

Los Angeles Unified School District
Operating New Schools: d Improving Underperforming Schools



Application For
Central Region High School #13/Taylor Yard
Alliance Technology and Math and Science High School (TAMSHS)
2011-12 School Year

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EXECUTIVE SUMMARY

- a. **Mission and Vision. State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.**
- i. Mission -TAMSHS mission is to operate a small high performance college-preparatory school that will prepare all students to graduate ready for success in college and the workplace in the 21st Century.
 - ii. Vision - Our vision is all students prepared for college-level technology, math and science course work.
 - iii. Core Values - Alliance TAMSHS students, staff and community will embrace five core values in establishing the culture of the school: 1) High expectations for all students; 2) Small personalized school and classrooms; 3) Increased instructional time; 4) Highly effective principals and teachers; 5) Working with parents as partners.

Our core values support our education plan based on our belief that student learning occurs best when:

- There are consistent school-wide high expectations for 100% success for all students with ¹clear expectations for what students should know and be able to do and how well.
 - There is a clear focus on developing proficiency in science; technology; engineering; and mathematics; communication skills; critical thinking; and in core content standards.
 - The learning experience is enriched by active student engagement in a challenging and rigorous program of study focusing on the application of STEM subjects.
 - Each classroom in the school creates a thirst for learning through inquiry-based instruction designed to help students learn how to learn.
 - The school functions as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning where staff and students know and respect each other and each other's similarities and differences.
 - The instructional methodology helps students see the real-life relevance of the material they are studying and is relevant to students' real world.
 - Instructional methods include strategies that provide opportunities for project-based learning through STEM coursework where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world.
 - The school curriculum includes courses and pathways for preparation in STEM fields and occupations, especially for underrepresented populations that prepares students for successful post-secondary education, employment, and life.
- v. Unique and Innovative – As part of the Alliance CollegeYes© i3 Innovation Technology Grant Implementation, all students will complete two Capstone science projects using 1:1 iPads provided for each student where students work in teams using technology to research a team hypothesis.
- vi. Research Driven – We believe public schools serve as fundamental centers of community, as well as serving as the major provider of formalized STEM instruction for America's youth. ²"Mathematics is the language of the sciences, and thus fluency in this language is a basic skill. Thus STEM coursework provides opportunities for students to prepare for pathways in STEM fields and occupations."
- vii. Data-based elements - TAMSHS will demonstrate student readiness for success in college by setting clear measureable performance targets based on indicators of college-readiness including: annual growth in student proficiency on state academic standards; proficiency in English and math on high school exit exams; annual increase in Advanced Placement course access and exam scores of 3 or higher; annual increase of students

¹ Lauren Resnick, *Institute for Learning, Principles of Learning*

² *Statement on Competencies in Mathematics Expected of Entering College Students* ICAS Subcommittee on the Mathematics Competency Statement

meeting college-ready performance levels on SAT, ACT, and EAP exams; annual increase in students prepared to take pre-calculus by grade 12; and achieving a 90% success rate of students graduating in four years who are accepted and enroll in four-year colleges.

viii. A Day in the life of a Student at TAMSHS

Students arrive at TAMSHS wearing the Alliance College-Ready Public Schools uniform. Most walk to school from close-by neighborhoods. Parent volunteers, a vigilant principal and teachers greet students as they arrive. Students gather on campus in a safe, calm, welcoming atmosphere that reflects the demographics of the community and the school's focus on technology, math, science and getting ready for college with college pennants recognizing students accepted to college displayed throughout the school and in classrooms. By 7:45 am, students are seated in classrooms ready to begin their daily advisory period. The advisory focuses on personal, academic, school and community connections. The advisory teacher serves as the students' counselor for four years so that students are connected to a consistent adult for guidance with studies, student relationships, and planning for college.

Students are excited as they begin the first of three two-hour periods per day following the advisory period. Students learn in academic classes with an average class size of 25 that are small enough to insure that each student receives individual attention differentiated to meet their needs. Students begin work immediately upon entering each classroom by logging in on an individual laptop to their personal online vault where their portfolio of student work, new assignments, and messages from their teacher are housed.

Students' core classes reflect rigorous grade level appropriate standards-based instruction with high expectations for all students. California content standards are clearly evident as the focus of instruction in the agenda for the day displayed in each classroom; student work displayed as examples of clear expectations for proficient work.

Teachers engage students in understanding clear expectations for what students must know and be able to do to achieve proficient work on grade level standards. Students are actively engaged in their learning through "accountable talk" about what they are learning in pairs, small group, or whole class interaction. Math, English Language Arts, physical education, and art classes are integrated with technology, math and science.

Teachers involve students in defining and understanding criteria for proficient work so that students are able to judge their own work. Teachers establish clear expectations so that students know how good is "good enough" and so that students know what it takes to improve their performance. Teachers provide directed instruction and facilitate student learning using a variety of instructional materials and resources including online and traditional textbooks, integrated use of technology, science, and math projects in CollegeYes i3 Innovation Technology Grant Implementation using 1:1 iPads, and by connecting learning to real life applications through extended integrated technology, science, math projects. Students are in A-G and Advanced Placement courses as well as academic electives aligned to our STEM pathway and electives that provide intervention to accelerate learning for students performing below proficient levels or enrichment for students performing at proficient and advanced levels.

All students have the opportunity to participate in the nutrition meal program following the first two-hour period. Because of the small size of the TAMSHS campus, passing from period to period takes place within 3 minutes. Students are self-directed and show respect for each other and their school. Students see examples of quality student work aligned with California content standards displayed inside and outside their classrooms. English learners are supported in developing English proficiency through English as a Second Language and in content classes through English immersion with "sheltered English" instructional strategies based on individual needs and through our CollegeYes i3 Innovation Technology Implementation Grant utilizing 1:1 iPads.

Students performing below or far below proficient levels based on quarterly interim assessments and teacher assessment receive individual tutoring based on their needs in math or English language arts in after school or Saturday classes. The campus is buzzing with extra curricular activities after school and on Saturdays that include, STEM student interest clubs, cheerleading, and competitive sports as well as with parent and community members to whom the campus is open.

b. **Student Population. Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a**

similar population of students, and how your proposed school will meet the identified needs of these students.

TAMSHS will relieve overcrowding for Local District 4 high schools (Eagle Rock, Franklin, and Marshall). Students in the attendance area for these 3 schools have priority for all seats available. TAMSHS' will serve the students of the relieved schools and will comply with all requisite admissions requirements.

TAMSHS students will reflect the demographics of the schools it will relieve including race/ethnicity, gender, socio-economic status, English learners, standard English learners, students with disabilities, and foster care placement. Alliance agrees to establish and maintain ongoing review mechanisms to ensure that student retention and composition at TAMSHS continues to reflect that of the overall school community in the 450-550 students to be enrolled. 2009-10 demographic data for the 3 schools is similar to Alliance Environmental Science and Technology High School (ESAT) that opened nearby in 2009 to provide relief for the Eagle Rock, Franklin, Marshall high school attendance area. In its second year, ESAT, made up primarily of students who would have otherwise attend these same schools, achieved an API of 859 and is ranked #7 among the top 10 highest performing high schools in LAUSD. A critical need of the 3 schools is to increase proficiency in English and Math for all subgroups to meet AYP targets required to exit Program Improvement status.

Addressing the Needs of All Students: TAMSHS will analyze student performance and implement diagnostic testing to assess the needs of each student after enrollment. The assessment data will be used to identify learning strengths, gaps, and/or disabilities, psychological development, and speech and language fluency. Students identified as having special needs, a plan for Students at Risk of Retention, English learners, and/or special education will be implemented. The Alliance recognizes that students who are gifted and talented also have special needs and will provide appropriate identification and instructional strategies to meet their needs. Strategies that insure the success of Alliance schools with similar demographics and student needs include:

• Diagnosis of student needs	• Afterschool and Saturday tutoring to accelerate learning
• Math and English summer bridge programs for new and continuing students at risk	• Personal Learning Plan (PLP) for each student to insure that no student slips through without support.
• Differentiated instruction in our classrooms through the use of technology.	• High expectations for all students including English learners and students with special needs.
• Math and/or English support class in addition to regular grade level math and English course	• High expectations for all students by providing increased learning time for students needing more support.
• Individual supplemental learning using online programs such as Carnegie Math Cognitive Tutor, Revolution Prep, Achieve 3000	• Standards-based grading where grades communicate academic performance to students so they know where they are and what they need to do improve.

c. Instructional Program. Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.

i. TAMSHS instructional program is guided by our core values, our beliefs about how learning best occurs, and by ³best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in STEM college studies and careers. The philosophical base and the organizational structure for TAMSHS' curriculum are student centered and are in accordance with accountability for achieving proficient to advanced performance on core state standards with emphasis on student use of technology, math and science, and appreciation for STEM curriculum. TAMSHS instructional program reflects ⁴best practices researched in high performing schools that consistently produce well-educated, urban students prepared to enter and succeed in college including:

³ Best practices researched in successful high schools. See Bibliography (Attachment 1)

⁴ Betsy Hammond and Bill Graves, *The Oregonian, Ten Practices that Set High-performing High Schools Apart.*

- a. Personalized Learning Environment – Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by adults.
 - b. Student Engagement – Student voice is essential in all aspects of the school that directly affect student learning, interests and needs through advisory groups that connect student with a personal learning team.
 - c. College-readiness for All Students – All students, including students in historically underachieving communities can successfully learn at high levels, when given the opportunity, and have a right to high expectations and instruction that prepare them to enter and succeed in college and the workplace. All students must pass A-G college prep courses, complete 230 course credits with a C or better, and be sufficiently proficient in core academic standards (reading, writing, math, science, history/social science, and the arts) to be ready for college. Students have the opportunity to concurrently complete up to 30 early college credits earning their first year of college before graduating.
 - d. Increased Time for Learning - All students must have sufficient time to learn successfully. The school will offer a school year 190 days, including 10 days of supplemental extended learning time, and summer session to meet individual student needs. Daily learning will be in longer 2-hour blocks of time for in-depth uninterrupted learning time where students can engage in applying skills learned in projects and teamwork.
 - e. Meeting the Needs of English Learners – College-readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies will be provided for English language learners and non-standard English learners integrated in core and supplemental support classes to insure that students learn grade level academic vocabulary and develop English proficiency.
 - f. Rigorous Standards-Based Instruction – We believe that students learn best when there is a rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding of concepts through experiencing real-life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in talk about the concepts and standards they are learning and communicate their learning to others.
 - g. Integrated Technology – Student learning will be a hybrid / blended model of online and teacher directed instruction. Students and teachers will have access to technology for use in student learning, classroom instruction, data management and communication with immediate access to student progress data for teachers, students and their parents.
 - h. Principal Leadership – TAMSHS will have an exemplary principal who is a highly effective instructional leader with the skills to support and evaluate classroom teacher performance and a community partner who will embrace our STEM career pathway.
 - i. Highly Effective Teachers – Students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to diverse needs of students. Teacher effectiveness will be determined based on four elements; teacher effectiveness rubric; annual student achievement growth; parent/student survey; and peer feedback.
 - j. Parents as Partners – Parents will be actively engaged in their children’s education at TAMSHS and will be responsible and accountable for supporting their children’s learning at school and at home. Parents will be supported through parent education academies to insure understanding of what it will take to prepare their children for college and life, and will support TAMSHS goals through their voice and volunteering.
 - k. Authentic Ongoing Assessment – There will be multiple ongoing measures of student learning to inform instruction through real life projects, analysis of student work, Alliance interim assessments, and mandated standardized on-demand assessments as well as student performance on math and science projects.
 - l. Accountability for Results – The principal will be responsible and accountable for leading the implementation of core values, beliefs and best practices insuring that each student achieves individual and school performance goals. Beginning in 2013, teacher and principal compensation will be based on measures of effectiveness instead of years of service and degrees.
- ii. Instructional Strategies: Effective classroom instruction will be based on The College-Ready Promise (TCRP) teacher effectiveness rubric adapted from Charlotte Danielson’s framework on effective teaching. TAMSHS students will learn at higher levels in classrooms where teaching strategies reflect high expectations for all students with differentiation to meet individual student needs. Students will apply skills and concepts learned to real world projects, service learning, and community internships that require problem solving, critical thinking and active

engagement in classroom talk around the concepts and standards they are learning through ⁵project based instruction, TAMSHS learning environment will be a self-directed learning environment in which teachers are facilitators and students are learners and doers using technology to create and prepare assignments as well as to learn at individual levels through differentiated online learning including but not limited to Achieve 3000. TAMSHS classrooms will engage students in clear understanding of criteria for high performance, how to judge and improve their own work – so that students know how “good is good enough” for proficient and advanced performance.

- iii. Track Record of Proposed Curriculum: The best evidence of our track record for curriculum and instruction strategies to be implemented in TAMSHS High School is results achieved in Alliance schools over the past seven years serving similar students, including students with special needs, and English learners in similar communities where Alliance high schools have consistently not only outperformed neighboring schools, but have also achieved results significantly higher than the average of high schools in California and LAUSD based on the Academic Performance Index (API). In 2010, 3 Alliance High Schools were among the top 10 performing LAUSD high schools.

Alliance schools have implemented the A-G college-preparatory curriculum and coursework, integration of technology, two-hour block schedule, and increased time for learning since the opening of the first high school in 2004-05. All teachers new to the Alliance participate in a summer orientation to prepare them to successfully implement core elements of the Alliance instructional model including but not limited to: Teaching in a 2-hour Block Schedule, Standards-based Instruction and Grading, Student Advisory and using technology in blended instruction.

d. School Culture. Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.

School Culture: TAMSHS school culture will be driven by Alliance core values, high expectations for all students including the expectation of 90% graduation and college entrance rate for all students. TAMSHS will provide a sound educational program for all students through its rigorous college preparatory curriculum, its culture of high expectations for all students, highly effective teachers, and its principal leadership in a small and personalized learning environment where students know their teachers well and are well known by adults. The culture, environment, and practices at TAMSHS will reflect commitment to our mission:

“The mission of Alliance College-Ready Public Schools is to open and operate a network of excellent small high-performing public that will annually demonstrate student academic achievement growth and graduate students ready for success in college.”

The proposed culture of TAMSHS that supports our core values will reflect:

- Appreciation of knowledge as power that is worth pursuing for its own sake and recognition that it takes personal effort to acquire meaningful knowledge. Recognition that all students can acquire the necessary skills to be lifelong learners and to be ready for college.
- Goodwill and a supportive attitude towards others, toward school spirit and community pride as a statement of belonging to something larger than oneself. Participation in school sponsored or approved service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the school, family and community.
- Intellectual openness, analysis, interpretation, reasoning, argumentation, and proof, inquisitiveness, problem solving, and precision and accuracy.

- i. College and Career Readiness Support: Conley defines college-readiness as “the level of preparation a student needs in order to enroll and succeed—without remediation.”⁶ At the heart of TAMSHS is a college-going culture that focuses on succeeding in college. It is not whether a student will go to college, but which college the student will attend. TAMSHS students will have multiple college and career supports to achieve college-ready goals including advisory curriculum that will focus on college and career readiness helping students prepare applications, write their personal statement, apply for scholarships and support from a school

⁵ Linda Darling-Hammond, Stanford University: *10 Features of Good Small Schools: Redesigning Schools, What Matters and What Works: Project-based Learning* – “One strategy for linking the curriculum to real-world issues is through project-based learning where students are engaged in challenging tasks that involve knowledge and skills from more than one academic discipline. These tasks require students to work independently to solve complex problems, and they culminate in real-world products.

⁶ Conley, David T. March 2007 Redefining College Readiness

college-counselor who coordinates our goal of having each student submit at least 10 applications to 4-year colleges.

e. Accountability and Performance Goals. Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.

i. Educational Goals and Metrics: Alliance performance accountability metrics for principals, individual teachers and schools are aligned to our core mission of preparing students to graduate college and work-ready. Performance data informs administrator and teacher accountability for meeting performance targets. Priority targets not met trigger performance improvement plans, intensive support and probation for principals, teachers and the school. Metrics and goals set reflect State and Federal accountability, district performance targets, and board targets.

Relieved Schools 2009-10	API 2010	Rank State-Similar	AYP Eng School & Subgroup	AYP Math School & Subgroup	PI	ELL %	F/R Meal %	Primary Ethnicity Latino	Sp Ed %	Gate %	Calendar
Eagle Rock	738	5-2	No	No	Yr5	12	68	66%	10	24	Sgl Tr
Franklin	658	2-4	No	No	Yr5	25	73	91%	11	8	Sgl Tr
Marshall	685	3-7	No	No	Yr3	23	72	70%	10	18	3-Tr

Source: CDE Website, Accountability Progress Reporting, <http://www.cde.ca.gov/ta/ac/ar/>

ii. Student Assessment Plan: Alliance has clearly defined what students should know and be able to do to demonstrate proficiency in each core subject at each grade/course level in it's 9-12 Instructional Guides for all core subjects and in it's UC-approved A-G Course Descriptions. Measurable student outcomes guide the content of the curriculum and serve as the basis to measure student progress. Using multiple indicators, proficiency is measured using formative and summative assessments. Students are benchmarked against state and district benchmarks and against themselves from year to year for longitudinal study of school and individual student progress. Assessments include: Diagnostic exams; CA Standardized Tests; Alliance Benchmark and Classroom Assessments and Standards-based Report Cards that assess academic, life and study skills.

Grade	Table of Assessments by Grade Level:
9th	CST, CEDLT, Alliance Quarterly Benchmarks (Math, ELA, Science, History), MDTP
10th	CST, CEDLT, CAHSEE, PSAT, Alliance Quarterly Benchmarks (Math, ELA, Science, History), MDTP
11th	CST, CEDLT, SAT, ACT, AP, Alliance Quarterly Benchmarks (Math, ELA, Science, History), MDTP
12th	SAT, ACT, CEDLT, AP, Alliance Quarterly Benchmarks (Math, ELA, Science, History)

iii. Data Team and Instructional Team: TAMSHS will implement assessment and data analysis practices in operation in all Alliance schools. CST Results and Analysis reports are sent directly to schools during the summer and uploaded into DataDirector for longitudinal analysis, individual school analysis, and planning during the summer before instruction begins. Analysis of student performance data drives professional development and classroom instructional planning, quarterly instruction, Interim Benchmark Assessment, and analysis. Real-time assessment will inform classroom instruction as teachers analyze current student data, identify strengths and gaps, and develop personalized learning plans for their students. TAMSHS will provide all required data to LAUSD to comply with the requirements of the Modified Consent Decree.

f. Community Analysis and Context. Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.

i. Identification: Alliance is committed to serving the families of the Eagle Rock, Franklin, Marshall attendance area. Alliance successfully operates 18 schools in Los Angeles communities with demographic populations and needs similar to the TAMSHS community. Alliance Environmental Science and Technology High School (ESAT) opened

in the area in 2009. In its 2nd year, ESAT achieved a 2010 API of 859 and is ranked #7 among the top 10 highest performing high schools in LAUSD. We believe all students can learn at high levels given the opportunity to do so. Alliance reached out to and will continue to engage the community to gain feedback for TAMSHS. Our “parents as partners” core value reflects our assurance that TAMSHS will engage the community to support student success.

g. Leadership. Provide an overview of the proposed school’s governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.

h. Leadership Team Capacity: The Alliance has a proven track record and staff capacity to design and operate new schools and to perform all tasks required as demonstrated by the successful opening and operation 18 Alliance schools in the following key areas: leadership development, curriculum, instructional strategies, data analysis, efficient operations, financial management, school culture, and accountability. The Alliance leadership team includes but is not limited to:

Judy Burton, President/CEO	Laura Alvarez, Director, Human Resources
David Hyun, Chief Financial Officer	Kirsten Woo, Director, Assessment and Data Services
Steve Synott, Chief Operating Officer	Nicole Mariella, Director, College Counseling
Joan Massey, Chief Academic Officer	Marcee Seegan, Vice President, School Family

ii. School Leadership: TAMSHS must have an exemplary principal who is a capable instructional leader with a passion for STEM curriculum and an entrepreneur in managing resources and STEM professional partners. Exemplary principals are developed through in depth leadership training and apprenticeship with principals who have demonstrated success in their schools. Dr. Eliza Zamor, a former science teacher and current Principal Intern at ESAT, is an expert in STEM curriculum and instruction and is committed to serving as principal of TAMSHS HS.

iii. Principal Accountability for Results - The principal will have primary responsibility and accountability to the school community for working with teachers and all staff in implementing the core values, beliefs, curriculum, instruction and best practices of the Alliance education model insuring that each and every student gets what they need to achieve their individual and school performance goals. The Alliance will be responsible and accountable for guarantees made to TAMSHS in providing operational and management services, monitoring academic progress, documenting and publishing results to the school community and the community of Los Angeles.

h. School Governance Model. Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

i. School Governance Model: Alliance will operate one fiscally independent charter high school, TAMSHS. We envision the family of 5 schools having a shared site governance coordinating structure while maintaining individual schools that collaborate in a vibrant learning environment. Alliance has a proven track record to successfully lead and operate TAMSHS on a shared campus. Eight Alliance schools are on shared campuses with other schools or colleges. Our governance structure supports our vision, mission, and core values and reflects our belief that students, staff members and parents all have a voice and accountability in a collaborative process to achieve our goals. TAMSHS will be incorporated as a 501 (c)(3) with its own board of directors and will be managed by Alliance, a 501 (c)(3) (non-profit benefit California Corporation).

Our vision for Taylor Yard Complex is that it will be a family of five schools working collaboratively to educate students in the attendance area and to serve the community. It is essential for all five schools to participate in a shared plan for facility; safety; student school choice; and school activity coordination. Alliance College-Ready Public Schools has ultimate responsibility for the governance of TAMSHS and the educational model.

