; public relations and fundraising; staff development in areas such as Continual Quality Improvement and Total Quality Management; interface with local, County, State, Federal and University agencies; written and oral presentations; implementation and monitoring of quality assurance systems to comply with Federal and State guidelines; program development, program evaluation and personnel management.

1985 – 1989 **Director of Education and Research**, <u>Westwood Psychiatric Hospital</u>. Directed educational and research programs; clinical management and staff supervision; program development and program evaluation; staff development; liaison with community organizations; grant writing and review; personnel development; public relations and marketing of child, family and adolescent mental health programs.

1982 – 1985 Executive Director Advocates for the Quiet Minority. Management of nine community programs for the developmentally disabled and their families; developed and managed \$2 million budget; community organizing; fundraising and grant

APPENDIX DD

development; program development and evaluation; interface with County, State and Federal agencies.

1980 – 1982 Research Fellow, "Community Adaptation of Developmentally Disabled Persons," at UCLA. Developed conceptual research models to evaluate the impact and quality of community services on the lives of developmentally disabled persons and their families; conducted literature reviews; developed community resource guide; conducted quantitative and qualitative data collection; clinical interviews; and preparation of ethnographic writings.

1979 – 1980 Research Assistant, Project REACH (Research on Early Abilities of Children with Handicaps) UCLA, Research public and community resources for emotionally disturbed children, adolescents and their families; conducted survey development, distribution and analysis; interviewing of families; supervision and monitoring of research timetables; qualitative and quantitative data collection and analysis; preparation of research reports and evaluations.

1974 – 1979 <u>Clinical Supervisor of Special Education Services for behaviorally</u> <u>disturbed Children</u>, <u>Burbank Unified School District</u>. Created first program in the district for autistic children and parents; supervised special education programs; community advocacy and organizing; developed and implemented educational and clinical programs; clinical and diagnostic testing; program evaluation; staff development; interface with local, State and Federal agencies.

References and Salary History Available on request

July 18, 2009



JOB TITLE: Vice President of Schools CLASSIFICATION: Certificated

**DIVISION:** Instructional FLSA STATUS: EXEMPT

REPORTS TO: Chief Academic Officer DATE: 11/23/09
REVISION NO: REVISION DATE:

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### **POSITION SUMMARY:**

The Vice President of Schools is responsible for supervising, coaching and evaluating Alliance school principals.

### **ESSENTIAL JOB DUTIES:**

- Provide ongoing support to Alliance school principals by assisting them in developing the skills necessary to manage a successful school.
- Interpret, develop, and recommend policies and regulations that govern the overall operation of Alliance schools
- Ensure school compliance with local policies and regulations, state requirements, and Alliance policies and procedures
- Plan and provide oversight of staff and principal meetings.
- Coach principals and administrative team
- Evaluate principals; create and implement a performance improvement plan when necessary.
- Serve as a liaison between home office and school principals
- Develop community partnerships
- Collaborate with Instructional Team on staff development for teachers and school leaders
- Develop goals, plans, and commitments for instruction that ensures that students achieve high academic standards; ensures that materials and services necessary to accomplish goals are provided; ensures articulation of the instructional program.
- Oversees and directs the activities of principals, ensuring compliance with Alliance policies
- Advises principals regarding implementation of programs and day-to-day personnel and operational concerns.
- Gather information and prepare reports and correspondence in order to inform the Chief
   Academic Officer and appropriate staff on educational and administrative issues.
- Assists in resolving complaints and concerns of teachers, students, and parents that are not resolved at the school level.
- Other duties as assigned

### **REQUIRED QUALIFICATIONS**

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A typical method of demonstrating these requirements would be:

### **EDUCATION**

A graduate degree in education, educational leadership, public administration or a related field from an accredited college or university.

### **EXPERIENCE**

- Minimum of 3 years of principal experience with demonstrated success in improving achievement and closing the achievement gap. Extensive experience in staff development.
   Proven record of improving student achievement
- Proven record of improving student achievement by developing and implementing policies and practices that prepare all students to develop the skills necessary to succeed in college.
- Demonstrated success in developing and implementing hiring, evaluation, and professional development strategies and activities that ensure a high quality teaching and administrative staff.
- Demonstrated success in aligning curriculum, instruction, technology, and assessment to state standards.
- Evidence of success in implementing curriculum and instructional strategies that meet the needs of urban students including English Language Learners.