INSTRUCTIONAL PROGRAM

2. Curriculum and Instruction

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

- i. **Autonomy:** *Describe how you will use curriculum and instruction autonomy to maximize student learning. As a fiscally independent public charter school in the Alliance network of college-ready focused schools, TAMSHS will use its autonomy from traditional LAUSD high school requirements to maximize student learning includes but is not limited to implementing:*
 - Alliance standards-based instructional guides and quarterly benchmark assessments in English, Math, Science and History
 - Global Scholar Pinnacle standards-based report cards aligned with high priority CA standards where student grades are based on the degree to which students demonstrate proficiency on the standards addressed in assignments.
 - Online coursework for initial credit and credit recovery where needed to insure 230 graduation requirements are met within four years.
 - A two-hour block schedule with three daily odd/even alternating instructional periods to increase uninterrupted time for learning and application of skills and concepts to math and science projects.
 - Physical education as an optional elective depending on student interests and needs.
 - Early college access with up to thirty college credits earned concurrently.
- ii. **Curriculum Development:** *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening. As part of the Alliance network of schools, TAMSHS will access UC approved Alliance course descriptions and learn from successful Alliance career technical models and technology pilots already in place. NOT APPLICABLE.*

The philosophy for curriculum and instruction at Technology and Math Science High School (TAMSHS) is guided by our core values, our beliefs about how learning best occurs and by ⁷best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college and the Science Technology Engineering and Math (STEMS) industry. The philosophical base and the organizational structure for TAMSHS curriculum are student centered and are in accordance with accountability for achieving proficient to advanced performance on core state standards with emphasis on English language proficiency, and an appreciation of STEM projects.

The purpose of Alliance TAMSHS is to establish and maintain the highest quality educational program for high school students in a small school environment with small learning communities that are focused on assuring that students achieve proficient to advanced student performance on state standards and on preparing all students to enter and succeed in college.

Mission - Alliance TAMSHS mission is to operate a small high performance college-preparatory school that will prepare all students to graduate ready for success in college and the workplace in the 21st Century.

Vision - Our vision is all students prepared for college-level technology, math and science course work.

⁷ Best practices researched in successful high schools. See Bibliography (Attachment 1)

Core Values - TAMSHS students, staff and community will embrace five core values in establishing the culture of the school: 1) High expectations for all students; 2) Small personalized school and classrooms; 3) Increased instructional time; 4) Highly effective principals and teachers; 5) Working with parents as partners.

Our core values support our education plan based on our belief that student learning occurs best when:

- There are consistent school-wide high expectations for 100% success for all students with ⁸clear expectations for what students should know and be able to do and how well.
- There is a clear focus on developing proficiency in science; technology; engineering; and mathematics; communication skills; critical thinking and in core content standards.
- The learning experience is enriched by active student engagement in a challenging and rigorous program of study focusing on the application of STEM subjects.
- Each classroom in the school creates a thirst for learning through inquiry-based instruction designed to help students learn how to learn.
- The school functions as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning where staff and students know and respect each other and each other's similarities and differences.
- The instructional methodology helps students see the real-life relevance of the material they are studying and is relevant to students' real world.
- Instructional methods include strategies that provide opportunities for project-based learning through STEM coursework where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world.
- The school curriculum includes courses and pathways for preparation in STEM fields and occupations, especially for underrepresented populations.
- The school coursework prepares students for successful post-secondary education, employment, and life.

Unique and Innovative – As part of the Alliance CollegeYes© i3 Innovation Technology Grant Implementation, all students will complete two Capstone science projects using 1:1 iPads provided for each student where students work in teams using technology to research a team hypothesis.

Research Driven – We believe public schools serve as fundamental centers of community, as well as serving as the major provider of formalized STEM instruction for America's youth. ⁹"Mathematics is the language of the sciences, and thus fluency in this language is a basic skill." Thus STEM coursework provides opportunities for students to prepare for pathways in STEM fields and occupations.

Data-based elements - TAMSHS will demonstrate student readiness for success in college by setting clear measureable performance targets based on indicators of college-readiness including: annual growth in student proficiency on state academic standards; proficiency in English and math on high school exit exams; annual increase in Advanced Placement course access and exam scores of 3 or higher; annual increase of students meeting college-ready performance levels on SAT, ACT, and EAP exams; annual increase in students prepared to take pre-calculus by grade 12; and achieving a 100% success rate of students graduating in four years who are accepted to and enroll in four-year colleges.

A Day in the life of a Student at Alliance TAMSHS

Students arrive at Alliance TAMSHS wearing the Alliance College-Ready Public Schools uniform. Most walk to school from close-by neighborhoods. Parent volunteers, a vigilant principal and teachers greet students as they arrive. Students gather on campus in a safe, calm, welcoming atmosphere that reflects the demographics of the community and the school's focus on technology, math, science and getting ready for college with college pennants recognizing students accepted to college displayed throughout the school and in classrooms. By 7:45 am, students

⁸ Lauren Resnick, *Institute for Learning, Principles of Learning*

⁹ *Statement on Competencies in Mathematics Expected of Entering College Students* ICAS Subcommittee on the Mathematics Competency Statement

are seated in classrooms ready to begin their daily advisory period. The advisory focuses on personal, academic, school and community connections. The advisory teacher serves as the students' counselor for four years so that students are connected to a consistent adult for guidance with studies, relationships, and planning for college.

Students are excited as they begin the first of three two-hour periods per day following the advisory period. Students learn in academic classes with an average class size of 25 that are small enough to insure that each student receives individual attention differentiated to meet their needs. Students begin work immediately upon entering each classroom by logging in on an individual laptop to their personal online vault where their portfolio of student work, new assignments, and messages from their teacher are housed.

Students' core classes reflect rigorous grade level appropriate standards-based instruction with high expectations for all students. California content standards are clearly evident as the focus of instruction in the agenda for the day displayed in each classroom; student work displayed as examples of clear expectations for proficient work.

Teachers engage students in understanding clear expectations for what students must know and be able to do to achieve proficient work on grade level standards. Students are actively engaged in their learning through "accountable talk" about what they are learning in pairs, small group, or whole class interaction. Math, English Language Arts, physical education, and art classes are integrated with technology, math and science.

Teachers involve students in defining and understanding criteria for proficient work so that students are able to judge their own work. Teachers establish clear expectations so that students know how good is "good enough" and so that students know what it takes to improve their performance. Teachers provide directed instruction and facilitate student learning using a variety of instructional materials and resources including online and traditional textbooks, integrated use of technology, science, and math projects in CollegeYes i3 Innovation Technology Grant Implementation using 1:1 iPads, and by connecting learning to real life applications through extended integrated technology, science, math projects. Students are in A-G and Advanced Placement courses as well as academic electives aligned to our STEM pathway and electives that provide intervention to accelerate learning for students performing below proficient levels or enrichment for students performing at proficient and advanced levels.

All students have the opportunity to participate in the nutrition meal program following the first two-hour period. Because of the small size of the TAMSHS campus, passing from period to period takes place within 3 minutes. Students are self-directed and show respect for each other and their school. Students see examples of quality student work aligned with California content standards displayed inside and outside their classrooms. English learners are supported in developing English proficiency through English as a Second Language and in content classes through English immersion with "sheltered English" instructional strategies based on individual needs and through our CollegeYes i3 Innovation Technology Implementation Grant using 1:1 iPads.

Students performing below or far below proficient levels based on quarterly interim assessments and teacher assessment receive individual tutoring based on their needs in math or English language arts in after school or Saturday classes. The campus is buzzing with extra curricular activities after school and on Saturdays that include, STEM student interest clubs, cheerleading, and competitive sports as well as with parent and community members to whom the campus is open.

Who TAMSHS is Attempting to Educate:

TAMSHS will provide a sound educational program for all students in attendance through its rigorous college 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.

What it Means to Be an Educated Person in the 21st Century

A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/ economic studies, the use of technology, and personal work habits to succeed in a global economy. A well-educated person recognizes that the world is constantly changing, knows how to learn and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, understands that talents can be turned into true skill, and that all human beings are equal and important. TAMHS curriculum, instructional methodology, and environment will prepare students to be self-directed lifelong learners who are highly skilled critical thinkers and effective communicators. To be college-ready in 21st Century, students must learn to be resilient, inquisitive problem solvers who can analyze and interpret new information and present accurate, precise arguments that reflect reasoning and proof of their point of view.

How Learning Best Occurs

We believe that learning occurs best:

- When there are consistent high expectations for 100% success for all students with ¹⁰clear expectations for what students should know and be able to do and how well; where students are actively engaged in their learning and where academic expectations are rigorous.
 - 100% college readiness as a goal for all students.
 - Focus on developing proficiency in interpersonal skills; communication skills; critical thinking and high level proficiency in core content standards.
- When each classroom in the school creates a thirst for learning through inquiry-based learning designed to help students learn how to learn and designed to adapt to students' diverse learning styles.
- When learning is personalized to students' needs in a small school structure where students and teachers work together in small learning communities. When there are individual learning plans for students with additional learning time for students to accelerate or to enrich their learning and when assessment of what is taught and learned is ongoing to inform students, teachers, and parents about student progress.
- In a school that functions as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a small, supportive environment, where staff and students know and respect each other and each other's similarities and differences.
- When the instructional methodology used helps students see the real-life relevance of the material they are studying and is relevant to students' real world. When instructional methods include strategies that provide opportunities for project-based learning where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world. When students apply their skills to real-life situations through the use of technology as a tool, through participation in internships, and through service learning.
- When guidance and support are provided for all students through highly qualified inspiring teachers, exemplary principals, and through parents as partners in their child's education.

Core Values

TAMSHS students, staff and community will embrace five core values in establishing the culture of the school: 1) High expectations for all students; 2) Small personalized school and classrooms; 3) Increased instructional time; 4) Highly effective principals and teachers; 5) Working with parents as partners.

Our core values support our education plan based on our belief that student learning occurs best when:

- There are consistent school-wide high expectations for 100% success for all students with ¹¹clear expectations

¹⁰ *Lauren Resnick, Institute for Learning, Principles of Learning*

for what students should know and be able to do and how well.

- There is a clear focus on developing proficiency in science; technology; engineering; and mathematics; communication skills; critical thinking and in core content standards.
- The learning experience is enriched by active student engagement in a challenging and rigorous program of study focusing on the application of STEM subjects.
- Each classroom in the school creates a thirst for learning through inquiry-based instruction designed to help students learn how to learn.
- The school functions as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning where staff and students know and respect each other and each other's similarities and differences.
- The instructional methodology helps students see the real-life relevance of the material they are studying and is relevant to students' real world.
- Instructional methods include strategies that provide opportunities for project-based learning through STEM coursework where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world.
- The school curriculum includes courses and pathways for preparation in STEM fields and occupations, especially for underrepresented populations.
- The school coursework prepares students for successful post-secondary education, employment, and life.

TAMSHS culture will support our core values and will reflect:

- Appreciation of knowledge as power that is worth pursuing for its own sake and recognition that it takes personal effort to acquire meaningful knowledge.
- Recognition that all students can acquire the necessary skills to be lifelong learners and to be ready for college.
- Good will and a supportive attitude towards others, toward school spirit and community pride as a statement of belonging to something larger than oneself.
- Participation in school sponsored or approved service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the school, family and community.
- Respect for the dignity of others to the highest ethical standards, recognizing all persons are equal and avoiding any behavior that would discriminate, belittle, tease, or harass others.

TAMSHS curriculum and instruction model is designed to insure that all students pass A-G college-prep coursework required for college (**APPENDIX F**) entrance with a grade of C or higher as a graduation requirement and to insure that students are prepared to be successful in college-level STEM coursework should they choose to pursue the STEM career path. TAMSHS like all Alliance schools will have the flexibility to select standards-based instructional materials. Most Alliance schools use the same textbooks (**APPENDIX G**) aligned with CA content standards. TAMSHS library strategy will include as well as shared fund raising efforts with the Taylor Yard family of schools to establish a joint on campus library. TAMSHS and all high performing Alliance schools will partner with public libraries in their community and focus on the internet for student access to information for research projects. Our library strategy will also include online access to literature and research, classroom libraries and reading lists.

The career path focus of TAMSHS is Science Technology Engineering and Mathematics (STEM). Our STEM curriculum will be included as elective coursework as well as integrated as part of regular coursework where appropriate, and in afterschool extra curricular activities. Students in the attendance area who choose to enroll in TAMSHS because of their interest in this career path will have the opportunity to develop skills and knowledge about the industry in 4 STEM courses for all students and STEM electives as shown in the course and graduation requirements for TAMSHS (**APPENDIX F**).

¹¹ *Lauren Resnick, Institute for Learning, Principles of Learning*

- b. **Core Academic Curriculum:** *Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.*

TAMSHS will provide a sound educational program for all students in attendance through its rigorous college preparatory curriculum, 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.

Core Academic Curriculum The educational model for curriculum and instruction at TAMSHS is guided by our core values, our beliefs about how learning best occurs and by ¹²best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for TAMSHS 's curriculum are student centered and are in accordance with accountability for achieving proficient to advanced performance on core state standards.

- **College-Readiness for All Students** - All students, including students with a history of under-achievement will learn successfully at high levels and have a fundamental right to high expectations and quality instruction that will prepare them to enter and succeed in college. All students will take and pass A-G college course requirements to meet Alliance graduation requirements (**APPENDIX F**) and annually improve proficiency in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college. All courses offered in Alliance high schools are submitted to the Alliance home office, reviewed for approval by our Chief Academic Officer and published in the Alliance Approved Course Catalogue (**APPENDIX _**). All TAMSHS A-G courses will be transferable to colleges/universities or other public schools. Parents will receive notification of course transferability in all student recruitment and student enrollment materials.
- Our Director of College Counseling monitors and supports school counselors to insure that all A-G courses are UC approved and that Alliance schools have a College Board number for all applicable courses (**APPENDIX I**).

Our students will demonstrate the following competencies as evidence of readiness for success in college:

- All students will demonstrate annual improvement towards proficient to advanced performance as measured by California content standards tests and by analysis of student online work portfolios in core academic subjects. All students will pass the California High School Exit Exam as a graduation requirement.
- Students will demonstrate proficiency in A-G California State University (CSU)/University of California (UC) required coursework including four years of laboratory science; three years of math including algebra and geometry; two years of history/social science; four years of college preparatory English; one year of foreign language; one year of visual/performing arts; and will participate in a college orientation preparatory summer institute during their junior or senior year. TAMHS academic electives will focus on STEM courses and integrated technology use.
- Students in their junior year will take the CSU Early Assessment (EAP) section of the STAR test in English and Math. Students who demonstrate proficiency on CSU standards will be exempt from taking the CSU Placement Test and will be eligible to enroll in CSU courses as regular students before graduation if they chose to attend a CSU campus. An individual learning plan will be

¹² Best practices researched in successful high schools. See Bibliography (Attachment 1)

provided to assist students during their senior year in areas of need diagnosed by the early assessment to prepare them for the CSU Placement Test.

- Student performance data from the results of college-readiness exams (i.e. PSAT, SAT I, SAT II, ACT) will be collected and analyzed to monitor student preparation for college level coursework.

TAMSHS will maintain a “college going culture” for all students and their families by providing college information materials, including individual college-planning student portfolios, brochures, the Alliance college-readiness web page and other resource materials.

TAMSHS students will be served by career and college information programs through organizations including *Acción*, *College-Match*, and will be able to access Initial Credit and Credit Recovery through *Advanced Academics* Online Courses which includes online AP and A-G courses taught by qualified teachers and meet California subject and UC admissions requirements online, tutoring provided by university student tutors; AP exam prep sessions; and access to free SAT/ACT test preparation.

UC Gateways, which offers career assessment and general college information, will be presented to students, parents, and community members in parent academies, and through Alliance College- Counselors in individual and group student counseling. Alliance Parent Education Academy and student workshop topics will include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers, majors in college, visits from college representatives and student field trips to colleges, college entrance tests, PSAT program and ongoing access to information regarding college outreach programs. College-readiness and awareness will be a priority content focus in daily teacher led advisory groups for all students with the support of Alliance College Counselors serving as a resource to classroom teachers and principals.

WASC Accreditation - Our Director of College Counseling coordinates the WASC accreditation process with which Alliance schools have been highly successful (**APPENDIX H**). All courses offered in Alliance high schools are submitted to the home office, reviewed for approval by our Chief Academic Officer and published in the Alliance Approved Course Catalogue. Our Director of College Counseling monitors and supports school counselors to insure that all courses are UC approved and that Alliance schools have a College Board number for PSAT, SAT, ACT, and AP courses.

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

Personalized Learning Environment to Address the Needs of All Students - ¹³Students learn best in small learning communities where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and where there is student voice in all aspects of the school that directly affect them.

- Through our small school of 500 students, TAMSHS will create small learning communities, where relationships between adults and students are sustained over time ensuring that no child falls through the cracks. Student learning will be personalized so that each student’s individual needs are recognized and met.
- Personalized connections between teachers and students will be increased through looping where students remain with the same team of teachers for two to three years creating a strong sense of community. Teacher teams sharing responsibility for a group of students will limit daily teacher-student contacts to not more than 75 in core content classes, increasing teacher time to focus on students as individuals.

¹³ *Bill & Melinda Gates Foundation, Making the Case for Small Schools: Size Makes a Difference: 1) Average achievement is higher in small schools 2) More students from small high schools pass core classes and go on to college 3) Effects of school size are greatest for low income and minority students.*

Student Engagement - Student voice will be included in all aspects of the school that directly affect student learning, interests and needs through advisory groups that connect each student with a personal learning team and through student participation in the development of their individual student learning plans.

- All students will be well known supported through advisory groups of 15-20 students. A credentialed teacher will serve as advisor and will work with the same students from grade 9 through graduation. The advisory structure will provide a small focused support group to motivate and support each student's progress. Each student will also have a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The student mentor may be a teacher, a qualified community leader, a parent volunteer or other member of the staff. The teacher advisor will monitor each student's individual learning plan to address individual interests and needs.

English Learners – College Readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies will be provided for all TAMSHS students learning to speak English as a second language and for English only students who speak non-standard English. Second-language learners and non-standard English speakers will be expected to demonstrate proficiency in English language development after three years of instruction depending on their proficiency levels upon enrollment.

- Teachers will participate in training to continually develop expertise in focused English language development (ELD) instructional strategies as well as sheltered ELD strategies in core subjects for non-standard English only speakers and students learning to speak English.

Increased Time for Learning – All students will have sufficient time in school to learn successfully with 190 days of instruction including 10 supplemental days for extended learning time 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. Daily instructional time will be one hour longer than traditional school schedules to allow for 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.

As required by **No Child Left Behind**, Alliance TAMSHS will work with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. TAMSHS is committed to reducing the education and achievement gap for all students. TAMSHS will implement all provisions of *No Child Left Behind* including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school's academic progress; providing extended learning for students falling behind who need extra help; teacher quality; and participating in all required assessments.

1 **Application for Title I** – as a fiscally independent charter school, TAMSHS will apply directly to the State of California for Title I funding based on the number of documented low-income students enrolled in the school. Documentation of eligibility will be based on one or more of the criteria established by the federal government in Public Law 107-110:

- Information regarding the number of children eligible to receive medical assistance under the Medicaid program.
- Information regarding the number of children eligible for free- and reduced-priced lunches.
- Information regarding the number of children receiving assistance under Calworks (formerly AFDC)

Given the demographic data (70% poverty, low performing, neighboring schools are Title I and are not meeting AYP) of our target communities, we anticipate that the majority of our students will be eligible and that TAMSHS may be eligible for and apply for School Wide Program designation.

2 **Identification of Title I Students** – Title I service to eligible students will be based on low achievement. Students

who are identified by staff as being the most at risk of failing to meet the state student performance goals. Eligible students will be identified at the beginning of the school year as new students enroll. (See low achieving students)

- 3 Adherence to all NCLB requirements – As a recipient of Title 1 Funds, TAMSHS agrees to meet all programmatic, fiscal and regulatory requirements of *No Child Left Behind* that are applicable to charter schools including meeting its Adequate Yearly Progress goal, publicly reporting the school's academic progress, providing extended learning for students falling behind who need extra help, teacher quality, and participating in all required assessments. TAMSHS will maintain and make available to the district upon request, required documentation to demonstrate compliance with NCLB requirements. TAMSHS will participate in district program reviews of its compliance with federal and state mandates as applicable to charter schools.
- 4 Commitment to NCLB Highly Qualified Teachers and Paraprofessionals
 - Teachers hired by TAMSHS will meet the NCLB required criteria for “highly qualified teachers.
 - Paraprofessionals will meet NCLB required criteria including: completion of at least two years of study at an institution of higher education; will have obtained an associate or higher degree or; met a rigorous standard of quality and will be able to demonstrate through a state or local academic assessment in knowledge of, and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve as translators or whose duties consist solely of conducting parent involvement activities.
 - Parents will be informed in writing at the beginning of each school year of their right to know about the qualifications of their child's teachers including timely notification if their child's teacher is taught for 4 or more consecutive weeks by a teacher who is not highly qualified.
- 5 Engagement of parents of participating Title 1 students; will include an annual meeting of Title 1 parents, annual participation in developing the TAMSHS Parent/School/Student Compact, annual participation in developing the TAMSHS parent involvement plan. (See parent engagement). Adherence to Title I Accountability Including Adequate Yearly Progress.
- 6 How the Needs of Identified Title I Students Will Be Met – (See low-performing at-risk student; how needs will be assessed and how their needs will be met).

Students with Special Needs

TAMSHS will use the Alliance diagnostic testing assessments for every student upon enrollment in the school. The assessment will be used to detect learning strengths, weaknesses, and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified, as potentially having special needs, the plan for 1) Students at Risk of Retention, 2) English Learner /Non-Standard English Speakers, and/or 3) Special Education will be implemented. TAMSHS recognizes that students who are 4) gifted and talented also have special needs and will provide appropriate identification and instructional strategies to meet their needs.

1. Students at Risk of Retention

a. Low-achieving Students

In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, TAMSHS will implement a strategy based on a Personalized Learning Plan (PLP). All students will have such a plan. The following will take place for those specifically identified as low achieving:

- i. Parents will be informed of the student's academic standing within one week of identification.
- ii. Within three weeks of identification, a conference will be scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan will have specific responsibilities for the student, parent, and teachers.