### **CREDENTIAL OR LICENSE**

A valid California issued Professional Clear Administrative Services Credential.

### **KNOWLEDGE OF**

- California State Standards
- Academic accountability systems and services.
- Instructional planning, delivery, and evaluation.
- Alliance policies and procedures, goals and objectives, organizational structure and functions.
- Effective administrative and managerial practices and the ability to implement them.
- Fundamental principles and accepted practices, current trends, literature, and research in the field of academic instruction
- Staff development and professional development resources.
- Federal, state, and local policies, rules, laws, regulations, and legislation pertaining to educational services in secondary instruction.

### **ABILITY TO**

- Build the capacity of principals to provide high quality teaching and learning aligned with the California standards
- Develop and administer policies, procedures, and standards for instructional services.

- Provide administrative leadership at the executive level including decision-making, problemsolving, and delegation of authority.
- Facilitate group processes, including consensus building and conflict resolution.
- Communicate effectively, verbally and in writing, with principals, teachers, parents, community representatives, and other stakeholders, both individually and as a group
- Cope with crisis situations and the need to make immediate decisions.
- Travel to multiple sites/locations on a daily basis.

### **EQUIPMENT TO BE USED:**

Operates computer, printer, fax, copier, and other standard office machines.

### **TYPICAL PHYSICAL DEMANDS**

Requires prolonged sitting, some standing, bending, and reaching. Requires eye-hand coordination and manual dexterity sufficient to operate a keyboard, photocopier, telephone, calculator, and other office equipment. Requires eyesight correctable to 20/20 to read numbers and reports. Requires hearing within normal range for telephone use. May require lifting up to 25 pounds. Requires frequent driving to and from multiple schools/locations.

### **TYPICAL MENTAL DEMANDS**

Must understand vague and implicit instructions, and react favorably in all work situations. Must be mentally adaptable and flexible in dealing with a variety of people. Must be able to communicate providing verbal and written feedback in a professional manner. Requires public contact and excellent interpersonal skills.

### **WORKING CONDITIONS:**

Employees in this position will be required to:

- Work in a typical school/office setting
- Occasionally work overtime or odd schedules to meet deadlines.

### Marcee Seegan

### marcee.seegan@lausd.net

**EDUCATIONAL BACKGROUND** 

CALIFORNIA STATE UNIVERSITY, LOS ANGELES, 1973

Master of Education

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

**CREDENTIALS** 

Administrative Services K-12, Life Standard Elementary K-6, Life

Orthopedically Handicapped/Cerebral Palsied K-12, Life

Learning Handicapped Specialist K-12, Life Severely Handicapped Specialist K-12, Life Resource Specialist Certificate K-12, Life

Los Angeles Unified School District Spanish Fluency, Level C

PROFESSIONAL EXPERIENCE (2008-Present)

### **DIRECTOR, MIDDLE SCHOOL SERVICES**

Los Angeles Unified School District - Local District 1

Assist in planning; implementing, monitoring, and evaluating standards based instructional

programs in all middle schools, span, magnet and special education schools

Supervise and evaluate six middle schools, one magnet K-12 school, one span K-8 school,

and 5 special education centers serving students ages 3 - 22 years old.

Assist grade level, leadership and Personnel Learning Environment teams with analyzing

all data from California Standards Test and content based Periodic Assessments.

Supervise ELD, QEIA and Title 1 categorical programs at middle schools

Mentor and coach principals and assistant principals.

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

principals.

Led No Child Left Behind Program Improvement Validation Visits and assisted schools with

writing plans for improvement.

Assist principals with their school budgets.

Assist with expulsions and culmination appeals.

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

Assist schools with special education compliance.

Resolve grievances at the District level.

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

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

Schools.

(2007-2008)

### DIRECTOR, ELEMENTARY SCHOOL SERVICES

Los Angeles Unified School District – Local District 1

Assisted in planning, implementation, monitoring, and evaluating standards based

instructional programs in all Pre K-5 schools.