The student will receive supplemental support services. In the areas where the student is struggling most, one-to-one instruction will be offered by the classroom teacher and/or assistant teacher, as well as computer programmed learning projects to address specific individual needs.

- iii. The student will be enrolled in a remediation program to accelerate learning. Paraprofessionals and/or trained tutors (recruited from the business community, the college/university community, and volunteer

organizations) will provide remedial tutoring through individualized and/or small group assistance.

b. Promotion and Retention of Students

TAMSHS will not endorse social promotion. TAMSHS is committed to helping students achieve the necessary skills to progress from grade to grade yearly. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level will be examined on an individual basis. Each student will be assessed individually according to his/her total needs.

TAMSHS has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that will enable them to be ready for entrance to and success in college. Promotion and retention of students will be based on multiple assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient. Assessment measures will include the student progress report based on degree of proficiency and teacher recommendations. Students whose average rubric score classification is “not proficient” on the final student progress report for the academic year will be eligible for retention.

The principal and/or teaching staff will prepare a written determination to specify the reasons for retention. The written determination will include recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination will be provided to and discussed with the student’s parents, the student’s teachers, and the principal.

Student’s identified for retention must participate in a remediation program (i.e. after-school, tutoring, summer school). The student’s academic performance will be reassessed at the end of the remediation program, and the decision to retain or promote the student will be reevaluated at that time.

2. English Language Learners

TAMSHS 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.

TAMSHS 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 ELL 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, TAMSHS 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.

TAMSHS 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 TAMSHS in-service professional development.

TAMSHS 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 all 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, and Advanced.

Non-standard English Speakers

Recognizing that many students at TAMSHS 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.

Alliance schools results serving similar students, including students with special needs, in historically underperforming, high poverty school communities where Alliance high schools have consistently not only outperformed neighboring schools but have also exceeded the average performance of high schools in LAUSD and California based on the Academic Performance Index.

3. Gifted and Talented Students special needs of identified will be addressed through accelerated learning, differentiated classroom instruction, enrichment programs after school and through partnerships with community colleges. TAMSHS will provide challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. This includes providing a rich academic program that addresses both acceleration and differentiation and continually reviewing student data to increase the number of gifted and talented students. Our criteria extend beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, problem solving, and creativity.

Differentiated curriculum based on the core curriculum will be provided during the regular school day through part-time and cluster grouping. Other differentiated learning activities, such as, extended day classes, Saturday seminars, independent study, Advanced Placement (AP), honors, and distance learning programs that offer college-level courses. The identification process will begin with a referral by the student's teacher or parent (after consulting with the teacher). A Screening Committee will gather documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The Committee will make a preliminary recommendation for consideration on the eligibility of the student. When a decision has been made, the parent will be notified, in writing, of the student's eligibility.

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

Instructional Strategies - Students learn best when there is a rigorous standards based curriculum with high thinking demand that challenges students to test their understanding of concepts through real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning.

- TAMSHS students will learn at higher levels in classrooms where teaching strategies reflect high expectations for all students. Proficiency in core subject areas will be based on grade-level expectations for rigorous standards.
- Students will apply skills and concepts learned to real world projects, service learning, and community internships that require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning.
- Through ¹⁴project-based instruction, TAMSHS will transform the learning environment from a system of teacher output and student input to a self directed learning environment in which teachers are facilitators and students are learners and doers. Students will study STEM

¹⁴ Linda Darling-Hammond, Stanford University: *10 Features of Good Small Schools: Redesigning Schools, What Matters and What Works: Project-based Learning* – “One strategy for linking the curriculum to real-world issues is through project-based learning where students are engaged in challenging tasks that involve knowledge and skills from more than one academic discipline. These tasks require students to work independently to solve complex problems, and they culminate in real-world products.

coursework; through project-based learning they will demonstrate proficiency of CA state standards.

- TAMSHS classrooms will engage students in developing clear understandings of criteria for high performance, how to judge and improve their own work – so that students know how good is good enough for proficient and advanced performance.

Integrated Technology - Students and teachers will have adequate access to technology to use it effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high-performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents. Computer equipment will be leased with the option to purchase to reduce cost. As part of the Alliance CollegeYes© i3 Innovation Technology Grant Implementation, all students will complete two Capstone science projects using 1:1 iPads provided for each student where students work in teams using technology to research a team hypothesis. Instructional methods include strategies that provide opportunities for project-based learning through STEM coursework where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world.

- Students will have adequate access to use technology as a tool integrated with student learning and project-based learning. Students will use technology to access research information on the Internet, to develop standards-based multimedia integrated projects and presentations and to maintain individual portfolios of their work. Students will submit quarterly writing samples to the CSU writing assessment system for scoring.
- Classroom teachers will be provided a computer and will use consistent data system for managing grades, student performance data, and internal school and network communication with other schools. TAMSHS will use a data management system to access individual student and classroom data. Ultimately, classrooms will be networked with each other, with the school office and with the Alliance for ongoing efficiency in communication and support to schools using PowerSchool© and, if required the LAUSD Secondary SIS.

Ongoing Assessment – TAMSHS schools will provide multiple ongoing opportunities to measure student learning and to inform instruction through real life projects, analysis of student work portfolios, and interim assessments as well as standardized on-demand assessments.

- An individual personal learning plan will be developed and maintained for each TAMSHS student, used to identify student needs, interests, and progress towards proficiency on core content standards, proficiency in English language development and college-readiness.
- Student learning plans will include electronic portfolios of selected student work that demonstrates proficiency in applying STEM skills and concepts in real life project-based learning.
- TAMSHS will implement Data Director interim assessments in core content standards in reading, math, science, and history/social science. Interim assessments will inform instruction and provide immediate individual student information on progress towards proficiency on State standards. Secondary students will take CSU 11th grade early entrance assessment and CSU placement tests as a key indicator of college-readiness.
- TAMSHS students will participate in all mandated standardized assessments.

Ongoing Analysis of Student Performance - TAMSHS will analyze student performance and implement diagnostic testing to assess the needs of every student upon entrance to the school. The assessment will be used to detect learning strengths, weaknesses, and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified, as potentially having special needs, a plan for Students at Risk of Retention, English Learners, and/or Special Education will be implemented. The Alliance recognizes that students who are gifted and talented also have special needs and will provide appropriate identification and instructional strategies to meet their needs. Specific strategies that have led to the success of all students in Alliance schools with similar demographics and student needs:

- Diagnosis of student needs
- Personal learning plan for each student
- Differentiated instruction in our classrooms
- Math and/or English support class in addition to regular grade level math and English course
- Individual tutoring using artificial intelligence online tutoring including Carnegie Math Cognitive Tutor, Riverdeep, Achieve 3000, Revolution Prep
- Summer math and English bridge programs for new and continuing students at risk of falling behind
- Afterschool and Saturday instruction and tutoring to accelerate learning
- High expectations for all students including English learners and students with special needs
- Rather than set lower expectations for some students, our schools have high expectations for all students. We believe that some students need more support and time to get there.

Accountability for Results – The principal will be responsible and accountable to the school community for the same Title I accountability requirements as other non-charter public schools in California including Adequate Yearly Progress; implementing the core values, beliefs and best practices of the Alliance education model insuring that each and every student gets what they need to achieve their individual and school performance goals. Alliance will be responsible and accountable for guarantees made to TAMSHS in monitoring progress, documenting and publishing results to the school community and the community of Los Angeles.

- The principal will be hired with an annual renewable contract based on annual performance evaluation conducted by the Alliance School Family Vice Presidents. The principal will be responsible for and have the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.
- Alliance will monitor, document, evaluate and publish implementation results and student outcome results. Alliance will contract with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation will serve to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, will inform parents and the community on the degree to which TAMSHS is achieving its stated goals for individual students.

All students, including English learners and students with special needs, learn best when there is a rigorous standards based curriculum with high thinking demand that challenges students to test their understanding of concepts through real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning. TAMSHS students will learn at higher levels in classrooms where teaching strategies reflect high expectations for all students.

Proficiency in core subject areas will be based on grade-level and course expectations for rigorous standards. Students will apply STEM skills and concepts learned to real world projects, service learning, and community internships that require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning. Through ¹⁵project-based instruction, TAMSHS will transform the learning environment from a system of teacher output and student input to a self directed learning environment in which teachers are facilitators and students are learners and doers.

- TAMSHS classrooms will engage students in developing clear understandings of criteria for high performance, how to judge and improve their own work – so that students know how good is good enough for proficient and advanced performance.

The California Department of Education (CDE) defines STEM Education in high school as:

- Provides a challenging and rigorous program of study focusing on the application of STEM subjects

¹⁵ Linda Darling-Hammond, Stanford University: *10 Features of Good Small Schools: Redesigning Schools, What Matters and What Works: Project-based Learning* – “One strategy for linking the curriculum to real-world issues is through project-based learning where students are engaged in challenging tasks that involve knowledge and skills from more than one academic discipline. These tasks require students to work independently to solve complex problems, and they culminate in real-world products.

- Offers courses and pathways for preparation in STEM fields and occupations
- Provides opportunities for student exploration of STEM related fields and careers, especially for underrepresented populations
- Prepares students for successful post-secondary employment, education, or both

TAMSHS will incorporate and implement the CDE's definition of STEM education. TAMSHS believes public schools serve as fundamental centers of community, as well as serving as the major provider of formalized STEM instruction for America's youth. ¹⁶"Mathematics is the language of the sciences, and thus fluency in this language is a basic skill." Thus STEM coursework provides opportunities for students to prepare for pathways in STEM fields and occupations.

TAMSHS will function as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning where staff and students know and respect each other and each other's similarities and differences. The instructional methodology helps students see the real-life relevance of the material they are studying and is relevant to students' real world. Instructional methods include strategies that provide opportunities for project-based learning through STEM coursework where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world. The school curriculum includes courses and pathways for preparation in STEM fields and occupations, especially for underrepresented populations.

3. School Culture and Climate

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

Alliance school culture is driven by our first core value, high expectations for all students including the expectation of 100% graduation and college entrance rate for all students. TAMSHS will provide a sound educational program for all students in attendance through its rigorous college preparatory curriculum, 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.

The culture of TAMSHS will support of our vision, mission and core values will reflect:

- Appreciation of knowledge as power that is worth pursuing for its own sake and recognition that it takes personal effort to acquire meaningful knowledge.
- Recognition that all students can acquire the necessary skills to be lifelong learners and to be ready for college.
- Goodwill and a supportive attitude towards others, toward school spirit and community pride as a statement of belonging to something larger than oneself.
- Participation in school sponsored or approved service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the school, family and community.
- Respect for the dignity of others to the highest ethical standards, recognizing all persons are equal and avoiding any behavior that would discriminate, belittle, tease, or harass others.

Alliance Uniforms TAMSHS students will wear the Alliance logo uniform. The primary value of the Alliance requirement that all students wear our school uniform is the elimination of identification or visual affiliation with any gang or group. All current Alliance schools are located in communities with significant gang presence.

Alliance College-Ready Public Schools have been successful in keeping our campuses free of gang activity by implementing consistent high expectations for student behavior and management of student behavior:

- School-wide culture based on Character Counts pillars with teacher training.
- School-wide student code of conduct, shared safe school plan.

¹⁶ *Statement on Competencies in Mathematics Expected of Entering College Students* ICAS Subcommittee on the Mathematics Competency Statement

- Parent/Student/School Compact signed and committed to by all three stakeholders.
- Required student uniforms and a no-tolerance policy for gang attire or paraphernalia.

We believe that establishing a neutral territory for all five schools will require consistent commitment of high expectations for all students across all schools no matter who the operator or the program and that it is essential that the five schools collectively and individually work closely with the Local District, Neighborhood Safe School Councils, and the LAPD Gang Detail in the community as well as each other in monitoring and working to prevent gang activity in and around the school community.

The Alliance Environmental Science and Technology High School is located one mile west of TAMSHS. While we have had no gang activity on our around our campus, we have researched gang activity in the community. We have forged a working relationship with the Gang Detail from the Northeast Division of LAPD and will continue to foster this important relationship.

Principal Leadership is Essential to the Culture of the School – The Alliance will select an exemplary principal who is a capable instructional leader and entrepreneur in managing resources whose skills and capacity will be developed through in-depth leadership training and through apprenticeship with principals who have demonstrated success in their schools.

- Alliance will recruit the principal from among the best talented leaders who demonstrate commitment to the belief that all students can learn successfully through professional organizations, local and national school districts, and university graduate school programs.
- The principal will participate in leadership training for 3 months before the beginning of the school year. Leadership development will include apprenticeship with a successful principal with a track record of successful student results who demonstrates the core values and beliefs of Alliance.

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

TAMSHS will be a high performance school that will deliver a consistent educational environment and experience for students—preparing every student with the skills, experience, and knowledge to enter college. Our measure for success for students enrolled for four years is that:

- 80% to 100% of students will graduate from high school meeting or exceeding LAUSD graduation requirements to receive a high school diploma.
- 80% to 100% of students at TAMSHS from grades nine through twelve will pass the California High School Exit Examination and will be prepared for college—passing University of California and California State University A-G requirements.
- 80% to 100% of graduates will be accepted and will make the transition to some level of post secondary education, continuing on to community college or a four-year college/university.

TAMSHS will accomplish its educational mission through clear expectations and an intensive focus on students meeting Grade Level/Subject State Standards in English/language arts, science, math, history/social sciences and foreign language, as well as a service-learning component.

- Our goal is that at least 80% of students will achieve proficient to advanced performance in English Language Arts content standards (reading, writing, and speaking skills) that shows understanding and effective communication.
- TAMSHS will meet Adequate Yearly Progress goals as required by *No Child Left Behind*.
- Our goal is that 100% of students who are English Learners will achieve proficient to advanced levels of fluency in English Language Development as measured by the CELDT test.
- Our goal is that at least 80% of students will achieve proficient to advanced performance in Math and Science content standards demonstrating understanding of the use of math and science to become aware of how the universe works.
- Our goal is that at least 80% students will achieve proficient to advanced performance in History/Social Science in understanding of how government, economics and the social sciences impact individual and global interactions.

- Our goal is that at least 80% students will demonstrate an understanding of the place of the arts in society and their lives.
- Our goal is that 100% of our students will meet college readiness requirements for a 2-year or 4-year college.

TAMSHS will guarantee a rigorous learning experience for each student. Key attributes include:

- Small and personalized learning environment with small learning communities of 125 students where no teacher works with more than 75 students per day in core content classes and 85 percent of teacher-student time is spent together within that small learning community. In addition, teachers will stay with students for at least two years. Each student will be known intensely by at least one adult through advisory groups of 15-20 students.

A significant part of learning is accomplished through interdisciplinary STEM projects, bringing real-world applications into the classroom utilizing state-of-the-art technology. The Alliance CollegeYes© i3 Innovation Technology Grant Implementation, all students will complete two Capstone science projects using 1:1 iPads provided for each student where students work in teams using technology to research a team hypothesis. These 1:1 iPads will empower students with a technological tool motivating student achievement.

- Each student has an individualized learning plan that represents an agreed-to plan by teacher, student, and parent on how the student will learn. Every person in the system is held accountable for student success and use data to appraise improvement efforts. TAMSHS will have a culture of high expectations of the abilities of all students—that all can and will succeed.

To best serve our students and community, TAMSHS will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. The school will submit to the district any changes to the listed student outcomes. Understanding that TAMSHS will be responsible for following the California State Standards for students in grades 9-12, specific emphasis will be placed on those standards which prepare students for entry into and success in college.

Student success at TAMSHS beyond just test scores means:

Curricular Focus	Measurable Outcomes	Course
English Language Arts	<ul style="list-style-type: none"> ▪ Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works. 	English – Grades 9-10 American Literature Contemporary Composition Advanced Composition
Applied Technology	<ul style="list-style-type: none"> ▪ Students will demonstrate the ability to use new and developing technologies as it relates to 21st Century career paths and college-level courses as part their completion of two capstone math/science projects completed using technology 	Information Technology Energy and Environmental Technology Biotechnology Integrated Math and Science Technology
Mathematics	<ul style="list-style-type: none"> ▪ Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations. ▪ Students will be able to use geometric skills and concepts. They will be able to construct formal, logical arguments and proofs in geometric settings and problems. ▪ Students will use algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions and the binomial theorem, and the complex number system ▪ 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. 	Algebra 1 (as needed) Geometry Algebra 2 Pre Calculus Linear Algebra A.P. Calculus A A.P. Calculus B

Curricular Focus	Measurable Outcomes	Course
	<ul style="list-style-type: none"> Students will be able to apply mathematics and its intrinsic theory. 	
Biological/Physical Science	<ul style="list-style-type: none"> Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology and environmental science. 	Biology, Marine Biology Chemistry Physics Physiology Environmental Science UC approved Life Science and Physical Science A.P. Biology A.P. Chemistry A.P. Environmental Science A.P. Physics
History/Social Science	<ul style="list-style-type: none"> Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical 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. 	World History American History American Government Economics
Foreign Language and Literature	<ul style="list-style-type: none"> Students will demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with literary works. 	Spanish 1- 4 (AP) Spanish for Native Speakers French 1-4 (AP)
Visual and Performing Arts	<ul style="list-style-type: none"> Students will demonstrate some facility with a fine or performing art. Students will understand the place of art in society. 	Dance Art Drama Music
Community Service	<ul style="list-style-type: none"> Students will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts. 	Service Learning/Internships
Health Education	<ul style="list-style-type: none"> Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits. 	Advisory Groups Physical Education Health Education

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

TAMSHS daily advisory program will be a core part of the strategy to meet the individual, emotional and social needs of our students. Students stay with their advisory teacher and student team for four years so that it becomes their social and emotional family network.

Identification of academic needs will be addressed through comprehensive diagnostic assessment for each student upon entrance to the school. The assessment will be used to detect learning strengths, weaknesses, and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified, as potentially having special needs, the plan for Students at Risk of Retention, English Learner Students, and/or Special Education will be implemented. TAMSHS recognizes that students who are gifted and talented also have special needs and will provide appropriate identification and instructional strategies to meet their needs.

Diagnostic data will indicate needs to be met as part of each student's Personal Learning Plan. Results of the UCLA MDTP will be one of three criteria used for initial diagnostic assessment of entering grade 9 students to determine student readiness for Algebra 1, Algebra 2, or Geometry and will determine students' need for intervention electives and tutoring in math and English language arts. Objective, written tests and teacher recommendation and student participation in student-led self review conferences will be used to evaluate student progress and their need for more individualized help to reach the required proficiency in grade level standards. All students will have access to the grade level core curriculum.

Students at risk will participate in an extended learning program to provide more time for learning and to accelerate their progress. All students will be eligible to take all classes, including Advanced Placement. Students who show a continued lack of progress will be served as detailed under *No Child Left Behind* and/or the Special Education section depending on individual student needs.

Supplementary Programs, Activities, and Services - Sports and Extra-Curricular Opportunities: Eagle Rock/Franklin/Marshall High School have a rich history of excellence in sports, extracurricular activities and community service that we believe should continue as a wide choice of options at the Taylor Yard Family of Schools Complex that add richness to high school culture and the students' education experience.

TAMSHS extra curricular activities will include opportunities aligned specifically with our STEM career path including internships with STEM professionals including, business management, science, engineering, technology, and math clubs.

Sports – We believe students attending the different schools within the Taylor Yard campus should work in collaboration to provide the opportunity to participate in joint sports teams which may include football, boys' and girls' basketball, volleyball, soccer, cross-country, swimming, tennis, track, etc. based on student interest and demand. Practice and game facilities can be secured on campus or for TAMSHS, through partnerships with local parks, recreation centers.

Extra-Curricular Clubs - TAMSHS will offer a wide variety of activities outside of the academic program. Depending on student interest and partnerships, may include STEM clubs, backpacking trips, ropes courses, model United Nations, debating teams, Junior Statesmen, chess club, and other socially focused student-initiated activities.

Community Service Activities - TAMSHS curriculum will include individual and shared programs for character building, community service, and internship experiences in the business world. We believe service learning will be a vital element for students, which will instill a sense of individual and civic responsibility. Community service activities will enable students to use apply skills to solve community challenges.

Nutrition - TAMSHS, the same as all Alliance schools, shall meet NSLP/SBP Meal Program and USDA requirements for nutritional content. Free and reduced lunch applications are included in the registration packet, are process by the school and monitored by the Alliance Director of Operations for compliance and quality. TAMSHS and all Alliance schools provide a morning nutrition and lunch meal program.

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

As reflected in the name of our organization and in our mission, our primary goal is to prepare students for success in college, the workplace and life. The Alliance network of schools are all participants in a national intensive focus on teacher effectiveness based on the premise that the single most important factor in getting students ready for college success is having an effective teacher in every classroom, every day, every year for students. Students who spend even one year with an ineffective teacher struggle to catch up or get back on track towards success. "The College-Ready Promise" in Los Angeles is one of four national intensive sites funded by the Bill and Melinda Gates Foundation. In 2010, 96% of Alliance high school students across six schools, graduated in four –years and 86% of the graduates were accepted in multiple four-year universities.

TAMSHS will participate in this initiative that measures its success based on increasing the percent of effective teachers and thereby annually increasing the percent of students who demonstrate college-readiness based on:

- Taking and passing A-G college-prep coursework

- Entrance in four year university without remedial coursework
- SAT/ACT cut point scores that indicate readiness for college-coursework
- AP Exam Scores of 3 or higher
- Students demonstrate that they are resilient, inquisitive problem-solvers who can communicate a coherent point of view verbally and in writing and who can advocate for themselves

Graduate Ready for College Success – Our goal is that all students who graduate from Alliance high schools, including students with a history of under-achievement will learn successfully at high levels, will have earned 230 course credits and will have taken and passed the required 150 A-G college-prep courses with a grade of C or better to meet UC and CSU entrance requirements. Students will also have completed a community service project. TAMSHS students will have completed 4-years of study in the STEM career path preparing them for college-level STEM coursework and experience in the STEM workplace. Eligible students will also have concurrently earned up to one year of college coursework (30 units) when they graduate from high school.