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

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

Mentored and coached all principals and assistant principals.

Planned, organized and presented Professional Development for all principals and

assistant principals.

Resolved grievances at the District level.

Assisted with opening of a new elementary school. Assisted schools with special education compliance.

Interviewed and selected principals and assistant principals.

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

Assisted principals with their school budgets.

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

### (2004-2007)

### **DIRECTOR, SPECIAL EDUCATION RELATED SERVICES**

Los Angeles Unified School District – Division of Special Education

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

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

Supervise Administrative Coordinator

Supervise Coordinator of Adapted Physical Education, Assistive Technology, Speech and Language, Occupational and Physical Therapy

Provide leadership and direction to Related Services Administrator Specialists/Seniors, and to eight hundred related service providers

Supervise Carlson Home and Hospital Program

Monitor progress and achievement of Modified Consent Decree outcomes with regard to related services

Supervise the provision of related services and documentation of MediCal reimbursable services

Facilitate the integration of related services into general and special education programs to meet student needs in the least restrictive environment

Coordinate, plan and implement professional development for all related service providers Coordinate, plan and implement professional development for all APEIS, APSSS, APSCS, and bridge coordinators on related service programs

Use current research to develop and implement innovative service delivery models Communicate pertinent related service information to all Special Education Support Unit Administrators, all Local District Superintendents, School Service Directors and Principals Oversee all budgets for related service, including costs analysis for all related services positions

Meet regularly with related service advisory committee group

Negotiate with UTLA and AALA re: waivers, grievances, interventions

### (2001 - Present)

### PART TIME PROFESSOR. CALIFORNIA STATE UNIVERSITY NORTHRIDGE

In collaboration with California State University Northridge Education Leadership Policy Studies (ELPS), teach Los Angeles Unified School District Administrative Cohort classes on a semester and summer basis

ELPS 650 Contemporary Administration and Leadership

ELPS 661 Principals and Practices of Curriculum Development

ELPS 662 Admin. & Supervision Teaching Personnel and Instruction

ELPS 665 Organization & Administration of Elem. and Sec. Education

ELPS 669 Organization and Administration of Special Education

ELPS 670 Seminar in Contemporary Issues in Education Administration

**ELPS 672 Human Relations** 

**ELPS 676 School Community Relations** 

ELPS 685 Induction Plan, Tier II

ELPS 686 Assessment of Candidate Competency, Tier II

ELPS 689 Action Research, Tier II

ELPS 695C Field Based Leadership, Tier II

### (2000-2004)

### **DIRECTOR, ELEMENTARY SCHOOL SERVICES**

Los Angeles Unified School District - District A

Assisted in planning, implementation, monitoring, and evaluating standards based instructional program in all pre-K to 5 schools

Assisted in embedding Institute of Learning principles in all schools

Supervised and evaluated twenty-two elementary principals, including Year Round and Reading First Schools

Mentored and coached all principals and assistant principals

Provided Professional Development to all schools

Planned, organized and presented Professional Development for all principals

Assisted principals and schools in interpreting data to inform classroom instruction

Assisted Reading First School principals with summary of improvement actions

Participated in regularly scheduled Learning Walks at all schools and monitored feedback

letters

Provided intervention and conflict management to principals and schools

Reviewed data analysis of Open Court assessments with all principals

Served as liaison between schools and District programs and initiatives

Established and maintained communication with parents and the community

Provided operational support to all schools

Oversaw planning and design of new District A elementary schools

Supervised and evaluated the health and human resource coordinator

Supervised and evaluated immediate clerical staff

Served as Local District liaison for Health and Human Services

Served as Local District 504 Designee, handling all 504 appeals

Negotiated on a regular basis with UTLA and AALA

(1999-2000)

### COORDINATING SPECIALIST, SCHOOL SUPPORT SERVICES Unit-West Valley, Los

Angeles Unified School District - Clusters 1,2,5,6

Developed and implemented Professional Development PreK-12

Coordinated special education services and instructional programs

Assisted K-12 schools with special education and 504 implementation

Assisted in appeals and due process

Supervisor of a staff of twenty, including twelve program specialists

Site Administrator for all special education programs

(1994 - 2000)

### PRINCIPAL

Los Angeles Unified School District – Pomelo Drive Elementary

10/10 API School

Phase 2 LEARN School

Art Prototype School

Coordinated alignment of all grades to State and District standards

Coordinated and implemented Professional Development K-5

Established, coordinated and implemented parent TEAM Pomelo

Coordinated and implemented reading intervention program

Designed and implemented a Pomelo School Report Card

Co-authored grade level grading rubrics

Coordinated and implemented collaborative special education program

Designed and implemented Pomelo Readers and Pomelo Math Masters

Wrote weekly parent newsletter, Thoughts for Thursday

Implemented Calm Parenting Classes

Daily attendance average 97.6%

District 4 Grant, 1999

El Camino Family Grant, 1999

Proposition K Recreational Grant, 1999

(1984-1994)

Los Angeles Unified School District – West Valley Elementary Supervised staff of seventy five for school population of two hundred Coordinated and implemented curriculum for severely handicapped Mainstreamed hundreds of students to general education programs

Established, coordinated and implemented curriculum councils

Received District School Beautiful Award

Sponsor of District's Program for the Severely Handicapped

Sponsor of District's New Curriculum for the Severely Disabled

Sponsor of District's Inclusion Program

(1983-1984)

### **ASSISTANT PRINCIPAL**

Los Angeles Unified School District – McBride Elementary School

(1980-1983) **PROGRAM SPECIALIST, SPECIAL EDUCATION** 

Los Angeles Unified School District - Area 10 and Valley Unit

(1977-1980) RESOURCE SPECIALIST TEACHER

Los Angeles Unified School District – University High School

(1976-1977) MATHEMATICS AND READING LABORATORY TEACHER

Los Angeles Unified School District – Miller High School

(1975-1976) CONSULTANT TO SPECIAL EDUCATION DIVISION

Los Angeles Unified School District – Special Education Division

(1971-1975) CLASSROOM TEACHER, SPECIAL EDUCATION

Los Angeles Unified School District – Lowman Elementary School

PROFESSIONAL GROWTH

Special Education Leadership Academy - 2007

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

District to District Sharing Washington DC Meetings - 2005, 2006

Special Education State SELPA Meetings -2006, 2007 IntelliTools Learning Technology Training - 2006

Co-Teaching in the Inclusive Classroom Training - 2006

Modified Consent Decree Training – 2004, 2005 Institute of Learning Training – 2000 - 2004

Crisis Training – 2000, 2004
Reading First Training - 2003
Chanda Smith Training - 2000-02
Open Court Training - 2000-02
Cognitive Coach Training – 2002
Designs for Learning – 2001, 2008

English Language Development Training -2000, 2008

LEARN Leadership Training – 1995-1997 Response to Intervention Training – 2007, 2009

### Francisco Javier Fuentes

jfuentes@luzacademy.com

OBJECTIVE: To obtain a position as Vice President of Schools

### EDUCATION:

Personnel Institute

Feb 2008

Association of California School Administrators

6 Units towards Doctorate in Education in Ed. Leadership

May 2003

San Diego State University

Education Leadership Program

Aug 1999

University of Phoenix

GPA 4.0/4.0

Master in Education Multicultural Bilingual Education Northern Arizona University, Flagstaff, Arizona