College and Career Readiness Support: Students will have support from a variety of sources to help them achieve college-ready goals including their junior and senior year advisory classes that focus on college and career readiness helping students prepare applications, write their personal statement, and apply for scholarships; school college-counselor who coordinates our goal of a having each student submit at least 10 applications to 4-year colleges; Acción College-Prep partner organization that organizes college-readiness workshops for teachers, students and their parents, and hosts our annual college-fair; POSSE; College-Match, the Alliance Director of College Success, Alliance career and college fairs; and support from Alliance alumni students currently enrolled in college.

Multiple Measures of College-Readiness: Our students will have multiple measures to graduate and demonstrate the following competencies as evidence of readiness for success in college and competencies in our STEM career path:

- Proficient to advanced performance as measured by California content standards tests.
- Pass the California High School Exit Exam as a graduation requirement.
- Proficiency in A-G required college preparatory coursework including four years of laboratory science; three years of math including algebra and geometry; two years of history/social science; four years of college preparatory English; one year of foreign language; four years of STEM-focused coursework; and will participate in a college orientation preparatory summer institute during their junior or senior year.
- AP Course Exam Scores of 3 or higher.
- Meet EAP, SAT, and ACT college readiness pass rates.
 - All A-G courses at TAMSHS will be accepted for undergraduate admission to colleges/universities or other public schools. Parents will receive notification of course acceptance. Students in their junior year will take the CSU Early Assessment section of the STAR test in English and Math. Students who demonstrate proficiency on CSU standards will be exempt from taking the CSU Placement Test and will be eligible to enroll in CSU courses as regular students before graduation. Student performance data from the results of college-readiness exams (i.e. PSAT, SAT Reasoning and Subject Matter Tests, ACT Explore and Plan, and ACT Writing) will be collected and analyzed to monitor student preparation for college level coursework.

College Information for Families – TAMSHS will maintain a “college going culture” for all students and their families by providing college information materials, including individual college-planning student portfolios. Programs regarding careers including CTE and STEM and college information will be presented to students, parents, and community members in parent academies, and through Alliance College-Bound Counselors in individual and group student counseling. Alliance Parent Education Academies and student workshop topics will include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers and majors in college focused on but not limited to the CTE and STEM industries, visits from college representatives and student field trips to colleges, college entrance tests.

Creating a College-Going Culture- Development of a college-going culture begins with all incoming ninth grade students through advisory groups, parent engagement and throughout school-wide activities. The question at TAMSHS will not be “Are you going to college?” but “Which college are you going to attend?” College-Preparatory Coursework and Readiness Portfolio – A poster of college-coursework and entrance requirements is posted in every

classroom. Each individual student will maintain an electronic portfolio to document progress and next steps of meeting college-entrance requirements. Parents receive a copy of their child's portfolio with a guide to plan for success at the initial parent orientation to the school program. Parents will participate in learning about and supporting their child's preparation for meeting college-entrance requirements. Each student will be required to have a college-entrance plan including applications submitted at the conclusion of their senior year.

College Study Skills – Advisory curriculum will include direct development of study skills to prepare our students to be independent learners through the use of study skills materials and through a visiting college student program that provides an opportunity for students to learn from students in the community who have successfully entered college programs.

College Orientation – Pennants from local and national colleges and universities will be displayed throughout the campus and in each classroom. Students will have the opportunity to research college programs beginning in tenth grade. College-Campus Visits – Trips to local universities will be coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs.

College Scholarship Application Support – Beginning in the eleventh grade, students and their parents will participate in identifying scholarship programs and receive assistance in preparing and submitting applications for scholarships.

PSAT and SAT Tutoring and Preparation – TAMSHS will coordinate awareness, tutoring and support preparation for PSAT and SAT exams as well as include CSU Early Assessment into our college-readiness program.

- e. **Parental Involvement: Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.**

Parent Engagement - Parents have a right to choose to send their children to excellent high performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. TAMSHS understands the importance of active parent involvement in the education of their children.

Parents of TAMSHS students will be meaningfully and actively engaged in their children's education. Parents will be responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it will take for children to achieve college-readiness, and by their active voice in achieving the goals of the school through volunteering.

- Parents will be actively engaged in the development of the school as members of the initial school development team and as members of the ongoing School Advisory Council.
- Parents of participating Title 1 students will participate in an Annual TAMSHS Title 1 meeting. TAMSHS will apply for Schoolwide Program.
- Parents will be guaranteed access to the school, school leaders and classroom teachers to support their children's education.
- After the enrollment of a student, each parent and each student will meet with the principal.
- Parents will be provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents will be supported in their participation in monitoring their child's individual learning plan towards college readiness.
- Parents will participate in a minimum of 4 Parent Education Academies each year.
- Each parent, their child and the school will participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of TAMSHS.
- Each parent, the student and their teacher advisor will participate in developing an Individual Student Learning Plan, based on an initial assessment, student interests and needs. Parents will be responsible and accountable for committing to volunteering time to support the school and to participate as parent mentors.
- TAMSHS will seek to establish partnerships with effective parent engagement leaders such as Families-in-Schools which have a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings with individual classroom teachers, with the student's instructional team and with the student's advisor. These meetings will be held on a regular basis.

- Individual parent-teacher conferences will be held quarterly to share and discuss the progress and needs of each individual student.
- An active parent volunteer program, so that each parent feels part of the school and understands their responsibility to the school.

TAMSHS 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 TAMSHS Parent Association will serve to address issues regarding parent/teacher/student relations. Parent Association -TAMSHS Parent Association will provide an ongoing opportunity for two-way communication between parent constituents and the school. The Parent Association will have a voice in the School Advisory Council through the parent representative and will be convened regularly to give input into the continuous program implementation and improvement process.

- f. School Calendar/Schedule: Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.**

School Calendar/Schedule (APPENDIX J) One of the five core values of Alliance College-Ready Public Schools is increased time for learning. Our daily and annual calendar are aligned with our core value including a longer school day from 7:45 am – 3:30 pm, a block schedule 3 longer uninterrupted instructional periods of 120 minutes per day; a longer school year of 190 days of instruction including 10 supplemental instruction days for intervention support or enrichment. There will be 3 additional pupil free days during the year in addition to far exceeding required minutes for secondary schools. Beyond the instructional days for the year eligible students will have the opportunity to participate in a 120-hour summer session and a summer bridge program. Early college courses will be offered concurrently for eligible students after school and on Saturdays. Additional initial coursework and credit recovery coursework will be offered online.

Student and Faculty Grouping for Instruction in Personalized Learning Environment - ¹⁷Students learn best in small learning communities where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and where there is student voice in all aspects of the school that directly affect them.

- In TAMSHS small school of approximately 500 students, on average, class size will be 25:1. TAMSHS will create small learning communities, where relationships between adults and students are sustained with Teacher teams sharing responsibility for a group of students will limit daily teacher-student contacts to not more than 75 in core content classes, increasing teacher time to focus on students as individuals.

- i. Autonomy with Calendar and Scheduling: Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.**

As a fiscally independent public charter school, TAMSHS will benefit from its autonomy to schedule a longer school year and a longer school day for students as well as schedule one full week of pre-service professional development for teachers during the summer and three pupil free days during the year for benchmark results data analysis and cross school sharing of best practices by curricular area groups.

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

¹⁷ Bill & Melinda Gates Foundation, *Making the Case for Small Schools: Size Makes a Difference*: 1) Average achievement is higher in small schools 2) More students from small high schools pass core classes and go on to college 3) Effects of school size are greatest for low income and minority students.

Graduation and Alternative Graduation Policy (APPENDIX F) – All Alliance high school graduation requirements are in alignment with the University of California (UC) and California State University (CSU) “A-G” minimum undergraduate admissions requirements. Alliance high school students must pass all courses with a grade of C or higher (basic proficiency) and pass the California High School Exit Exam (CAHSEE). Report grades are limited to A, B or C. No D’s or F’s. Students who do not achieve basic proficiency with a minimum grade C are issued an “NP” not proficient on their report card and repeat the course.

TAMSHS student discipline policy (APPENDIX I) will be reviewed with students and parents upon admission to TAMSHS and signing of the parent/student compact. By signing the parent/student compact, the students and parents acknowledge their understanding of and their responsibility to the standards set forth in the discipline policy. The discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance.

4. Assessments and School Data

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

Assessment Philosophy - TAMSHS assessment philosophy will be aligned with Alliance clearly defined standards-based instructional guides, quarterly benchmark assessments, and approved course descriptions that reflect what students should know in each core subject at each grade/course level. These measurable student outcomes are based on the content of the curriculum and will serve as the basis to measure student outcomes. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability.

TAMSHS assessment includes formative and summative assessments throughout the year Alliance-wide. Teacher assessment is an essential part of the teaching learning process so that instruction is continuously adjusted based on checking for understanding and is aligned with clear outcome goals. Students will be able to demonstrate proficiency when measured against multiple measures. Proficiency will be measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach will be conducive to benchmarking students against statewide benchmarks and against themselves, evaluating groups of students and assessing the whole school from year to year for longitudinal study of our progress. The assessment measures will include but not be limited to:

Assessment Method	Frequency
State Mandated Standardized Tests (Content Standards Tests, CELDT, CAHSEE)	Annually, Spring
Academic Performance Index	Annual
Interim School Wide Student Assessments (Data Director)	Quarterly (every 10 weeks)
College Entrance Exams, PSAT, SAT I, SAT II, CSU Entrance/Placement Exams	Beginning in Grade 10
California High School Exit Exam	As scheduled by CA State Department
Analysis of Student Projects	Quarterly (every 10 weeks)
Student Progress Reports	Quarterly (every 10 weeks)
Student Diagnostic Survey	After registration and enrollment in school
Ongoing Classroom Teacher Assessments	Daily, Weekly, Final Exams in 9 th Wk ea Qtr
Student Conduct Records	Every 5 weeks

State Mandated Tests - TAMSHS will meet all statewide standards and conduct pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. The assessment structure will include, in addition to other standards-based and performance-based assessment tools such as the SAT standardized tests, comprehensive final

exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements will be weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results will be issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

As an LEA, TAMSHS will test (i.e., STAR, CELDT, CAHSEE) independently of LAUSD and will be supported by the Alliance Assessment and Data team. TAMSHS will grant authority to the state of California to provide a copy of all test results directly to the District as well as the charter school. TAMSHS will conduct assessments and standardized testing of students with disabilities using state and District guidelines for modifications and adaptations.

Ongoing Interim Assessment (APPENDIX O)- On-going assessment and evaluation of educational outcomes are vital in determining if the educational purposes are attained. The first step in the assessment process is the collection of data and information. The student achievement data routinely gathered and analyzed include:

- Results from regularly scheduled assessments given in core academic subjects (at 5 weeks and 10 weeks and at 20 weeks for final semester grades).
- In classroom departmental placement and final exams (prior to issuing 10 and 20 week reports).
- Results from CST, PSAT, SAT I & II, CAHSEE, Golden State Exams (if offered), and Advanced Placement Exams.

Data gathered will be used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Data will inform our decisions regarding the need to continue, modify, improve, and to add or discontinue instructional strategies

Analysis of Student Work - Under the leadership of the principal, teachers will regularly use a wide range of assessment information **to modify curriculum and instruction and to improve student achievement**. Teachers, in collaboration with the Alliance, will develop and implement an efficient, student performance data gathering and reporting system to benchmark student performance using multiple measures of assessment and data gathering.

Student Progress Reports- TAMSHS will issue student progress reports every 10 weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report will be based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports will reflect their progress towards advanced, proficient, basic or below proficient performance. Interim assessment results, daily student work, and final exams will be used to determine student performance. Student course grades to meet graduation requirements including A-G will be A, B, C or NP (Not Proficient) grades. Student reports will be issued and recorded through our PowerSchool data system. Parents of students performing below/far below proficient performance will be required to participate in a scheduled parent conference to discuss the parents' and the teachers' individual learning plan to improve their child's performance. Teachers and advisors will meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

Measurement for College-Readiness in Partnership with CSU - Part of the measure of determining readiness for college will include the CSU early assessment and/or placement exams. Our goal is to prepare students who are ready to perform in college level coursework. Students who are successful in their junior high school year on the CSU early assessment exam will have the opportunity to attend courses on a CSU campus in their senior high school year. Students who graduate from high school and spend their first year in remedial college classes are 50% less likely to complete their college coursework. Though our goal is to prepare students for a four-year college program, students who choose to make the transition to a community college academic program will be considered to have met our college-ready goal using the same assessment.

b. Autonomy: Describe how the school will use assessment autonomy to maximize student learning.

As a fiscally independent public charter school and a participant in The College-Ready Promise initiative, one of the ways TAMSHS will use assessment autonomy will be to measure annual student achievement growth linked to

teacher evaluation based on Student Growth Percentile measures instead of the Value-Added Methodology adopted by LAUSD.

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

TAMSHS school wide assessment measures will include but not be limited to:

- Diagnostic exams: Incoming and continuing students are given diagnostic exams to determine proficiency in math (MDTP) and reading (Riverdeep). CELDT is administered at the beginning of the year to determine English language proficiency for those whose first language is not English and is administered annually until students are designated English fluent based on CELDT and proficiency CST English test.
- State-Mandated Standardized Tests: All state-required tests, CST, CAHSEE and CELDT, are administered to determine the degree to which schools are meeting state, federal and Alliance performance accountability targets. 8th grade CST scores are analyzed as baseline data for incoming grade 9 cohorts.
- Alliance Interim Benchmark Assessments developed by ENI: Alliance schools administer interim benchmark assessments aligned to instructional resource guides in all core subjects as one of the indicators student proficiency on standards, to inform instruction practices across Alliance schools, and to drive teacher reflection and improvement of practice.
- Classroom Assessments and Standards-based Report Cards: Student work is designed and assessed based on standards assessed in the assignment. Standards-based reports communicating the degree to which students demonstrate proficiency on grade level standards for the course are issued quarterly.
- Life and Study Skills: Students performance in non-academic areas are measured separately from academic proficiency including e.g. study skills, work habits, behavior.

Table of assessments by grade level:

Grade	Assessment
9 th	CST, CEDLT, Benchmarks (Math, ELA, Science, History)
10 th	CST, CAHSEE, PSAT, Benchmarks (Math, ELA, Science, History)
11 th	CST, CEDLT, SAT, ACT, AP, Benchmarks (Math, ELA, Science, History)
12 th	SAT, ACT, CEDLT, AP, Benchmarks (Math, ELA, Science, History)

d. Assessment Development: If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening. NOT APPLICABLE

As an Alliance school, TAMSHS will administer Alliance interim benchmark assessments aligned to instructional resource guides in all core subjects as one of the indicators student proficiency on standards, to inform instruction practices across Alliance schools, and to drive teacher reflection and improvement of practice. Alliance-wide interim benchmark assessments were designed by Evans Newton, Inc (ENI) based on our instructional guides to measure the degree to which students demonstrate proficiency following each of three instructional periods during the year.

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

Data Collection and Monitoring: TAMSHS will implement assessment and data analysis practices currently in operation in and across all Alliance schools. As data is gathered, the faculty and the Alliance will begin the task of

analysis to measure progress towards the school's selected objectives. Ongoing data gathering and analysis will guide and inform decisions for determining successful progress or the need for program adjustments.

Data to Be Gathered By	Purpose	Frequency
Observing the lessons teachers are delivering and the nature of student participation in classroom activities.	To measure effectiveness of instruction. Data will be used to inform professional development needs.	Weekly
Classroom Curriculum and Instruction Walk-throughs.	To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data will be used to share best practices	Weekly
Interviewing students about their courses of study.	Connect with individual students on their progress towards meeting graduation and college-requirements to develop student awareness of their progress and to assist them with maintaining their individual portfolio.	Ongoing in advisory periods and counseling sessions at least at 5 week and 10 week periods each semester.
Conducting student case studies.	To learn how individual students and their families are affected by our instructional program and to learn about how they feel their needs are being met.	Selected students reflecting low and high achievement.
Shadowing/Accompanying students during their school day.	To experience a school day from the perspective of individual students and to insure that our school maintains a student centered focus.	Ongoing, at least once every 5 weeks.
Using Rubrics and Benchmarks to calibrate teacher assessments of student work projects.	To insure consistency of high expectations in determining criteria for proficient student work.	Ongoing as part of weekly professional development
Using Electronic Pupil Portfolios as part of data collection.	To measure student progress towards meeting graduation and college-entrance requirements	Annual, June
Analyzing the results of parent and student surveys.	To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.	Annual, Spring

CST Results and Analysis – CST reports are sent directly to schools during the summer and are uploaded into DataDirector by the Alliance Director of Assessment and Data Analysis for longitudinal analysis, Alliance-wide and individual school analysis and planning during the summer before instruction begins. Analysis of student performance data drives professional development and classroom instructional planning.

Quarterly Instruction, Interim Benchmark Assessment, and Analysis - Alliance instructional resource guides for all core subjects (English, math, science and history/social science) in grades 6 – 12 reflect our research on high and medium priority state standards and instructional units linked to CA Standards tests. Alliance-wide interim benchmark assessments were designed by Evans Newton, Inc (ENI) based on our instructional guides to measure the degree to which students demonstrate proficiency following each of three instructional periods during the year. One day following the administration of interim assessments schools are emailed performance data charters that show Alliance, school, individual teacher, by subject for each assessment showing student performance bands from Advanced to far below basic. Schools also receive data for individual students including incorrect answer patterns. Teachers and school leaders convene at one location on a pupil free day following each interim assessment to

analyze school results and to work in curricular area teams to analyze results by subject and course and to share instructional strategies. Teachers use the data to identify individual students who need re-teaching, enrichment or acceleration during the two weeks before the next instructional period begins. In writing assessment the analysis is used to calibrate expectations for advanced/proficient student work across grade levels and schools.

CAHSEE, SAT, ACT, Early Assessment Program (EAP), and Advanced Placement (AP) -assessment data are tracked, analyzed and specific performance targets set to measure the degree to which we are achieving readiness for graduation and college for each student. Alliance schools also carefully track course credits earned by each student in a Personal Learning Plan that is reviewed quarterly by parent to insure that no student slips through with credit deficiencies for graduation.

Diagnostic Assessment – math performance requires prerequisite skills and concepts. In June new and continuing students take the Math Diagnostic and Placement exam to determine student readiness for the next math course. New and continuing students participate in an intensive math summer bridge program to address and accelerate learning gaps. The data along with other criteria are used to determine which students will need a math acceleration support class.

Data Systems - TAMSHS will use data systems currently used by Alliance College-Ready Public Schools including PowerSchool and DataDirector to track students' progress on classroom, Alliance interim assessments and state standardized assessments. TAMSHS will also use our Excelsior Pinnacle Standards-based Report Card system. Our goal is to significantly increase immediate real time access to student performance data to teachers, school leaders and the home office through a new data system within the next two years as part of our commitment to The College-Ready Promise Bill & Melinda Gates Foundation teacher effectiveness initiative. More immediate access will inform classroom instruction as teachers critically analyze current student data, identify strengths and weaknesses, and develop personalized learning plans for their students. Alliance College-Ready Public Schools will provide all required data to LAUSD to comply with the requirements of the Modified Consent Decree. TAMSHS will use ISIS as required by LAUSD to comply with data systems requirements.

Alliance School Performance Report Card - (**APPENDIX M**). For the past 4 years, Alliance College-Ready Public Schools has tracked school performance using its own performance scorecard that is currently used to measure accountability for annual outcome and enabling performance targets for all schools. This information is made available to funders, Alliance board and school boards, the community and other partners. We will add LAUSD performance information that is in addition to data we already track as an addendum to our school scorecard.

Research and Evaluation- Alliance College-Ready Public Schools and TAMSHS are committed to collaborating closely with LAUSD and with the other Taylor Yard Family of schools to share best practices and learn from each other and will participate in district surveys and evaluation activities. Alliance schools are also engaged in numerous evaluation projects with the Bill & Melinda Gates Foundation, various universities, NewSchools Venture Fund and the Mathematica student academic gains study in which two Alliance schools have received “Silver Gain” awards in comparison to academic gains nationwide.

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

Academic Courses and Graduation Policy (APPENDIX F) - The courses offered at Alliance College-Ready Public Schools will be structured to prepare students to enter and succeed in college/university. Teachers will be actively involved in shaping and further evolving the courses to provide the most rewarding educational experiences in conjunction with assuring that each student meets the A-G requirements of the University of California/California State University (CSU) as well as develops proficiency in the California Subject Matter Standards. Per AB1994, all A-G courses will be transferable to colleges/universities or other public schools and parent notification regarding transferability for all courses offered will be included in enrollment materials, student recruitment materials, and on

published course offerings. Advanced Placement Courses will be available at all levels with a priority focus on 11th and 12th grades.

COURSES	Alliance College-Ready Public Schools COURSE REQUIREMENTS (Years)	UNIVERSITY COURSE REQUIREMENTS
<i>English</i>	4	4
Foreign Language	2	2 (3 Recommended)
Mathematics	3	3 (4 Recommended)
Biological & Physical Science	4	2 (3 recommended)
History & Social Science	3	3
Visual & Performing Arts	1	1 (2 semesters art classes)
Applied Technology	1	1 (2 semesters technology)
Health Education	.5	.5 (1 semester)
Physical Education <u>or</u> Elective	2	4 semesters
Life Skills	.5	.5 (1 semester)
Electives	10.5 elective classes	1 (2 semesters of one College Prep Elective Course)

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

- All Students will demonstrate proficient to advanced performance as measured by California content standards tests and in analysis of student work portfolios in core academic subjects. All students will pass the California High School Exit Exam as a graduation requirement.
- Students will demonstrate proficiency in A-G California State University (CSU)/University of California (UC) required coursework including three years of laboratory science; three years of math including algebra and geometry; two years of history/social science; 4 years of college preparatory English; one year of foreign language; one year of visual/performing arts; and will participate in a college orientation preparatory summer institute during their junior or senior year.
- Students in their junior year will take the CSU Early Assessment section of the STAR test in English and Math. Students who demonstrate proficiency on CSU standards will be exempt from taking the CSU Placement Test and will be eligible to enroll in CSU courses as regular students before graduation if they chose to attend a CSU campus. An individual learning plan will be provided to assist students during their senior year in areas of need diagnosed by the early assessment to prepare them for the CSU Placement Test.
- Student performance data from the results of college-readiness exams (i.e. PSAT, SAT I, SAT II) will be collected and analyzed to monitor student preparation for college level course work. TAMSHS will maintain a “college going culture” for all students and their families by providing college information materials, including individual college-planning student portfolios, brochures, the Alliance college-readiness web page and other resource materials.