May 1998

GPA 3.8/4.0

Bachelor of Science in Education

Northern Arizona University, Flagstaff, Arizona

May 1990

### PROFESSIONAL SKILLS & ACHIEVEMENTS:

- 6 years of adjunct faculty experience for Northern Arizona University, National University, San Diego State University, Southwestern College
- Created Culinary Arts program for high school
- U.S. News and World Report Best High Schools Selection for Rio Rico high school
- SIOP Trainer English Language Learner Program
- Selected for Who's Who National Registry as successful principal
- Met AYP for Maxwell Middle School, Las Palmas Elementary and Brownell Middle School, all in Program Improvement under NCLB
- 3 years of Contract Negotiations Experience with negotiating team for district of 80,000 students
- Contract Negotiation Training with Federal Government Agency
- Twelve years of hiring and evaluation of instructional staff and instruction
- Excellent advising and counseling skills in all school settings
- Capital Outlay, Maintenance and Operation and Grant Budget experience
- Excellent organization and communication skills
- Extensive Knowledge of School Improvement Effective Practices and NCLB requirements
- English Language Learner Successful Programmatic Expertise
- Twenty years of education experience
- Twelve years of administrative experience with high schools, middle schools and elementary schools
- Successful planned, organized and conducted training for staff and students
- Considerable work experience with a diversity of students, including but not limited to African American, Asian Pacific, Hispanic, International and Native American backgrounds
- Expertise in Instructional Technology

### PROFESSIONAL EXPERIENCE:

Luz Guerrero Early College Academy

Tucson, Arizona 2009 to Present

Improved our high school student university acceptance rate from 2 students in 2009 to 28 students in 2010 from a population of 40 graduating students.

Rio Rico High School

Principal

Rio Rico, Arizona 2008-2009

Improved current data driven instruction program as evident in our Galileo Benchmark data. Increased participation of our quarterly benchmark assessments for our teachers and students by 40 percent. Improved our school behavior climate with a 20 decrease in total incidents by implementing a new school-wide behavior and expectation policy. Under my current leadership we were selected by U.S. News and World Report as America's Best High Schools based on our high at risk population's successful academic achievement. Expanded our CTE curriculum to include Culinary Arts. Introduced the Army JROTC program.

Brownell Middle School

Principal

Gilroy, California 2007-2008

Finished construction of 10 million dollar multi-purpose building, Created a new ESL strand to meet the needs of our diverse English Learners for the first time in school history. Hired 17 new staff members in my first year at Brownell Middle School, Implemented the school improvement process for data driven instruction and differentiated instruction. Began the process of pre-accreditation. Applied federal mandates under Title I and Title III. Created new master course schedule, effective evaluation of 75 staff members. Implemented new grading system for equitable and fair evaluation of student academic progress. Effectively collaborated with other school principals to maximize effective educational practices. Established a partnership with other community leaders and organizations with effective outcomes for



students. Provided data driven and ELL in-service for all faculty and staff. Implemented weekly staff meeting for collaboration of effective teaching practices. Provided daily observation and feedback to all faculty.

Maxwell Middle School Principal

Tucson, Arizona 2004-2007

Served on the District Negotiation's Team for 3 years. Received negotiations training by a federal government agency. Met AYP for all sub groups for the first time in school history. Modernized computer lab and instructional technology by purchasing 100 new computers and introduced Pearson Digital Learning's Success Maker Software. Provided smart boards and the professional development for using this technology for all classrooms. Constructed the school's first message marquee to enhance our community spirit by acquiring donations for the community. Created a new ESL strand to meet the needs of our diverse English Learners. Provided effective support to students and their families from Mexico, Somalia and Vietnam. Achieved AYP (Adequate Yearly Progress) under the NCLB (No Child Left Behind) federal legislation for ELL (English Language Learners) sub group for the first time in school history. Supported our Video and Technology program for our students by providing effective curriculum and professional development. Provided Professional Development in second language acquisition to our school and other high schools in the district. Effectively supervised a budget of over 1 million dollars from our Desegregation Grant and Title I Grant. Served on the Education technology Task Force Committee for the District and Supervised 75 staff members.

Las Palmas Elementary School Principal

National City, California 2001-2004

Worked with administrators, teachers and support staff via school plan and goal setting preparation to develop long-range staff development plan for our school through our goad setting meeting with our superintendent. Established a school wide staff development calendar as stated in our plan via Buy Back Days and site Thursdays. Prepared and monitored our staff development budget through our categorical budget. Participated in our tech mentor program, BTSA, through our Triad meetings. Coordinated student teacher placement while teaching at SDSU and monitored their evaluations via their master teacher. Served as a resource to instructional staff in the areas of; ELD; Biliteracy development; Data driven instruction and provided support to our new administrators in our district. Developed site technology plans and participated in our district technology training. Conducted a needs assessment, analyzed data and recommended staff development to our site. Planned our back to school agenda and provided an orientation program to our new teachers. Evaluated our staff development programs and provided ample feedback to our presenters after our site professional growth days (buy back days). Worked with our faculty and staff to provide a long range parent training program via our Parent Institute; Family Math Night. Provided training opportunity for certified staff for working effectively with our at risk families via our parent institute. Facilitated staff development for the implementation of SDSU new bilingual teacher orientation process while teaching the SDSU bilingual teacher seminar. Assist with our school improvement program via our school plan and our goal setting conference with our superintendent. Provided follow up to our staff development trainings by providing training in both grade level team meetings and ELD implementation.