Programs regarding career and college information (through organizations including *Acción*, *College-Match*, *University of California College Prep Initiative* which includes variety of online AP and A-G courses taught by qualified teachers and meet California subject and UC admissions requirements; online tutoring provided by upper-class UC undergraduates and subject experts; AP exam prep sessions; access to free SAT/ACT test prep, and UC Gateways which offers career assessment and general college information) will be presented to students, parents, and community members in parent academies, and through Alliance College-Bound Counselors in individual and group student counseling. Alliance Parent Academy and student workshop topics will include: college and university

options, required college-entrance courses, financial aid opportunities, college majors linked to careers, majors in college, visits from college representatives and student field trips to colleges, college entrance tests, PSAT program and ongoing access to information regarding college outreach programs.

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5. Professional Development Program

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

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. Teachers learn best when they are supported and evaluated by administrators who have the capacity to provide relevant feedback to support teacher performance. Both general education and special education teachers work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

TAMSHS will participate fully in Alliance professional development and will implement its own unique professional development designed to meet the needs of its teachers. The professional culture at TAMSHS will reflect educators who are life-long learners, participate in sharing best practices across schools, by learning communities and teams within TAMSHS, and for individual teacher personal learning. Alliance professional development will include an annual Alliance-wide teacher retreat for all schools, three Alliance-wide Pupil Free Days during the year.

Math Professional Development: All Alliance math teachers, principals and assistant principals are engaged in the third year of ongoing intensive professional development in partnership with Loyola Marymount University. Professional Development takes place in classrooms at school sites and through observing LMU faculty leaders who teach at least one period and serve as coaches at school sites the rest of the time. This professional development is differentiated for teachers—there are three Tiers and the training and coaching is provided for the teacher at their own level. In the New Teacher Orientation during the summer, new teachers are inducted into Tier 1. During the Alliance-wide Summer Conference deeper work is conducted in Tiers 1-3. Alliance math teachers are compensated as math Transformational lead teachers as they meet the criteria to take over the role of LMU faculty. Our goal is for each Alliance school to have a highly effective math lead teacher to institutionalize the practices developed in partnership with LMU.

Coaching and School-wide Program Evaluation: Through our partnership with Cambridge Education, Alliance schools participate in a 2-day comprehensive school site review that is supported by assistance with strategic planning to address areas assessed as below proficient.

Principal Peer Coaching: Monthly Alliance principals take place in small groups and different school sites where the host principal shares a practice and poses a focus question for discussion and feedback from other principals. Each month there are 4 host schools and principals choose which practice they want to observe. Principals walk through classrooms to observe practice and provide the host principal with feedback about their focus question. All principals come together at one central site to debrief on lessons learned at host sites and to participate in professional development or problem solving and planning.

To address the critical need for effective secondary math and science teachers, TAMSHS will also have to opportunity to participate in the Los Angeles Math and Science (LAMS) Residency where recent graduates will earn teaching credentials in the classroom with a mentor teacher.

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

Professional development for teachers and school site leaders is driven by student and staff performance data and is a critical component of the Alliance educational model. The goal of TAMSHS professional development model is

to support our teachers and school leaders continually improving their capacity to be highly effective in increasing student academic achievement growth. We believe that it takes a highly effective teacher in every classroom every day to better prepare our students not just to enter college, but also to be prepared for success with college-level coursework.

TAMSHS teachers will need to develop the capacity to integrate technology effectively in their classroom instruction using the blended / hybrid teaching strategy to be implemented with the Alliance i3 Technology Grant.

Individual TAMSHS teachers will be supported and encouraged to seek personal professional growth based on individual needs and interests. TAMSHS individual teacher professional development will be linked to areas of need identified in teacher evaluation based on The College-Ready Promise teacher effectiveness rubric adapted from the Charlotte Danielson Framework.

TAMSHS professional development engages school leaders and teachers in ongoing collaborative reflective practice, analysis of current relevant student performance data, and thoughtful discussion about best practices in instruction. TAMSHS professional development and planning time for teachers will be driven by student data and performance driven goals and will occur as follows:

Weekly Common Planning Time: Alliance schools schedule two hours of weekly common planning for teachers to plan lessons, work with mentors, observe other teachers.

Weekly professional development: Alliance schools dismiss 2 hours early or start 2 hours late every Wednesday. School leaders and teachers develop professional development plans based on individual school needs that are aligned to Alliance performance targets and goals. General education and special education teachers work collaboratively to have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. TAMSHS assures that its staff shall attend and/or conduct professional development activities that support access by students with disabilities to its general education program. 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.

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

The Alliance Director of New Teacher Support coordinates and implements the BTSA program Alliance-wide. Concurrently, the Director of New Teacher Support develops the New Teacher Orientation to begin the school year knowing the Alliance policies and procedures for attendance, standards-based lesson planning, standards-based grading, and other critical topics.

- New teacher orientation: two-day intensive professional development session for all teachers new to the Alliance.
- New teacher support at school sites: Monthly ongoing support and development groups for new first and second year teachers led by school leaders and the Director of New Teacher Support.
- New Teacher Induction: A one-year or two-year induction program is provided for new teachers. The one-year induction program is provided through the university program supported by the Alliance paying \$3000 per teacher to reimburse a portion of the tuition. The Director of New Teacher Support collaborates with school leaders certified as support providers to provide a challenging and rigorous two-year induction program.

d. PD Calendar: Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

- Teachers will participate in an Annual training and support professional development retreat before the opening of school. 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. TAMSHS will assure that its staff shall attend and/or conduct professional development activities that support access by students with disabilities to its general education program. 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.
- The principal will conduct individual teacher performance evaluations based on clear benchmarks for performance. Teachers will have the opportunity to participate in performance-enhanced compensation that will be determined by student progress, principal performance evaluation, and a teacher peer evaluation committee. Teachers will participate in the design of the system.
- Partners in the following overall structure for Alliance schools professional development include but are not limited to Loyola Marymount University, UCLA Subject Matter Projects, Cambridge Education, Teaching and Learning Systems:
 - Annual Principals Professional Development and Planning Retreat
 - Annual Summer Alliance-wide Summer Conference for All Teachers
 - Annual Summer New Teacher Orientation for all Teachers New the Alliance
 - Three Alliance-wide Benchmark Collaboration Pupil Free Days following each Interim Assessment
 - Wednesday weekly Early Release School Site Designed Professional Development
 - Alliance-wide Quarterly Early Release Professional Development by Curricular Area
 - 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. TAMSHS assures that its staff shall attend and/or conduct professional development activities that support access by students with disabilities to its general education program. 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.
- The principal and assistant principal conduct individual teacher performance evaluations based on the TCRP Teacher Effectiveness Rubric Teachers will have the opportunity to participate in performance-enhanced compensation that will be determined by student progress, principal performance evaluation, and a teacher peer feedback. Teachers will participate in the design of the system.
-

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

TAMSHS Professional Development program will be monitored for continuous evidence of professional development reflected in classroom instruction. The school-site professional development program is based on weekly collaborative meetings between teachers to analyze formative and summative assessment data, to lesson study, and to support and mentor colleagues sharing best practices. The teacher-generated assessments of student work projects require using rubrics and benchmarks; both require calibration.

Weekly PD meetings insure consistency of high expectations in determining criteria for proficient standards-based student work and standards-based grading. During the week, teachers observe other's lessons and the nature of student participation in classroom activities. These weekly professional development opportunities measure the effectiveness of teaching and learning. Data will be used to inform professional development needs in a continuous improvement model.

Following the weekly professional development, teachers provide feedback/evaluation to the principal regarding the professional development. The TAMSHS will use a web-based survey/feedback to assess the weekly professional development. This will inform future professional development opportunities. It will provide the principal, as the instructional leader, the opportunity to reach out to our home office or our professional development partners to provide more in-depth opportunities for teachers. Teachers play a key role in sharing practice and facilitating professional development as part of the school learning community.

During the New Teacher Orientation, Alliance-wide Summer Conference, and the 3 Alliance-wide Professional Development Days, the participants complete feedback/surveys. The Vice President of Instruction creates an analysis of the feedback/surveys. The feedback/surveys provide information on topics, presenters, effectiveness, and quality. This informs future professional development opportunities. The analyses are kept on file.

The current Alliance final teacher evaluation summary (**APPENDIX _**) Teacher support and evaluation feedback based on the CA Standards for Professional Teaching (CSTP) will be used until all Alliance schools complete training and transition to the TCRP Teacher Effectiveness Rubric (**APPENDIX _**) to be piloted in all Alliance schools beginning in 2011. The principal or assistant principal and teacher leaders provide feedback throughout the school year. Feedback is also provided in classroom walkthroughs from fellow teachers. Home office staff as well as external partners who focus on specific individual needs support principals and teachers. The individual feedback and evaluation information are incorporated into a differentiated professional development plan.

Administrator Evaluation Feedback: Alliance principals are supported and evaluated semiannually by their supervisor, the School Family Vice President and receive feedback annually from parents, students, teachers and classified staff through anonymous annual satisfaction surveys (**APPENDIX O**) that are included in the principals accountability for metrics results including instructional leadership, resource management and parent/ community engagement. Parents and students also complete an annual survey that provides feedback for all school staff.

- f. **Autonomy: Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.**
- All Alliance schools have regular time for 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. TAMSHS assures that its staff shall attend and/or conduct professional development activities that support access by students with disabilities to its general education program.
 - Teachers working together in teams within professional learning communities (PLC) with the same students over two to three years will share accountability and responsibility for each student's academic and personal growth. To ensure that the professional development meets the teachers' needs, often teacher-leaders facilitate the professional development opportunity. Collegiality grows from authentic collaborative work.

6. Serving Specialized Populations

- a. **Special Education: Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in Appendices C, D & E.**

To ensure academic achievement for special populations, teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs, homeless, gifted and talented) including the identification and referral process of students for special services. TAMSHS will implement district policies regarding support services for special populations. TAMSHS staff will communicate and collaborate with

special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Students with Disabilities and Students with IEPs -Based on assessed student needs; TAMSHS will provide and implement accommodations and modifications. TAMSHS will recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including a range of special populations. Teachers instruct special populations using adopted standards-aligned instructional materials and resources.

TAMSHS will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. TAMSHS shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services and implement policies and procedures and state and federal requirements to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. TAMSHS will follow child-find procedures and state and federal law to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

For students with disabilities who are eligible for Extended School Year (ESY), TAMSHS will provide services through the Special Education Program by special education teachers as prescribed in the Individual Education Program (IEP). TAMSHS and all Alliance schools implement an Extended School Year program that meets Special Education Local Plan Agency (SELPA) guidelines and will be in compliance with the Individuals with Disabilities Education Improvement Act (IDEIA).

TAMSHS will implement a comprehensive diagnostic assessment for every student upon entrance to the school. The assessment will be used to detect learning strengths, weaknesses, and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified, as potentially having special needs, the plan for Students at Risk of Retention, English Learner Students, and/or Special Education will be implemented. TAMSHS recognizes that students who are gifted and talented also have special needs and will provide appropriate identification and instructional strategies to meet their needs.

Health Mandates 504 and IEP Students - TAMSHS shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. The 504 team who will evaluate the nature of the student's disability and the impact upon the student's education shall carry out the student evaluation. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not only those that are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.
- The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504

team obtains information indicating possible eligibility of the student for special education per the IDEIA, the 504 team will make a referral for assessment under the IDEIA.

Students with IEPs - TAMSHS will be responsible for the hiring, training, and employment of school staff or contracting with qualified external parties necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. TAMSHS shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services and implement policies and procedures and state and federal requirements to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. TAMSHS will follow child-search and serve procedures and state and federal law to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Prior to Los Angeles Unified School District ("LAUSD") Governing Board approval, TAMSHS will execute a Memorandum of Understanding ("MOU") by and between the Los Angeles Unified School District ("LAUSD") and TAMSHS regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD MCD requirements.

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a Memorandum of Understanding ("MOU") by and between the LAUSD and TAMSHS (if considered a Local Educational Agency ("LEA") regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

LAUSD Specific Language *Modified Consent Decree Requirements - All Charter Schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

LAUSD is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most Charter Schools are not currently utilizing the District's current SIS, the MCD requires all Charter Schools to implement the use of ISIS once it is developed.

English Language Learners - TAMSHS will meet all applicable legal requirements for English Learners ("EL") as they pertain to the initial testing of students in their primary language and to the notification of annual testing results to parents. Parents shall also be kept properly informed regarding student identification, placement, program options including ELD, sheltered core content instruction and waiver for primary language content instruction, teacher qualifications and training, re-classification to fluent English proficient status, our monitoring and evaluating program effectiveness, and standardized testing requirements.

Each English Learner with disabilities will be assessed for English proficiency using accommodations and modifications as set out in the IEP or Section 504 plan. TAMSHS will implement policies to assure proper placement, evaluation, and communication regarding ELLs as well as the rights of students and parents. The EL program is research-based and supported by the resources of TAMSHS. ELL Assessment and Reclassification (**APPENDIX P**) is detailed explanation for assessing and reclassification of ELL students.

Gifted and Talented Education - The special needs of identified gifted and talented students will be addressed through differentiated classroom instruction and through enrichment programs after school and through partnerships with community colleges.

Program Description - TAMSHS GATE program will provide challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. GATE funds will be used to design and deliver a supplemental differentiated program for individuals or groups of gifted and talented students with special needs. This includes providing a rich academic program that addresses both acceleration and differentiation and continually reviewing student data to increase the number of gifted and talented students. Our criteria extends beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

Objectives - Differentiated curriculum based on the core curriculum will be provided during the regular school day through part-time and cluster grouping. Other differentiated learning activities, such as, extended day classes, Saturday seminars, independent study, acceleration, Advanced Placement (AP), honors, or International Baccalaureate (IB) programs and distance learning programs that offer college-level courses on CD-ROM to high-school age youth such as *Stanford University's Education Program for Gifted Youth (EPGY)*.

TAMSHS staff development will provide teachers with strategies to broaden or deepen their ability to provide differentiated curriculum and individualized programs to meet students' needs and will provide all parents with information regarding gifted and talented programs and services provided to students. The Alliance website will provide links to websites on the Internet related to gifted education and parenting of gifted children.

Process for Identifying Students As Gifted and Talented - The identification process will begin with a referral by the student's teacher or parent (after consulting with the teacher). A Screening Committee will gather documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The Committee will make a preliminary recommendation for consideration on the eligibility of the student. The recommendation will be forwarded to TES for Intellectual Ability testing, for High Achievement or Specific Ability designation. When a decision has been made, the parent will be notified, in writing, of the student's eligibility. Categories under which a student may be identified as Gifted include Intellectual Ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers. This category includes those students designated Highly Gifted who have scored 145 or above on an individualized intelligence test, or 99.9 on a group intelligence test.

A student may also be identified under the category of High Achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as California Achievement Test. Another criterion considered will be a GPA of 3.5 or above.

A student may be identified under the category of Specific Academic Ability. These students consistently function for three consecutive years at highly advanced levels in either Total Reading or Total Math on standardized tests such as California Achievement Test. Students in grades 9-12 may also be referred in either science or social science.

Gifted Education Plan - TAMSHS will set clear expectations for the school community and provide a quality, standards based gifted and talented program that demonstrates academic rigor. Provide a description of gifted and talented program to parents at Open House. The gifted and talented program will include:

- * Flexible grouping of students
- * Honors programs
- * Strategies for the increased enrollment of all sub-groups
- * Differentiated instruction in the classroom in all areas of the core curriculum
- * Parent involvement
- * Professional development offerings for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Our goal is to increase the identification of gifted and talented students to reflect a minimum 10% identification rate to provide professional development for teachers in the instruction of Advanced Placement courses and gifted students and to provide parent education on strategies to address the needs of gifted and talented students.

Acceleration

Acceleration is a strategy that adjusts the pace of instruction to the gifted student's capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used.

Grouping Practices - Flexible grouping will enable students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping will allow more appropriate, advanced, and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas; therefore grouping placements will be flexible for part time flexible periods of time or activities when there are few identified gifted students in school.

Regular Classroom - Our goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms teachers will:

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

7. Performance Management

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

TAMSHS will be a high performance school that will deliver a consistent educational environment and experience for students—preparing every student with the skills, experience, and knowledge to enter college. Our measure for success for students enrolled for four years is that:

- 80% to 100% of students will graduate from high school meeting or exceeding LAUSD graduation requirements to receive a high school diploma.
- 80% to 100% of students at TAMSHS from grades nine through twelve will pass the California High School Exit Examination and will be prepared for college - passing University of California and California State University A-G requirements.
- 80% to 100% of graduates will be accepted and will make the transition to some level of post secondary education, continuing on to community college or a four-year college/university.

TAMSHS will accomplish its educational mission through clear expectations and an intensive focus on students meeting Grade Level/Subject State Standards in English/language arts, science, math, history/social sciences and foreign language, as well as a service-learning component.

- Our goal is that at least 80% of students will achieve proficient to advanced performance in English Language Arts content standards (reading, writing, and speaking skills) that shows understanding and effective communication.

- TAMSHS will meet Adequate Yearly Progress goals as required by *No Child Left Behind*.
- Our goal is that 100% of students who are English Learners will achieve proficient to advanced levels of fluency in English Language Development as measured by the CELDT test.
- Our goal is that at least 80% of students will achieve proficient to advanced performance in Math and Science content standards demonstrating understanding of the use of math and science to become aware of how the universe works.
- Our goal is that at least 80% students will achieve proficient to advanced performance in History/Social Science in understanding of how government, economics and the social sciences impact individual and global interactions.
- Our goal is that at least 80% students will demonstrate an understanding of the place of STEM in society and their lives.
- Our goal is that 100% of our students will meet college readiness requirements for a 2-year or 4-year college.

TAMSHS guarantees a rigorous learning experience for each student. Key attributes include:

- Small and personalized learning environment with a school size of 500 students with small learning communities of 100 to 125 students where no teacher team works with more than 75 students per day in core content classes and 85 percent of teacher-student time is spent together within that small learning community. In addition, teachers will stay with students for at least two years. Each student will be known intensely by at least one adult through advisory groups of 15 students.
- A significant part of learning is accomplished through interdisciplinary projects, bringing real-world applications into the classroom. Each student has an individualized learning plan that represents an agreed-to plan by teacher, student, and parent on how the student will learn. Every person in the system is held accountable for student success and uses data to appraise improvement efforts.
- Culture of high expectations of the abilities of all students—that all can and will succeed.

TAMSHS will demonstrate student readiness for success in college by setting clear measureable performance targets based on indicators of college-readiness including: annual growth in student proficiency on state academic standards; proficiency in English and math on high school exit exams; annual increase in Advanced Placement course access and exam scores of 3 or higher; annual increase of students meeting college-ready performance levels on SAT, ACT, and EAP exams; annual increase in students prepared to take pre-calculus by grade 12; and achieving a 100% success rate of students graduating in four years who are accepted to and enroll in four-year colleges.

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

To best serve our students and community, TAMSHS will examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such mission. The school will submit to the district any changes to the listed student outcomes. Understanding that TAMSHS will be responsible for following the California State Standards for students in grades 9-12, specific emphasis will be placed on those standards, which prepare students for entry into and success in college. These will include all or part of the following:

Outcome Accountability Metrics
1. Academic Achievement (Academic Performance Index - API):
a. 1 st Year: 700 2 nd Year: 725 & Meet School & Subgroup Growth Targets 3 rd Year: 750 & Meet School & Subgroup Growth Targets
b. Outperform nearest neighboring school students would have otherwise attended on annual API score.
c. State & Similar Schools Rank of at least 6 or higher
2. Academic Achievement (CA Standards Test - CST):
a. Annually increase % of students advanced/ proficient on CA Standards Tests (CST) in English Language Arts
b. Annually increase % of students advanced/ proficient on CA Standards Tests (CST) in Math

Outcome Accountability Metrics	
c.	Outperform nearest neighboring schools in increasing average % of students advanced/proficient on CST in English and Math.
d.	Outperform nearest neighboring schools in decreasing average % of students Far Below Basic on CST in English and Math from year to year
e.	Average % advanced/proficient in English & Math, for schools open 3+ years, is higher than average proficiency for CA highest-performing sub-group (ASIAN adv/prof: E=74%, M=65%).
3. Graduation Rate:	
a.	High Schools: 90% of students enrolled graduate in four years (students pass CAHSEE, pass A-G courses, earn 230 unit graduation requirements)
4. College-Attendance and Readiness:	
a.	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.
5. Adequately Yearly Progress (AYP)	
a.	Meet Federal school-wide and subgroup target criteria

Enabling Accountability Metrics	
1. Instructional Quality:	
a.	90% of classrooms consistently reflect Alliance rigorous standards-based instruction criteria (instruction rated at least a 4 on a 5 point rubric (as reviewed by principal and CAO).
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= CBEDS. Y=Yearlong Student Enrollment Average. %=Percent of Budget.)
3. Satisfaction and Sustainment	
a.	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. (S=Satisfied, R=Surveys Returned)
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. (S=Satisfied, R=Surveys Returned)
c.	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.
d.	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. (S=Satisfied, R=Surveys Returned)
e.	70% of teachers , still living in the area AND invited back will return to the school/Alliance annually.
4. Parent Engagement:	
a.	At least 60% of parents will attend 4 parent education academies.
b.	40% of parents will complete at least 40 volunteer hours or 80% of parents complete at least 20 volunteer hours annually. 20 hrs
c.	At least 75% of parents will attend scheduled parent/teacher conferences

8. Community Analysis and Context (3 pages + attachments)

- a. **Description: Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.**

Alliance College-Ready Public Schools is committed to serving the families of the Eagle Rock, Franklin, and Marshall High School communities near Glassell Park. Alliance College-Ready Public Schools successfully operates

18 middle schools and high schools serving school communities in Los Angeles with demographic populations and needs similar to the intended Taylor Yard High School community including two high schools and one middle school near the Eagle Rock/Los Feliz community, the Stern Math and Science High School on campus at CSULA; College-Ready Middle Academy #5 near Lincoln High School; and Environmental Science and Technology (ESAT) High School opened in 2009 to provide an alternative to overcrowded and underperforming comprehensive high schools, Eagle Rock/Franklin/Marshall. In its third year, ESAT students would have otherwise attend Eagle Rock/Franklin/Marshall and is #7 of the top 10 highest performing high schools in LAUSD (**APPENDIX Q**).