San Diego State University

San Diego, California

Instructor - Bilingual Teacher Certification

PLC 960 - Student Teaching Seminar in the Bilingual Classroom

Lincoln Acres Elementary School

Assistant Principal

National City, California

2000-2001

Assist Principal with all duties in the administration of an elementary school which include; Observe and evaluate staff and faculty, coordinate and implement staff development based on data analysis and school need, administered and supervised school site budget in accordance with state mandate and coordinate our parent program.

National University

Instructor - Teacher Certification

San Diego, California

2001

CLD 621 - Methodology for Language Development

CLD 623 - Teaching Language in Content Areas

Sana Cruz High School Bilingual Director

Nogales, Arizona 1999-2000

Direct and coordinate all staff development for the 1999-2000 school year. Assisted in creating new daily schedule for coursework. Coordinated and implement our new breakfast and lunch program. Created, coordinated and implemented our new Parent Power Program, which involved parents, faculty, students and the community. Implemented and directed our Title VII Grant. Directed and prepared the Title VII budget yearly report. Supervised student activity before school, transition periods from class to class, breakfast and lunch. Coordinated faculty and staff meetings. Presented at school board meetings. Prepare monthly curriculum reports for both our high school and pre-school, Successfully evaluated 90% of faculty. Assisted in coordinating our school improvement plan. Presented at various schools and conferences on literacy and biliteracy development both locally and throughout the state. Coordinated our school improvement plan with the state standards and our bilingual program. Recruited nationally for our school district. Experienced the difference within leadership and management and knowing when to use them effectively.

Northern Arizona University

Instructor-Graduate and Undergraduate Program

Nogales, Arizona 1999-2000

BME 599 Second Language Acquisition Theory and Practice

BME 420 Literacy and Biliteracy Development

BME 410 Foundation of Multicultural Education

Desert Shadows Middle School

Educator

Nogales, Arizona 1997-1998

Northern Arizona University

Flagstaff, Arizona



Spanish Instructor, Department Modern Languages Spanish 102 Section Coordinator 1996-1997

Pierson Middle School

Educator

Nogales, Arizona 1994-1996

University of Arizona Recreation Director Santa Cruz County 1996-1997

American School of Guayaquil

Athletic Director

Ecuador 1993-1994

Supervised and coordinate Athletic and Physical Education program, Implemented new curriculum, Hired and trained staff (12 employees), Coordinated working, bussing and training schedules, Created and monitored a 50,000 budget, Disseminated and enforced school policies, recreated evaluation devise for department, and under my supervision 3 National Championships were achieved.

### **HONORS AND AWARDS:**

•	U.S. News and World Report America's Best	High Schools	2008		
•	AYP Proficiency Achievement for 2 schools in Programs Improvement				
•	Who's Who National Registry	Tucson	2006-2007		
٠	TUSD Negotiations Team Recognition	Tucson	2004-2007		
	TUSD Bilingual Presenter	Tucson	2000		
	NABE/OBEMLA Presenter	San Antonito	2000		
•	Meritorious	NAU	1996-1997		
•	NABE Presenter	Phoenix	1994		
•	Foreign Lang, Dept, Senior of the Year	NAU	1990		
•	Sigma Delta PI, President	NAU	1991		
•	Deans List	NAU	1987,1988, 1990		
0	Presidents Service Award	NAU	1987		

### REFERENCES:

Rodney Rich, Assistant Superintendent Santa Cruz Valley Unified School District #35 1374 W. Frontage Rd. Rio Rico, AZ 85648 (520)375-8745

Albert Siqueiros, Ed. D., Superintendent Indian Oasis Unified School District 111 Main St. Sells, AZ 85634 (520) 383-6746 ext. 6706

Richard Martinez Attorney at Law, PLLC 307 S. Convent Avenue Tucson, AZ 85701 307 S. Convent Avenue (520) 329 4797















### Our Mission

Alliance College-Ready Public Schools creates small, high-performing charter schools committed to preparing graduates to succeed in college. Our middle and high schools serve traditionally low-income, underachieving California communities and promote a culture of high expectations for every student.