Our core belief is that all students can learn at high levels given the opportunity and expectation to do so and when they feel part of a community. The Eagle Rock/Franklin/Marshall HS area neighborhood has a rich history of community activism and engagement. The Alliance looks forward to continuing to stretch beyond the walls of our classrooms to engage families and existing community institutions and leaders.

Existing community assets in the Eagle Rock/Franklin/Marshall HS area include but are not limited to:

Los Angeles City Community College	Anahouk Youth
Friends of the Los Angeles River	Occidental College
Los Angeles Conservancy	Conservation Corps
Griffith Park	Jet Proposal Lab (JPL)
Cypress and Glassell City Parks	Audubon Society Center

- b. Background/Support: Describe your team’s history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.**

The student composition at TAMSHS will be reflective of the student composition at the schools it is intended to relieve in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster care placement, and agrees to establish and maintain ongoing review mechanisms to ensure that student retention and student composition at TAMSHS continues to reflect that of the overall school community in the 450-550 students. Alliance Environmental Science and Technology High School (ESAT) opened nearby in 2009 to provide relief for the Eagle Rock, Franklin, Marshall high school attendance area. In its second year, ESAT, made up primarily of students who would have otherwise attend these same schools, has an API of 859 and is ranked #7 among the top 10 highest performing high schools in LAUSD.

9. Community Engagement Strategy (2 pages)

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

Community Engagement Plan - The Alliance understands the importance of community engagement through its partnership with Los Angeles Community College District, Loyola Marymount University, California State University and multiple university and community partners who support our schools.. We understand that the school if it is to be effective must be part of the community. The Alliance Director of Parent/Community Engagement will work with the principal to support the school in representing the interests of the community, prior to its opening and continues in this role as the school grows.

- The Alliance Director of Parent/Community Engagement, the TAMSHS principal, and the TAMSHS parent liaison will maintain ongoing community involvement in the school through its theatre productions and community events. Students will be required to perform community service as part of their graduation requirements.
- Members of the community at large will be solicited to serve in the school in various functions. A mentoring program will be part of the program, with these community members serving as the mentors. In addition a job shadowing program, using community resources will be initiated for 10th and 11th grade students. An attempt will

be made to provide each student as they transition from the 11th to the 12th grade with an internship program within the community.

- TAMSHS intends to be open to the community afterschool and on weekends to support community events. Through the Alliance partnership with the Bill Simon Sound Body Sound Mind Foundation, Alliance schools establish a fitness center that is open to parents and community before and after school to promote physical fitness for students.
- b. **Key Community Partnerships: Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.**

Key Community Partnerships: Alliance College-Ready Public Schools proposes to collaborate with the Taylor Yard Family of Schools to leverage its existing community partnerships to support campus in achieving its mission of community engagement. Friends of the Los Angeles River and JPL are specific community partners directly engaged as an industry partner supporting the STEM career pathway that is the focus of the school. Professionals in STEM will participate directly in providing real-world experience and support for students to complete two Capstone science projects using 1:1 iPads provided for each student where students work in teams using technology to research a team hypothesis.

Other examples of partners and community service resources that support all Alliance schools to meet the diverse needs of the students and families we serve include but are not limited to:

- Academic: The College-Ready Promise, Loyola Marymount University Center for Math and Science Teaching, California State University Los Angeles, UCLA Subject Matter Projects, Los Angeles Community College District, Urban Teacher Residency United UTRU, Evans Newton Inc Test Development, Los Angeles Math Science Teacher Residency (LAMS)
- Technology, Online - Virtual Learning: Carnegie Math Cognitive Tutor, Riverdeep, Revolution Prep Prep, Advanced Academic Online Coursework, Excelsior Pinnacle Standards Based Report Card Systems
- Talent Development: Teach for America, LMU School Leadership Development, The New Teacher Project
- College-Prep Partners: Kaplan, Acción College-Prep, Hispanic Scholarship Fund, Riordan Scholars, POSSE, College Match
- After-school: After-school All-Stars, Youth Policy Institute, Sound Body Sound Mind, Everychild Foundation
- Community Outreach: Families That Can, Parents Union

GOVERNANCE, OVERSIGHT and LEADERSHIP

The Leadership, Governance and Oversight section of the proposal should present an overview of the proposed school's leadership, governance and oversight model. Your responses should include ample evidence that the team is equipped to handle the start-up of a new school or the transformation/turnaround of an existing school.

10. School Governance and Oversight (5 pages + attachments)

a. School Type: Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

The Taylor Yard Family of Schools (TYFS) will consist of five small, independently operated, direct funded high schools serving students in grades 9-11 with an enrollment of approximately 380 students in each school. In its second year, TYFS will enroll a new 9th grade class in each school, serving five full schools of 9th-12th graders with approximately 464 students in each school. The Alliance will operate one independent high school on the campus. The family of schools will have a shared identity and governance structure while maintaining individual schools that create a vibrant learning environment.

Alliance College-Ready Public Schools has a proven track record of performing all tasks to successfully lead and operate TAMSHS on a shared campus. We currently operate 18 middle and high schools with 5 high schools outperforming the LAUSD and the CA statewide average performance on the Academic Performance Index. Eight of our schools operate on campuses shared either with other Alliance schools, other charter operators, other district schools or a university.

Our governance structure supports our vision, mission, and core values and reflects our belief that students, staff members and parents all have a voice in the collaborative process and accountability in the process of achieving our goals. TAMSHS will be a direct funded independent charter school, incorporated as a 501(c)(3) with its own board of directors that will be managed by Alliance a 501 (c)(3) (non-profit benefit California Corporation that operates 18 other schools with the same structure. The structure of TAMSHS Governance (APPENDIX R) establishes its relationship to the Alliance board and the Alliance home office>

Ultimate responsibility for the governance of TAMSHS as part of a network of Alliance schools implementing the Alliance educational model will rest with the Alliance for College-Ready Public Schools. TAMSHS is also governed by its School Advisory Council comprised of teachers, students, parents and administrators, and its School Board of Directors, comprised of the Principal, teacher, parent and Alliance Directors consistent with the governance structure of all Alliance schools.

The TAMSHS Principal is responsible and accountable for the school's academic and financial performance and has hiring and firing authority for all staff employed by the school. TAMSHS and all Alliance school employees have due process in annual employment agreements renewable based on performance.

b. Applicant Team Capacity: List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

Applicant Team Capacity -The Alliance, a non-profit charter management organization and holder of record of the charter developed Alliance Technology and Math Science High School. Parents who are meaningfully interested in enrolling their children in the school participate as members of the school development team. The organization has assembled an impressive leadership team that has a clear vision and experience in launching and managing new schools, as well as critical operational and finance expertise. Judy Burton is the President/CEO of the Alliance.

As a former Local District Superintendent in LAUSD, she has demonstrated successful leadership capacity in working with schools and has earned the trust and credibility of the education community.

The Alliance Board of Directors includes some of the most knowledgeable community individuals in Los Angeles, including a former Mayor of Los Angeles, successful business, education, and community leaders, the president of California State University, Los Angeles and former president of Occidental College.

Leadership Team Capacity -The Alliance has a proven track record and staff capacity to design new schools and to perform all tasks needed to lead new and continuing high performing schools as demonstrated by the successful opening and operation 18 Alliance middle and high schools in Los Angeles in the following key areas: curriculum and leadership development, instructional strategies, data analysis, operations, financial management and school culture. The Alliance leadership team, including partners, is includes but is not limited to:

Judy Burton, President/CEO	Laura Alvarez, Director of Human Resources
David Hyun, Chief Financial Officer	Kirsten Woo, Director Assessment and Data Services
Steve Synott, Chief Operating Officer	Nicole Murphy, Director College Counseling
David Tillipman, Chief Development Officer	Marcee Seegan, Vice President, School Family
Joan Massey, Chief Academic Officer	Javier Fuentes, Vice President, School Family

c. School Governance and Oversight:

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

School Board of Directors - TAMSHS, will be incorporated as a 501(c) 3 non-profit public benefit corporation as part of the Alliance group exemption as with all charter schools created, owned and operated by the Alliance. The Alliance, a 501(c) 3, non-profit public benefit corporation, will own and operate the charter as a charter management organization. Alliance Technology and Math Science High School, a subsidiary of the Alliance, is incorporated as a 501(c) 3 non-profit public benefit created, owned and operated by the Alliance. The Alliance, a 501(c) 3, non-profit public benefit corporation, will own and operate the charter as a charter management organization. The eight-voting-directors of the School Board of Directors includes the Alliance President/CEO, four members of the existing Alliance Board (Harold Williams, Gayle Miller, Maria Casillas, and Araceli Ruano) appointed by the Alliance Board, the principal, one ex officio teacher, one ex officio parent and one non voting ex-officio LAUSD representative and plans to meet quarterly and will operate in accordance with the Brown Act, its Articles of Incorporation and its Bylaws as established by the School Board of Directors.

Alliance President /CEO will be recused under Government code 1090 and the Political Reform Act from discussion and voting on decisions related to contracts, financial dealings, and transactions between TAMSHS and the Alliance nonprofit organization entities that effect at least \$25,000 or more.

The principal and teacher serving on the school board of directors are required to annually sign a Conflict of Interest statement and are required to recuse themselves from any discussion or voting that has any impact on their compensation of benefits.

TAMSHS Board of Directors, the school administrative staff, and their respective representatives will be responsible for all aspects of the day-to-day operations of TAMSH including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. LAUSD will not be liable for the debts or obligations of Alliance Technology and Math Science High School.

The School Board of Directors will be responsible for providing fiscal accountability by approving and monitoring the budget. The School Board of Directors will help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and fundraising, and overseeing that school resources are managed effectively. This goal will be accomplished primarily through hiring, training, supporting, reviewing the performance of, and if necessary, dismissing the administrative staff.

One LAUSD representative will have the opportunity to sit on the School Board of Directors as an ex-officio, non-voting member. All management powers not specifically designated to the Alliance Board or the School Board are delegated to the principal, who will answer directly to the School Board. The LAUSD representative will have the opportunity to facilitate communications and mutual understanding between TAMSHS and LAUSD. As the entity with ultimate oversight responsibility, LAUSD will be provided with an annual programmatic and fiscal audit. The programmatic audit will include a summary of major decisions and policies established by the School Board of Directors

during the year. The annual audit will abide by current audit guidelines established by the State of California for K-12 public schools.

There are no plans to modify the governance structure described in this petition. TAMSHS will provide the LAUSD Charter Office with a copy of the articles of incorporation, bylaws and board members of the Alliance and School Boards of Directors. The articles of incorporation and bylaws for TAMSHS board of directors and the Alliance board of directors, as the parent non-profit corporation, shall not conflict with this charter and any changes made to these documents that materially alter the charter must first be approved through the district's charter amendment process in order to be in effect.

School Administrative Structure - The principal will be the initial school site administrator until an assistant principal is selected. The chairman of the Alliance Board and CEO of the Alliance and the principal will confer regularly to address planning and management issues, student progress, and progress with the implementation of the educational program.

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

School Advisory Council – TAMSHS will have a School Advisory Council, consisting of the principal, elected parents, teachers, classified staff, the student body president, and local community members. The School Advisory Council plans to meet monthly and will provide suggestions and recommendations to the principal on day-to-day operations and issues including, but not limited to budgeting, curriculum, school policies, school/community participation, and the general direction of TAMSHS. No members are elected. The council will meet at the school site. The location of the meeting at the school site will vary.

Parent Advisory Council - The Parent Advisory Council consists of monthly community wide meetings that all parents, community and staff are welcome to attend in a Townhall meeting format. All are welcome. All school wide topics of interest related to achieving the school's goals. Parents who also participate, as members of the Parent Association are actively involved in daily and weekly on-campus activities that support school events, facilitate parent engagement and work as regular volunteers. The Parent Association recommends topics for discussion or presentation at monthly school advisory council meetings.

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

Board of Directors, Alliance – TAMSHS is a subsidiary of the Alliance. Alliance's goal is to provide a consistent comprehensive 6-8 and 9-12 charter public school educational program throughout our Alliance schools. The affairs of TAMSHS will be managed and its powers exercised under the ultimate jurisdiction of the Alliance Board of Directors. The Alliance Board will appoint three of its members as directors of the TAMSHS Board of Directors. TAMSHS will be operated in alignment with the sponsorship and charter authorization of Los Angeles Unified School District. TAMSHS will abide by current published, communicated and defined LAUSD policy for charter schools. TAMSHS and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

The Alliance Board will have a maximum of 30 members. The voting Alliance Board members will serve 3-year renewable terms. Board members may be nominated by any member of the Alliance Board and will be elected by a simple majority of current board members.

Current Alliance Board members are:

- **Tony Ressler (Chairman):** Partner and co-founder of Ares Mgmt. LLC. Co-founder Apollo Mgmt. Founding member of the Board of Painted Turtle, a camp serving children with life threatening illnesses. Board member of the Center for Early Education and former executive committee member of LEARN.
- **Alan Arkatov:** Chief Strategy Officer for Rogers & Associates, provides senior level counsel to the agency's clients, including First Five California, WellPoint and the California Endowment.

- **Frank E. Baxter (Co-Chairman):** Chairman Emeritus of the global investment bank Jefferies and Company Inc. He returns to the Alliance board, which he chaired, after serving as ambassador to Uruguay from November 2006 to January 2009.
- **Judy Burton:** President and CEO Alliance College-Ready Public Schools; former Local District Superintendent in LAUSD.
- **Maria Casillas:-**President of Families in Schools, an organization created by the Los Angeles Annenberg Metropolitan Project (LAAMP) to strengthen families, schools, and communities so that children achieve academic success.
- **David S. Cunningham, III:** A Los Angeles Superior Court judge. Prior to assuming the position as a Superior Court judge, Mr. Cunningham was a principal in the firm of Meyers Nave Riback Silver & Wilson.
- **Luis de la Fuente:** Associate Director for New Business Development at the Broad Foundation and former associate at McKinsey & Company in Florham Park, N.J.
- **David I. Fisher:** Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company. Trustee Emeritus of the J. Paul Getty Trust and trustee of many Boards including Harvard-Westlake School and the UCLA School of Public Policy.
- **Cecil R. House:** Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company, as well as an officer and director of numerous affiliated companies.
- **Stewart Kwoh:** President and Executive Director, Asian Pacific American Legal Center.
- **Harry Levitt:** Managing Director of MullinTBG. Partner and business developer in a national executive benefits consulting firm with offices in Los Angeles, Chicago and New York.
- **Meyer Luskin:** C.E.O. and chair of Scope Industries, formerly a public company. The Company recycles waste food into an animal feed ingredient.
- **Richard Merkin, M.D.:** CEO and founder of Heritage Provider Network. Pioneered the development of medical networks responsive to the changing health care marketplace throughout California.
- **Neal Millard:** Partner, Los Angeles Office, White and Case, LLP. Practices in the area of finance, representing foreign and domestic financial institutions. Adjunct professor of law at the University of Southern California Law School.
- **Gayle Miller (Secretary):** Co-Founder of the Go AlongSide Foundation that provides a values-based curriculum to inner-city schools. Retired President of Anne Klein II.
- **Theodore R. Mitchell:** President/CEO, NewSchools Venture Fund. Former President of Occidental College. Former Dean of UCLA Graduate School of Education. Former Senior Advisor to Mayor Riordan.
- **William Ouchi:** Saford and Betty Sigoloff Professor in Corporate Renewal, UCLA. Former Chief of Staff to Mayor Riordan. Former Chair of LEARN Board of Directors.
- **Richard Riordan:** Former Mayor of Los Angeles. Founder of the Riordan Foundation that provides computers and books to increase literacy in elementary schools.
- **Virgil Roberts:** Managing Partner of the law firm of Bobbitt & Roberts. Former Chair of LAAMP and the California Community Foundation Boards of Directors.
- **Araceli Ruano:** Attorney and community leader dedicated to education, arts and environmental issues. Senior vice president and director of the California office of the Center for American Progress,
- **Fred Simmons:** Private Investment Manager for Freeman Spogli & Co., a private equity firm dedicated exclusively to investing with management in retail, direct marketing and distribution companies.
- **Greg Sommers:** Senior Program Officer at the Bill & Melinda Gates Foundation, working on the foundation's Effective Teacher strategy.
- **Eva Stern:** Clinical social worker and educator with a broad based perspective of educational reform that emphasizes the need for engaging students, teachers, and the community.
- **Ronald Sugar, Dr.:** Chairman Emeritus of Northrop Grumman Corporation.
- **C. Frederick Wehba:** Chairman of BentleyForbes and standing member of the firm's Executive Committee.

Business and Operations Management - The Alliance will provide services including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. The Alliance will monitor adherence to the charter process

and any applicable law Alliance Technology and Math Science High School. The Los Angeles County Office of Education (LACOE) will receive and forward public funds for TAMSHS directly to the Alliance accounting system, which will be used in financial operations. The Alliance assures that the accounting system for TAMSHS will follow generally accepted accounting principles.

TAMSHS will comply with the **Brown Act** including posting TAMSHS Board of Directors schedule of quarterly meetings, posting meeting notices and agendas at least 72 hours in advance and recording actions of the board. TAMSHS will post meeting notices and agendas 72 hours in advance of the meeting via email; via posting in school office in a visible location and will post minutes recording board action via email, on school website and in school main office. TAMSHS will maintain a board record book of meeting agendas and minutes. Agendas and minutes will be provided in English and Spanish. Quarterly TAMSHS Board of Directors meetings will be open to all interested parties of the public. TAMSHS will be nonsectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student on the basis of ethnicity, national origin, religion, gender, sexual orientation, or disability, or any other characteristics that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

TAMSHS will implement the following:

1. Designate one certificated person to coordinate compliance with federal laws, specifically, Title IX and Section 504.
2. Adopt and publicize its internal grievance procedures and
3. Notify parents, students, and employees of its nondiscrimination policy.

e. School Leadership (3 pages)

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

School Leadership: - TAMSHS must have an exemplary principal who is a capable instructional leader with a passion for STEM curriculum and an entrepreneur in managing resources and STEM professional partners. Exemplary principals are developed through in depth leadership training and apprenticeship with principals who have demonstrated success in their schools. Dr. Eliza Zamor, a former science teacher and current Principal Intern at ESAT, is an expert in STEM curriculum and instruction and is committed to serving as principal of TAMSHS and fully meets the criteria described in the Alliance Principal Job Description (**APPENDIX S**).

- Alliance recruit principals from among the best talented leaders who demonstrate commitment to the belief that all students can learn successfully through professional organizations, local and national school districts, and university graduate school programs. The principal will be responsible and accountable to the Alliance and to the school community for implementing the core values, beliefs and best practices insuring that each and every student gets what they need to achieve their individual and school performance goals. Leadership development will include apprenticeship with a successful principal with a track record of successful student results who demonstrates the core values and beliefs of Alliance.
- Hiring the principal as soon as possible is essential to the successful opening of TAMSHS. The timeline for recruiting and hiring is March-April so that the principal can begin selecting the rest of TAMSHS staff. The TAMSHS principal will be hired with an annual renewable contract based on a bi-annual performance evaluation conducted by the Alliance Chief Academic Officer. Principals will be responsible for and have the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.

Principal Accountability for Results - The principal will have primary responsibility and accountability to the school community for implementing the core values, beliefs, curriculum, instruction and best practices of the Alliance education model insuring that each and every student gets what they need to achieve their individual and school performance goals. The Alliance will be responsible and accountable for guarantees made to TAMSHS in providing

operational and management services, monitoring academic progress, documenting and publishing results to the school community and the community of Los Angeles. The principal of TAMSHS will be accountable for demonstrating progress towards and meeting Adequate Yearly Progress goals as required by *No Child Left Behind*.

Responsibilities of the principal will include management and operations:

- Instructional leadership and accountability for implementation of curriculum and instruction.
- Overseeing the development and implementation of all programs.
- Facilitating communication between all school stakeholders.
- Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter petition.
- Overseeing the day-to-day operations of the school.
- With the support of the Alliance, preparing credentialing paperwork and monitoring processing.
- With the support of the Alliance, organizing professional development.
- Assisting with student discipline.
- Principal reports progress to the Board of Directors Alliance staff prepares data reports as a service to TAMSHS and reports data to LAUSD, Founders and the Alliance board of directors.
- Opening and closing the campus.
- Maintaining a balanced budget and drafting an annual budget proposal for Board review. Principal reports annual budget proposal to the TAMSHS School Board of Directors.

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

Leadership Team beyond the Principal: TAMSHS will have a leadership team beyond the principal that includes an Assistant Principal, Director of Instruction, College Counselor, and a Mentor or Lead Teacher (**APPENDIX T**) and will receive ongoing guidance and input from a School Family Vice President. The TAMSHS leadership team will meet regularly to analyze student progress and performance, determine effectiveness of the curriculum, improve instruction, and set future target goals and make necessary corrections to achieve target. Alliance will recruit for the positions from March through June and begin staff orientation and development in July and August. In Alliance schools principals have the autonomy to determine specific leadership positions.

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

Accountability for Results - The principal will have primary responsibility and accountability to the school community for implementing the core values, beliefs, curriculum, instruction and best practices of the Alliance education model insuring that each and every student gets what they need to achieve their individual and school performance goals. The Alliance will be responsible and accountable for guarantees made to TAMSHS in providing operational and management services, monitoring academic progress, documenting and publishing results to the school community and the community of Los Angeles.

- The principal will be hired with an annual renewable contract based on annual performance evaluation conducted by the Alliance President/CEO. The principal will be responsible for and have the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.
- The Alliance will monitor, document, evaluate and publish implementation results and student outcome results. The Alliance will contract with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation will serve to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, will inform parents and the community on the degree to which TAMSHS is achieving its stated goals for individual students.

- The principal of TAMSHS will be accountable for demonstrating progress towards and meeting Adequate Yearly Progress goals as required by *No Child Left Behind*.

Mission and Enabling Metrics for Accountability

- Weighted metrics for TAMSHS all Alliance schools and the Alliance home office are linked to performance compensation incentives and consequences to measure progress are as follows:

Mission Metrics for TAMSHS

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

Enabling Metrics for TAMSHS

7.	<u>Instructional Quality</u> : Classrooms consistently reflect rigorous standards-based instruction.	10%
8.	<u>Attendance</u> : The average daily student attendance of all schools will be at least 95%.	5%
9.	<u>Enrollment</u> : The average enrollment of all schools will be at least 95% of the budgeted number of students by count date.	5%
10.	<u>Satisfaction</u> : At each school, parents will rate the school, on average, at least 4.0 out of a 5.0 point scale on a parent satisfaction survey. 90% of the parents will return the surveys.	5%
11.	<u>Parent Engagement</u> : The average rate of attendance at scheduled parent conferences will be at least 75%.	5%
12.	<u>Parent Engagement</u> : 80% of parents complete at least 40 volunteer hours annually.	5%
13.	<u>Parent Engagement</u> : At least 75% of parents will attend four Parent Education Academies	5%
	TOTAL	40%

f. Staffing (5 pages)

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

Staffing Model - Alliance College-Ready Public Schools will hire a highly qualified Principal for Technology and Math Science High School. The Principal will have discretion over TAMSHS staffing model within budget and so long as staffing decisions are aligned with the vision, mission and core values of TAMSHS. Compensation for certificated and classified staff will be competitive with similar small schools. Classified staff at TAMSHS and all Alliance schools is typically hired from within the community in support of our core value of working with parents and community as partners.

Alliance school staffing models vary depending on actual enrollment, local school decisions and budget in years

1 - 5:

Position	Yr 1 Gr 9-11 / 380 Students	Yr 2 Gr 9-12 / 464 Students	Yr 3 Gr 9-12 / 464 Students	Yr 4 Gr 9-12 / 464 Students	Yr 5 Gr 9-12 / 464 Students
Principal	1	1	1	1	1
Assistant Principal	1	2	2	2	2
Director of Instruction	0	0	1	1	1
Teachers - average 25:1 ratio	17	20	20	20	20
College Counselor	1	1	1	1	1
Office Manager	1	1	1	1	1
Office Assistant	1	1	1	1	1
Plant Manager	1	1	1	1	1
Custodian	1	1	1	1	1
Parent Liaison	1	1	1	1	1
Campus Aide	2	2	2	2	2
Instructional Aide	2	2	2	2	2

TAMSHS staff will be supported by the Alliance Home Office staff including but not limited to a School Family Leader, School Family finance team, Directors of Parent Community Engagement, College Counseling, Assessment/Data and Special Education who coordinates all special education services and reporting, Business Manager to provide operational assistance, a Psychological Services Coordinator and Special Education Program Administrator that will coordinate all IEP related services.

- a. **Compensation: The chart below summarizes salary range or starting salary. TAMSHS employees will have STRS or PERS retirement benefits and standard Alliance health benefits at 10% of salary for full-time employees. Health benefits include full medical, dental, vision, life and disability insurance, and retirement savings plans.**

Position	Salaries
Principal	Starting at \$90,000
Assistant Principal	Starting at \$75,000
Teachers	\$47,630 - \$59,015
College Counselor	\$52,393 - \$64,916
Office Manager	\$35,000 - \$45,000
Office Assistant	\$11/hr - \$15/hr
Plant Manager	\$12/hr - \$16/hr
Custodian	\$12/hr - \$16/hr
Parent Liaison	\$12/hr - \$16/hr
Campus Aide	\$10/hr - \$12/hr
Instructional Aide	\$12/hr - \$15/hr

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

Recruitment and Selection of Teaching Staff - TAMSHS will hire a diverse faculty composed of the most effective experienced and new teachers available with the support of the Alliance Human Resources Director. We will achieve this goal by continuing the Alliance successful recruitment strategies that include a variety of resources used to

recruit and hire the most qualified candidates to fill teacher positions, including partnering with teacher recruitment organizations, local universities, and utilizing various online job search tools. The HR Director advertises and recruits potential candidates that the principal interviews and selects. All candidates are screened, formally interviewed and expected to complete a background check prior to being hired.

Timeline and Sequence of Teacher Recruitment, Selection, Hiring:

- HR Director verifies and publically advertises staff openings working through partnerships with Teach for America, University Job Fairs, New Teacher Center, and EdJoin.
- HR Director screens potential candidates and sends resumes to principal for interviews.
- Candidates participate in an interview with the principal.
- Final candidates demonstrate a lesson with students for the principal and a stakeholder panel.
- HR director verifies eligibility of candidates selected based on eligibility criteria below.
- Candidates cleared to be hired are offered an annual renewable agreement for employment signed by the principal.
- All employees are employed by the school as the sole employer
- The recruitment and selection process for TAMSHS will begin in March upon approval of the application and selection of the principal with the goal of completing staffing by the end of July.
- All eligible applicants may apply including teachers from relieved schools.
- Orientation for teachers new the profession and for all teachers new to TAMSHS will be scheduled in July - August.

TAMSHS Teacher Selection Criteria - TAMSHS teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of *No Child Left Behind*. Primary teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) will hold a single or multiple subject Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Teachers selected to insure that the needs of English learners are met will have CLAD, BCLAD certification and all teachers will be trained in the effective use of sheltered-English. These documents will be maintained on file at TAMSHS and will be available periodic inspection by LAUSD.

Criteria for selecting highly effective teachers includes:

- Track record of successful teaching or teacher preparation.
- Demonstrated commitment to belief that all children can learn successfully and graduate ready for college.
- Demonstrated commitment to individual and school accountability for student academic achievement.
- Knowledge of subject field.
- Commitment to Alliance and TAMSHS core values and beliefs.
- Specific criteria for TAMSHS English, PE and Art teachers require interest and experience in STEM and willingness to partner with STEM industry professionals.

Employment Eligibility Requirements - TAMSHS will adhere to California and Federal NCLB laws, regarding fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. The HR Director provides the following services to insure that candidates meet legal employment criteria.

- Verify previous employment and check references of candidate(s).
- All teacher candidates must provide.
- Medical clearance including proof of medical exam and tuberculosis (TB) testing.
- Fingerprinting for a criminal record check.
- Applicants will be required to provide a full disclosure statement regarding prior criminal record.
- Prior to the first day of work for every employee, the Alliance HR Director will process all background checks through the Department of Justice.
- Documents establishing legal status.

- Applicants for employment will be required to provide a full disclosure regarding relationships that would be considered nepotism prior to employment.

Background Check - Any candidate selected to fill a position at an Alliance school is required to complete a background investigation by using the *Live Scan Service Request* form. This form allows the candidate to go to any live scan service provider and electronically submit their fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). The Alliance is authorized by the Department of Justice to receive applicant background investigation results sent directly to our Secure Mail Server System. The Director of Human Resources is the only confidential employee with access to this information. After reviewing the investigation results, if the results indicate that no criminal history exists for the applicant then he/she is considered eligible to continue the hiring process. If the results indicate that a criminal history does exist for the applicant then the results are thoroughly reviewed by the Director of Human Resources who determines if there are any convictions that would disqualify the applicant from employment.

Teaching Credential Verification - All teacher candidates are required to present their original teaching credential document with 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 he/she is being hired to teach. Since the Alliance supports the employment of university intern eligible candidates, we work very 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.

TB Verification - Candidates are required to submit current TB verification. TB verifications are required to reflect negative results for active tuberculosis and are required to be no older than 60 days from the date the candidate is hired for employment. All Alliance school employees are required to submit TB verification every four years.

c. Autonomy: How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.

Alliance College-Ready Public Schools teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of *No Child Left Behind*. Primary teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Teachers selected to insure that the needs of English learners are met will have CLAD, BCLAD certification and all teachers will be trained in the effective use of sheltered-English. These documents will be maintained on file at Alliance College-Ready Public Schools and will be subject to periodic inspection by LAUSD. Principal reports annual budget proposal to the TAMSHS School Board of Directors.

The principal has staffing autonomy to create optimal learning-centered cultures for students. The principal will select the teachers on an application and interview basis, creating her own team who believe in the mission and vision of TAMSHS. 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 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. 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.
- Participating regularly in professional development opportunities.
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders.

- Maintaining regular, punctual attendance.

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

The principal based on four components of the TCRP teacher effectiveness initiative, currently being piloted, will evaluate teachers:

The teacher observation and evaluation process is an initiative of The College-Ready Promise (TCRP), a Los Angeles partnership of California Charter Management Organizations (CMOs) funded by the Bill and Melinda Gates Foundation *Intensive Partnership to Empower Effective Teachers* grant. The College-Ready Promise (TCRP) guides our efforts to meet our goal of having “a highly effective teacher in every Alliance classroom every day to graduate our students college-ready.”

The evaluation process is currently in its pilot phase and will be implemented Alliance-wide next year, with the consequential implementation beginning in 2012-2013. It is based on a framework that includes student achievement, teacher practice, parent/student input, and the teacher's contribution to the greater school community. Evidence is gathered through standardized test scores, observation, surveys, and artifacts. Two years of compiled data will be used to determine the level of teacher effectiveness.

The four components are weighted as follows:

1. Student Achievement 40%
2. Teacher Practice 40%
3. Student Family Perception 10%
4. Contribution to School Community 10%

A rubric is used to evaluate the teacher in six domains.	
Domain 1	Planning and Preparation
Domain 2	Classroom Learning Environment
Domain 3	Instruction
Domain 4	Assessment and Data Driven Instruction
Domain 5	Professional Responsibilities
Domain 6	Partnerships, Family and Community

The formal observation process includes a pre-observation conference during which the teacher presents the lesson plan to the observer. The observer listens to the teacher's presentation and collects evidence of indicators listed in Domains 1 and 4 on the rubric. Within three days, the principal observes the lesson using the focused-scripting method to gather evidence in Domains 2 and 3. Following the lesson, the teacher will assess student work and complete a reflection in which he/she responds to questions about the success of the lesson. The student work and the teacher's reflection are submitted to the principal, who gathers evidence in Domains 4 and 5. Within three days, the principal and teacher meet for the post-observation conference, where they discuss the ratings for all domains and the next steps for the teacher's professional growth.

As described in the TCRP grant, we are implementing an aligned, transparent evaluation system to identify, support and compensate highly effective teachers, and to guide the development or exit of teachers who have not reached or made progress towards effective status within three years. All promotions, pay, feedback and professional development are aligned to the effective teacher evaluation system that places highest priority on student outcomes.

Furthermore, the evaluation system is linked to a career path that provides financial rewards and differentiated opportunities to teachers who have shown high levels of effectiveness. The traditional step-and-column pay scale is replaced with a new performance-based regime that: 1) provides significant increases in salary for teacher who consistently deliver outstanding students gains; 2) creates incentives for excellent teachers to work with the highest-need students; and 3) creates compelling options for the most effective teachers to stay in the classroom rather than leaving for administrative roles. If teachers are unable to show sufficient progress in raising student achievement, they will be placed on a path towards being counseled to leave. Beginning teachers will have up to five

years to prove their effectiveness while experienced teachers will have less time. A clear “warning-to-exit” process will ensure fairness and adequate support for teachers failing to demonstrate high levels of effectiveness.

Administrators have received 30 hours of intensive training to develop skills for conducting fair and objective lesson observations based on a rubric. Teachers will receive 6-12 hours of training on the rubric.

FINANCES

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

13. Finances (3 pages)

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

TAMSHS will be a direct funded fiscally independent charter school managed by Alliance College-Ready Public Schools, a non-profit charter management organization that successfully operates 18 direct funded fiscally independent middle and high school charter schools in Los Angeles.

The Alliance College-Ready Public Schools financial model is designed for its schools to be self-sustaining on public funds (Federal, State and Local) after their start-up costs have been funded; typically, by their third year in operation. Key factors that enable Alliance schools to operate effectively on public funding are: a) 95%+ average daily student attendance rate, b) sustained student enrollment, c) low ratio of non-classroom personnel, and d) efficient systems and low non-classroom based operating expenses. Our 5 core values, mission, and vision that place students, classroom instruction and preparing students for success in college as the first priority drive the development of Alliance school budgets. The Alliance principal, the school's advisor team develop the schools annual budget for approval by the school' board of directors. In addition to the collaboration between the Home Office and individual school leaders, all budgets are approved the school Board which includes instructional staff as well as parent representation.

Alliance has raised more than \$45 million over the past 5 years including funds received and funds committed. Long-term private foundation commitments include \$500,000 per new school opened and matching commitments from Alliance board members. On average, the Alliance raises \$1.3M from public and private sources to support the start up operating costs of each new school. The Alliance commits to provide start up costs and to cover cash flow needs of each of its schools generated by timing differences in expenditures and disbursement of public funds. As indicated in TAMSHS 5 Yr Budget - 3 Yr Cash Flow (**APPENDIX W**), and TAMSHS Fundraising Plan (**APPENDIX X**)

On an annual basis, each individual school develops a budget based on recurring funding from the Federal government, State of California, and local support from property tax revenue. The end result of this process is a 12-month budget ending in a small surplus sufficient to establish required cash reserves. The key to balancing this budget is a focus on instruction specific spending and a low non-teaching/teaching staff ratio. This allows the schools to eliminate wasteful spending while maintaining a low student/teacher ratio.

Operational Goals and Metrics: - Alliance College-Ready Public Schools has 7 years experience successfully opening and operating high performing charter middle and high schools supported by a President/CEO who served as an LAUSD local superintendent and the head of the LAUSD Office of School Reform. Based on our leadership experience we will meet the operational goals at TAMSHS that are place at our current 18 schools. Our operational goals include: 85% teacher retention, financial solvency with public funding by the 3rd year in operation and \$850,000 in start-up fundraising that we have traditionally raised for Alliance schools. The Alliance HR Director monitors credentials in accordance with NCLB's definition of "highly qualified" teachers. We will go beyond this compliance target to insure that our teachers are highly effective. The Alliance Director supports schools and monitors compliance with LAUSD Modified Consent Decree Indicators to measure progress of students with disabilities. Alliance schools have consistently performed well on special education compliance reviews. The Alliance monitors school performance on operational goals and metrics with an annual dashboard (including Adequate Yearly Progress Criteria) that is used to report progress and to determine performance compensation incentives as well as principals and schools designated for required improvement support as reflected in the Alliance School Performance Accountability Scorecard (**APPENDIX M**)

Financial Controls - The Alliance Board of Directors will annually select a reputable independent auditor that reports to board Legal Audit Subcommittee chaired by Harold Williams, Former US SEC chairperson, and will oversee the completion of an annual audit of TAMSHS financial reports and records, including attendance. David Hyun, Alliance Chief Financial Officer will be responsible for preparing financial statements and reports to be audited by Singer Lewak. The audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles, and will verify the accuracy of Alliance and TAMSHS financial statements (including Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls as described in the Alliance Fiscal Policies & Procedures. **(APPENDIX Y)**

For the past several years, the board of directors of Alliance College-Ready Public Schools has contracted with Singer Lewak, Greenbaum and Goldstein L.L.P., a leading regional accounting services firm headquartered in Los Angeles with offices in Orange County, Woodland Hills, Monterey Park, San Diego and Silicon Valley. Serving California since 1959, Singer Lewak has established a reputation for excellence as professionals with unparalleled expertise in the accounting and management consulting industry.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- a. Provisional Budget – Spring prior to operating fiscal year.
- b. Final Budget – July of the budget fiscal year.
- c. First Interim Projections – November of operating fiscal year.
- d. Second Interim Projections – February of operating fiscal year.
- e. Unaudited Actuals – July following the end of the fiscal year.
- f. Audited Actuals – By December 15th following the end of the fiscal year.
- g. Classification Report – monthly the Monday after close of the last day of the school month, or as defined by the LAUSD calendar of Reports.
- h. Statistical Report – monthly the Friday after the last day of the school month or as defined by the LAUSD calendar of Reports.

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

Other funding and plans for sustainability of project - The Alliance Board of Directors has a distinguished history of fundraising for the expansion and sustaining of Alliance educational and capital programs. The Alliance is committed to a diversified fundraising strategy that includes corporate, foundation, state, federal and private donors, in-kind, and special events to sustain and extend its capital and educational programs. In addition, each Alliance school that is involved in the proposed project receives State of California ADA funding that plays a significant role in sustaining program and capital dimensions of their educational programs.

The budgeting process does not include the estimation of non-public funding. Should a school receive any additional funding beyond the regular charter funding, the individual school leaders are allowed to allocate the funds to enhance the educational program as they see fit. This conservative approach leads to consistent fiscal stabilization of Alliance affiliated schools.

IMPLEMENTATION

14. Implementation

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

The Alliance will implement core elements of its educational model will launch implementation in year one and annually roll out each commitment until the full scope of the proposal as written is in place at TAMS in accordance its multi-year Implementation Plan (**Appendix CC**).

SUPPLEMENTAL APPLICATION

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

NETWORK PORTFOLIO AND PERFORMANCE:

1. **Portfolio of Schools** (2 pages)

Please provide an overview of the schools/campuses within your portfolio. Please include the following:

- **Number of school(s)/campus(es) and total number of students served;**
The Alliance currently operates 18 secondary schools, 12 high schools and 6 middle schools serving approximately 7000 students as of October 2010 (**Appendix EE**). Three Alliance high schools share campuses with an Alliance middle school and two Alliance high schools share a campus with middle schools operated by Aspire and one operated by LAUSD. One high school is located on campus at CSULA in a permanent facility. One high school is located at the LA City College VanDeCamp site for five years.
- **Cities or communities served;**
South Los Angeles, Watts, Huntington Park-Southeast Los Angeles, East Los Angeles, Atwater Village/Glassell Park
- **Grade levels served;**
Grades 6-8 and 9-12
- **Unique school themes or models in your organization**
All Alliance schools are college preparatory. Specific school career technical themes include: Environmental Science and Technology HS; Health Services Academy; Math and Science HS; Media Arts and Entertainment Design HS
- **Type of schools in your portfolio (e.g., Charter, Network Partner, etc.)**
All are fiscally independent public charter schools authorized by LAUSD

2. **Portfolio Growth** (2 pages)

- **Describe the organization's proposed scope of growth over the next five years both in LAUSD and nationally (years, number and type of schools, target cities, etc.)**

The first Alliance charter school opened in the fall of 2004. Over the past six years the Alliance has grown to include 12 high schools and six middle schools at a growth rate of around 3 schools each year. By fall 2015, we anticipate operating approximately 31 Alliance owned and operated schools (19 high schools and 12 middle schools) ultimately serving 15,000 students in Los Angeles and Inglewood when all 31 schools are at full enrollment capacity. It is our intent to expand the growth of Alliance schools to other districts in Southern California over time. A key focus of new Alliance schools will incorporate student use of technology in daily instruction with teachers as well as via virtual online coursework for initial credit and credit recovery. We envision establishing online advanced placement classes shared across Alliance schools.

Over the past six years the Alliance has honed its capacity to successfully open and operate multiple new schools with a maximum of five new schools opened in 2009. At 18 schools, the Alliance has also learned the value of opening middle schools in proximity to or on the same campus with its high schools. The experience and the challenge also requires careful attention to managing the pace of growth to insure sufficient support and attention to insure the success of continuing and new schools to maintain our value of quality over quantity. The stated growth pattern is consistent with the strategy of a managed growth to insure quality.

- **Provide evidence of your organization's capacity to manage multiple schools/campuses. For organizations that have not managed schools before, please provide evidence of your capacity to manage a school.**

2b. Since opening its first school in 2004, the Alliance has shown a strong history of sound financial management. The successful operation of what has grown to become 18 schools reveals the dedication and elite performance of the management team. Alliance schools have performed significantly outperformed similar neighboring schools. Three Alliance schools ranged among the top 10 high schools in LAUSD on 2010 API test results. The average Alliance API score rose from 742 to 751 last year, even as five schools received scores for the first time. The Alliance average is 42 points higher than the overall LAUSD average, and on average, Alliance schools' API scores were 155 points higher than those of the closest traditional public school.

3. Performance Data (2 pages)

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

The Alliance home office provides all academic and non-academic services for its schools portfolio (**Appendix EE**):

- **Professional Development:** orientation for all new teachers; teacher induction program for preliminary credential teachers; new teacher residency credential program in partnership with Loyola Marymount University; annual summer Alliance-wide teacher professional development 5-day retreat conference; annually three Alliance-wide pupil free day professional development days; annual principals professional development retreat; monthly training for special education teachers and college counselors; monthly professional development for principals, assistant principals and office managers; principal residency program to prepare new administrators one year before being assigned to lead a school.
- **Back-office Support:** budget development, accounts payable; monthly financial reports; all compliance reports; all HR systems and record keeping; school safety support and training; liability insurance; technology systems and support; fiscal audits
- **Facilities:** acquisition; construction; maintenance; legal services for leasing, debt service
- **Performance Data:** including comparative local district data (**Appendix D**)

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

Financially, the major areas for improvement that Alliance needs to address are two-fold. First, when opening a new school, publicizing the enrollment is a challenge given that neither the Alliance nor its schools have access to information to send information directly to parents. Once schools become established, enrollment tends to increase to budgeted levels and this becomes a non-issue. In addition, state budget cuts have cause delays in the receipt of school apportionments. Cash flow issues can potentially arise when anticipated cash receipts are delayed until after the school year. Planning and cash transfers within the Alliance are required to address this issue.