### Opened in 2004-05 School Year

Gertz-Ressler High School (Manual Arts High School Community) James Waller, Principal 2023 South Union Avenue Los Angeles, CA 90007 · 213.745.8141

### Opened in 2005-06 School Year

Heritage College-Ready Academy High School (Locke High School Community) Robert Pambello, Principal 10101 South Broadway Los Angeles, CA 90003 · 323.754.2364

### Huntington Park College-Ready Academy High School (Huntington Park High School Community) Laura Galvan, Principal 2071 Saturn Avenue Huntington Park, CA 90255 · 323.923.1588

Richard Merkin Middle School (Audubon Middle School Community) Donna Jacobson, Principal 2023 South Union Avenue Los Angeles, CA 90007 · 213.748.0141

### Opened in 2006-07 School Year

Dr. Olga Mohan High School, formerly CRAHS #4 (Jefferson & Belmont HS Communities) Janette Rodriguez, Principal 644 West 17th Street Los Angeles, CA 90015 · 213.342.2870

### William and Carol Ouchi High School (Manual Arts & Crenshaw High School Communities) Ena LaVan, Principal 5356 South 5th Avenue Los Angeles, CA 90043 · 323.596.2290

Marc and Eva Stern Math and Science School (Roosevelt & Garfield High School Communities) Derrick Chau, PhD., Principal 5151 State University Drive – CSULA Lot 2 Los Angeles, CA 90032 · 323.987.2144

### Opened in 2007-08 School Year

College-Ready Academy High School #5 (Jefferson High School Community) Dean Marolla, Principal 1729 West Martin Luther King Jr. Blvd Los Angeles, CA 90062 · 213.342.2874

### College-Ready Academy High School #7 (Crenshaw High School Community) Rosalio Medrano, Principal 2941 West 70th Street Los Angeles, CA 90043 · 323.905.1210

### Schools

Jack H. Skirball Middle School (Gompers Middle School Community) Joy May-Harris, Principal 603 East 115th Street Los Angeles, CA 90059 · 323.905.1377

### Opened in 2008-09 School Year

Christine O'Donovan Middle School (Manual Arts & Crenshaw High School Communities) Edith Navarre, Principal 5355 South 4th Avenue Los Angeles, CA 90043 · 323.294.3172

### Opened in 2009-10 School Year

Environmental Science & Technology High School (Franklin High School Community) Howard Lappin, Principal 2930 Fletcher Drive Los Angeles, CA 90065 · 323.739.0560

Health Services Academy High School (Washington High School Community) Erik Elward, Principal 12226 S. Western Avenue Los Angeles, CA 90047 · 323.972.9010

Media Arts & Entertainment Design High School (Roosevelt & Garfield High School Communities) John Fox, Principal 5156 Whittier Blvd. Los Angeles, CA 90022 · 323.859.0750

College-Ready Middle Academy #4 (Washington High School Community) Alejandro Gomez, Principal 9719 South Main Street Los Angeles, CA 90059 · 323.249.0490

College-Ready Middle Academy #5 (Roosevelt/Garfield High School Community) Suzette Torres, Principal 2635 Pasadena Avenue Los Angeles, CA 90031 · 323.987.1680

### Opened in 2010-11 School Year

College-Ready Middle Academy #7 (Crenshaw High School Community) Luis Ramirez, Principal 2941 West 70th Street Los Angeles, CA 90043 · 213.216.8174

College Ready Academy High School #11 (Jordan High School Community) Dr. Mickie Tubbs, Principal 10704 Wilmington Avenue Los Angeles, CA 90059 · 307.901.5051/temporary





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