ORGANIZATIONAL CAPACITY:

1. Organizational Responsibilities and Goals (4 pages)

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

The Alliance provides the following specific support services and functions to its schools:

Startup Phase Services

- **Secure School Facility** – The New School Development Director and the Chief Operating and Chief Financial Officer work with real estate and financial consultants to coordinate the

identification facilities and the development of financing for lease or purchase of sites to serve target communities.

- **Secure Startup and Ramp-Up Funding** – The Chief Development Officer and the President/CEO secure necessary startup funding and operational funding up to the third year in operation, at which point each school will be financially self-sustaining a financial break-even point.
- **Develop Charter Petition and Obtain Approval** – The Vice President of Instruction, the Director of New School Development and Alliance staff develops each charter petition to reflect Alliance core principles of best practices in instruction and financial management and to reflect specific community needs in consultation with the sponsoring district, key leaders, educators, and community-based organizations in target communities.
- **Engage School Parents and Community** – The Director of Parent Community Engagement conducts outreach to parents and community members through local organizations in target communities to determine need, readiness, and support for each prospective charter school site.
- **Recruit and Develop School Principals** – The Chief Academic Officer, with Alliance staff, works with local universities, business leaders, professional education organizations, and publications to identify, recruit and select leaders to serve as public charter school principals. Criteria for principal leaders focuses on demonstrated knowledge of best practices in instruction, and effective business practices and readiness to participate in capacity development for charter school leadership at least three months prior to assignment to an Alliance school. Principals participate in training and an apprenticeship at a “best practice” Alliance or other effective school to learn the school model and how to manage it.
- **Develop Recruitment Pool of Effective Teacher Candidates** – The Director of Human Resources, with Alliance staff, partners with local universities and teacher recruitment organizations (i.e. Resources for Indispensable Schools and Educators/RISE, EdJoin, California Charter Schools Association/CCSA, Teach for America, Teaching Fellows, New Teacher Project) for a coordinated approach to create a pool of highly qualified teachers from which the principals can recruit.
- **Provide Start-up Operations Checklist/Hands-on Support to Principals** – The Chief Financial Officer and Accounting staff provide technical assistance and hands-on support to establish infrastructure systems for payroll and general accounting. The Director of New School Development provides assistance and guidance with all aspects of charter start-up, student recruitment, master program planning, textbooks, supplies, initial baseline student assessment and outsourcing with service vendors for food and other services
- **Provide Consistent and High-Quality Professional Development Programs for Principals and Teachers** – The Chief Academic Officer working with the Vice President of Instruction and Director of Professional Development set up partnerships with local universities and professional development organizations with demonstrated knowledge of best practices in instruction, entrepreneurial business management and public charter school leadership to design and provide a three month leadership development program for principals selected to lead Alliance schools. The program includes an apprenticeship component. Alliance staff provides day-to-day ongoing training, coaching, and support for school leaders.

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Operational Phase Services

- **Provide Facility and Operations Support** – Under the direction of the Chief Operating Officer and Chief Financial Officer, the Alliance provides operations guidance, supporting documentation and any systems required to ensure compliance with all regulations including, but not limited to, emergency procedures, the school lunch program, E-Rate and LAUSD-specified requirements for charter schools.
- **Provide Hands-on Support to Principals** – The Director of New School Development provides technical assistance and hands-on support for all aspects of charter operation and will coach the principal on management, instructional, and leadership issues.

- **Provide Human Resources Compliance Assistance** – The Director of Human Resources provides oversight and technical assistance with employee hiring, legal compliance and certification of required credentials.
- **Provide Business Management Operations Assistance** – The Chief Financial Officer provide ongoing oversight and hands-on support through vendor outsourcing for school business management services including finance accountability systems, annual budget and cash flow planning, account management, funding reports, and applications for public funding.
- **Provide Legal and Insurance Services** – The Alliance obtains the appropriate legal counsel as well as liability, property, and director’s insurance suitable for schools.
- **Identify Reliable Vendors for Contracting Services** – The Chief Operating Officer identifies specific high quality vendors to provide beneficial services to Alliance schools. These vendors are subject to specific service level agreements. The purpose is to generate economies of scale in purchasing certain products and services.
- **Develop Technology Deployment Standards** – Alliance and the Director of Technology define standards for appropriate technology systems and how they are purchased. All schools use approved and coordinated school management systems including accountability, finance, and student information. Accountability systems will perform the functions of assessment and data collection, both aggregated and disaggregated.
- **Collect and Disseminate of Effective Small School Practices** – The Chief Academic Officer identifies specific best practices in both administrative and instruction dimensions to be documented and disseminated by the Alliance to its schools. The Alliance provides collaboration opportunities for its principals and teachers to share their best practices.
- **Provide Funding and Grant Opportunities** –The Chief Development Officer is responsible for fundraising efforts to support Alliance schools so that school leaders are able to keep their focus on high quality instruction and achieving outcome goals.

b. Describe the organization’s short- and long-term academic, financial and operational goals.

The long term financial, academic and operational goals of the Alliance College-Ready Public Schools is to open and operate a high performing network of public charter middle and high schools that will significantly outperform neighboring similar schools; that will be fully self sufficient by the third year in operation with public funding; with consistent operating systems in place that insure the safety of all students. The Alliance short term academic, financial and operating goals are to insure that TAMSHS will meet its annual performance targets; fully implement the Alliance educational model; open in the first year with resources needed; and efficiency with first year operating procedures in place in collaboration with Taylor Yard small schools and Local District 4.

The short-term academic, financial, and operational goals of TAMSHS is to be able to provide excellent educational service to all students with the funding provided by the State and Federal governments while maintaining a budgetary surplus sufficient to establish requisite reserves. This will be accomplished by prioritizing all costs to eliminate all spending that does not add utility to the educational program. The long-term school goal is to continue growing the reserve balance to a level able to absorb any and all unforeseen funding cuts and/or deferral of revenue payments without negatively affecting the learning environment of our students working in collaboration with the Taylor Yard family of schools and Local District 4.

2. Discuss the organization’s role in assessing overall performance at individual school(s)/campus(es), as well as the interventions the organization will use to promote continued improvement at each school/campus.

The Alliance has established clear expectations for each of its schools (**Appendix M – Alliance School Accountability Scorecard**). Principals are held to high expectations for the implementation of the Alliance educational model and target metrics for annual performance (**Appendix T – Principal Job Description and**

Performance Accountability). All Alliance employees have annual employment agreements and are invited back each year based on performance including teachers (**Appendix T – Teacher Final Evaluation Summary**). An Alliance School Family Vice President responsible for supporting and monitoring the performance at each school directly supervises Alliance schools. Schools that fail to meet performance targets are placed on probation for the following year, are provided extensive support by the home office instructional team to raise performance.

3. **Organizational Leadership** (2 pages)

- a. Describe the organization’s leadership team and how reporting relationships in the organization will evolve with the addition of a new school(s)/campus(es). Describe any additional roles/positions that will be added to the organization to strengthen capacity to support school growth and reflect the school community you seek to serve. If you are an organization looking to operate schools for the first time, please discuss how your organization will staff up to support the new work.
 - i. Attach job descriptions and resumes (where positions have been filled) for key organizational leadership roles (e.g. CEO, Chief Academic Officer, Chief Financial Officer, etc.) and label appropriately.
(Appendix DD)
 - ii. Attach an organizational chart that shows lines of authority among school leadership staff (e.g. Principal/instructional leader, operational leaders and other key leaders) and the oversight or advisory structure (including Board and/or other school advisory bodies) for the proposed school(s)/campus(es).
(Appendix Z)
- b. **Board Role:** Describe the roles and responsibilities of the Governing Board, including how often it will meet. In addition to legal and compliance considerations, please describe what contributions the Board will make to the long-term success and sustainability of the school, such as how it will monitor academic and operational aspects of the school.
(Appendix FF)
- c. **Board Structure:** Describe the structure of the Governing Board at the proposed school, and identify any proposed Board committees and their roles.
 - i. Attach the By-laws of your school’s Board or an outline of the same, and a copy of the Articles of Incorporation for the not-for-profit entity that will hold the charter for the school in the appendix.
(Appendix A – Alliance Articles of Incorporation and IRS 501c3 Determination Letter)
(Appendix E – School Board Bylaws)
 - ii. Attach proof of filing for 501(c)3 status by the applying entity
(Appendix A – Alliance Articles of Incorporation and IRS 501c3 Determination Letter)
- d. **Board Development:** Identify the composition of the Governing Board, including key skills and constituencies that will be represented. If you are a new organization, provide a plan for recruiting a Governing Board representing a diverse skill set required for school oversight. Attach resumes of any Governing Board members who have already been identified. Label each resume as “Governing Board member”.
(Appendix FF – Alliance Board Roster)

INSTRUCTIONAL PROGRAM

1. **Curriculum** (2 pages)

Describe the organization’s role in developing curricula for the school(s)/campus(es) in your portfolio. Describe how the curriculum is or is not aligned across schools/campuses. If your organization is not currently operating or managing schools, please define what this process will look like.

Alliance College-Ready Public Schools (Alliance) is an independent non-profit charter management organization that will grow to 18 high performance small public high schools and middle schools in Los Angeles in 6 years from 2004 to 2010. Ultimately the Alliance plans to grow to 50 middle and high schools in California that ultimately will serve 23,000 students.

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

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

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

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

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

- The Alliance's primary role is to ensure the effective and consistent operations of its schools and quality experience for each individual student. The Alliance provides its schools with operational services, resources, guidance, and oversight.
- The Alliance defines and implements key non-negotiable parameters that define the Alliance brand of schools. These parameters cover both the educational model and operational dimensions.
- The Alliance is the charter holder of record and local operator of its schools.
- The Alliance is uniquely positioned to continue delivering the successful opening and operation of charter schools in the surrounding Los Angeles region. First, the Alliance has assembled a capable leadership team that has a clear vision and experience in launching and managing schools, as well as critical operational and finance expertise. Second, the CEO and board of directors of the Alliance are well-known movers and shakers within the Los Angeles community. CEO Judy Burton, a former area superintendent for LAUSD, knows how to successfully lead schools and has earned the trust and credibility of the community. The

board is chaired by Tony Ressler, general Partner of Ares Investment Management, LLC and includes Richard Riordan, former Mayor of Los Angeles and former California Secretary of Education, a retired president of Anne Klein, a former US Ambassador to Uruguay, the chairman of Capital Group International, the CEO of NewSchools Venture Fund and President of the California State Board of Education, and the award-winning author of the influential book, Making Schools Work. These highly qualified individuals, among many others on the Alliance board, have the expertise to provide solid direction and also the influence to make things happen. Third, the Alliance local presence, extended history, and credibility in the Los Angeles market and education reform efforts are invaluable to establishing and maintaining critical relationships with the school district and local communities.

Mission

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

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

Vision

The Alliance will have created a network of 20 high-performing schools by the 2010-11 school year and will ultimately create a network of up to 50 public schools. These schools will serve as highly accountable models of innovation with highly effective teachers who are guided by core principles based on what research has shown to be best educational practices.

The Alliance will consistently demonstrate student readiness for success in college by achieving an annual academic growth rate of 1 to 1.5 years in student results on state academic standards; by increasing student performance on college-readiness indicators including SAT, ACT, and EAP exams; by achieving a 100 percent success rate on passing high school exit exams; by dramatically reducing ¹⁸dropout rates to less than 5 percent; and for students continuously enrolled for four years, less than 15% needing remedial English or Math in college. 100% our middle school students will demonstrate readiness for high school by culminating eighth having taken and passed Algebra.

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

Values/Beliefs

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

1. High Expectations For All Students

- College Readiness for All Students - All students, including students in historically underachieving communities can learn successfully at high levels and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college. All

¹⁸ The Alliance considers a student as “dropped out” when the student is no longer in attendance and student has not transferred to another high school or middle school.

students must pass A-G college entrance course requirements and be proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college. Middle school students must pass Algebra and core curriculum classes with a grade of C or better to be ready for success in high school.

- How Students Learn Best - Students learn best and are much more likely to be ready for success in college when they are taught by a highly effective teacher, every period of every day and when there is a rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding of concepts through real-life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning.
- English Learners – College-readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies must be provided for all students including students learning to speak English as a second language and for English only students who speak non-standard English.
- Authentic Ongoing Assessment – There must be multiple ongoing opportunities to measure student learning and to inform instruction through real-life projects, analysis of student work portfolios, interim assessments and student-led conferences as well as standardized on-demand assessments.
- Integrated Technology - Students and teachers must have adequate access to technology to use it effectively in student learning, classroom instruction, data management and communication. Effective student use of technology as a tool requires 1:1 ratio computer per student. We believe that technology used as an effective tool in high-performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents. Teachers must have immediate access to “real-time” student data to inform instructional practices.

2. Small Personalized Schools And Classrooms

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

3. Increased Instructional Time

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

4. Highly Qualified Principals And Teachers

- Principal Leadership – Excellent schools must have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources. We believe that exemplary principals are developed through in-depth leadership training and through apprenticeship with principals who have demonstrated success in their schools.
- Highly Effective Teachers – Students learn best with teachers who know their subject field; are well trained to deliver rigorous instruction and can attend to the diverse needs of individual students. We believe that teachers work best in small collaborative teams with common planning time, where

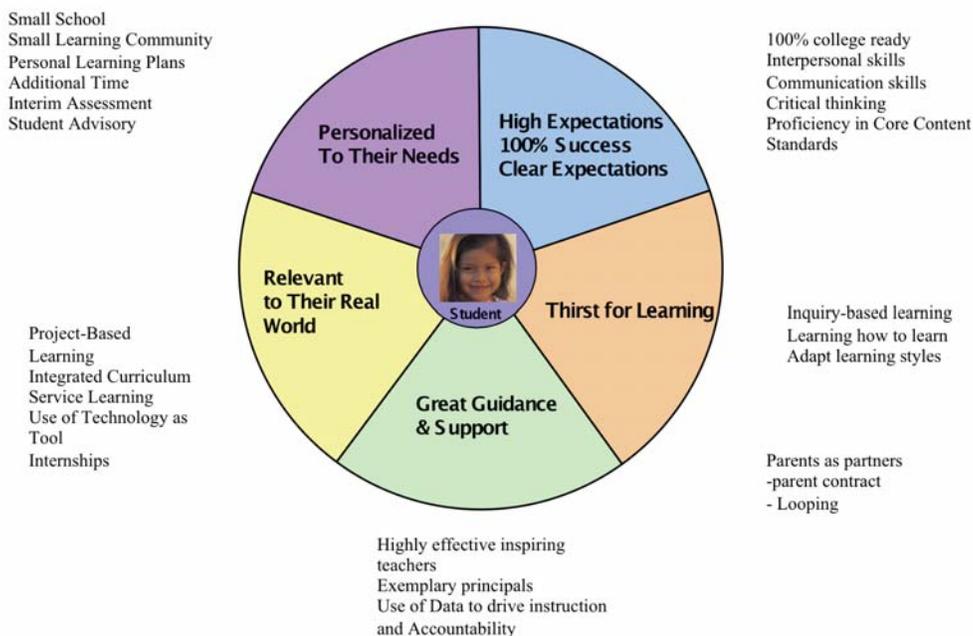
lessons are studied as a learning community and where accountability for student success is the responsibility of each teacher. Individual teacher effectiveness is measured based on the students they teach gaining at least 1 to 1.5 years of academic growth annually; effective classroom teaching; feedback from parents and students; and attitudes and beliefs about student learning.

- Accountability for Results – Principals and teachers must be responsible and accountable to the school community for implementing the core values, beliefs and best practices of the Alliance education model insuring that each and every student gets what they need to achieve their individual and school performance goals. Principal and teacher compensation will be linked to student academic gains, effective implementation of school and classroom practices, instead of years of experience, degrees, and coursework instead years of experience and course credits.

Parents As Partners

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

Alliance Educational Model



2. School Culture and Climate (2 pages)

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

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

and staff from the start. The Alliance core principles and educational model are implemented in all the Alliance schools. We will launch the Alliance Technology and Math Science High School with the same high expectations for commitment to our core values and beliefs by selecting an exemplary principal who has demonstrating understanding of and successful commitment to our core values and school culture. Criteria for selection of all staff will include commitment to Alliance goals, values and beliefs as part of the interview process.

3. **Data-Driven Instruction** (2 pages)

Describe the organization's role in reviewing performance data, and describe how this data is used to drive improvement at the school-, campus-, and network-levels. If your organization is not currently operating or managing schools, please define what this process will look like.

Accountability for Results –Alliance will be responsible and accountable for guarantees made to the Technology and Math Science High School in monitoring progress, documenting and publishing results to the school community and the community of Los Angeles.

- Principals will be hired with an annual renewable contract based on an annual performance evaluation conducted by the Alliance President/CEO. Principals will be responsible for and have the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.
- The Alliance will monitor, document, evaluate and publish implementation results and student outcome results. Alliance will contract with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation will serve to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, will inform parents and the community on the degree to which TAMS is achieving its stated goals for individual students.
 - Strategies included in ongoing use of performance data to drive classroom, school and network performance include:
 - Alliance quarterly interim benchmark assessments administered across all schools in all grades in English, Math, Science and History followed by immediate performance data reports provided by the home office data team to each school.
 - Alliance schools convene following each benchmark assessment to analyze data, identify individual students for re-teaching based on performance before the next instructional quarter begins.
 - Annual principal and teacher summer professional development is designed in response to performance data where areas for improvement are addressed based on prior year data analysis.
 - Alliance has established clear expectations for school performance targets as indicators of college-ready academic achievement. Principals and all staff earn performance compensation incentives for targets met and receive support to address areas where progress towards meeting targets are not addressed.
 - Classroom instruction is driven by assignments designed around the teacher assessments with end in mind to measure the degree to which students are demonstrating proficiency on high priority standards.
 - Beginning in 2013-14 all Alliance employees will be compensated based on their effectiveness instead of years experience and coursework completed:
 - Teacher effectiveness will be measured by four components: 40% student annual achievement growth; 40% classroom teaching effectiveness rubric; 10% student/parent perceptions; 10% peer feedback on professional community contributions.
 - Principals will be compensated based on three components: 40% school leadership rubric; 40% increase in % of effective teachers; 10% staff perceptions; 10% peer feedback on professional community contributions.
 - Annually the Alliance board of Directions and each individual School Level Board of Directors reviews the Alliance Performance Dashboard (**Appendix M – Accountability Performance Scorecard and Dashboard**)

4. Professional Development (2 pages)

- a. Discuss the role of the organization in providing professional development for schools/campuses across the portfolio.

Professional development services provided by the Alliance for its portfolio of schools includes but is not limited to:

1. Annual 2-3 day summer orientation for all new teachers on Alliance mission, core values, key instructional practices.
2. BTSA teacher induction program for preliminary credential teachers lead by Alliance Director of New Teacher Support
3. New teacher residency credential program in partnership with Loyola Marymount University where recent math and science graduates earn their teaching credential working with Alliance mentor teachers and are paid a stipend for the year as well as all tuition costs.
4. Annual 5-day summer Alliance-wide teacher professional development 5-day retreat conference designed based on performance data from prior year, longitudinal data, principal and teacher input.
5. Each year the Alliance home office plans three Alliance-wide pupil free day professional development days where teachers from all Alliance schools convene at one location to analyze benchmark results and plan for re-teaching and intervention for individual students and re-teaching of standards where significant numbers of students demonstrated below or far below basic proficiency.
6. Annually the Alliance home office team plans and delivers an in-depth 3-day principals professional development retreat to celebrate successes from the previous year; review longitudinal data; plan for improvement and implementation of best practices and improvement in instruction in areas identified as needing improvement.
7. Monthly professional development is provided for special education teachers and college counselors.
8. Monthly professional development is provided for principals, assistant principals and office managers and principal residents.
9. The Alliance places high value on the role of the school principal as leader of the school and values building capacity from within. To address this value the Alliance has an establish principal intern program to prepare new principals as residents one year before being assigned to lead a school.
10. The Alliance home office works with multiple partners to continue the capacity building of key leaders including: NewSchools Venture Fund; Cambridge Education; Loyola Marymount University Math and Science Teaching Center, New Leaders New Schools and others.

- b. Describe how the organization will promote best practice sharing across the network.

The Alliance has an established ongoing practice of sharing practice across all schools as well as with other schools:

- Principal and Assistant principal meetings begin at school sites with classroom visits to address focus questions or to observe a practice shared by the host school.
- Alliance-wide teachers are convened in curricular area groups to share practice and analyze performance data during the three Pupil Free Professional Development days.
- As a data-driven organization, school in all areas through out the school publishes performance data.
- A quarterly printed Alliance newsletter is published to highlight school best practices and a monthly e-news blast is distributed to the entire Alliance school community.

FINANCES: (5 pages total)

1. Financial Impact of Additional Schools/Campuses

If you are adding schools to your existing portfolio of schools, describe how the organization's revenue and cost structure will be impacted.

If Alliance adds schools to its existing portfolio, there would be minimal impact on the organization's revenue and cost structure as a whole. Each school receives an average of \$4.5M per school while expending an average of \$4.2M when the school reaches full enrollment. Start-up schools receive start up grants to help sustain its early years until it reaches full enrollment. Each school will be financially self sufficient on standard state and federal school revenues in its third year of operation. The Alliance Home Office will be fully sustained by a 7% fee for services provided to Alliance schools by the stabilization of its thirty-fourth school. This model helps us self sustain growth.

In this case, only reliable and predictable federal, state, and local revenues are being used in our growth assumptions. No special grants or donations have been included. Revenues include (1) Standard California state revenue limit funding and local unrestricted revenue, (2) Federal ESEA/Title I, Drug-Alcohol-Tobacco, Math/Science, and (3) California State Instructional Materials, In-Lieu of Economic Aid, Class Size Reduction, Lottery, Supplemental Education, and Charter School Block Grants.

By the same token, operating costs reflect the true cost of doing business and are within the normal proportions to other public schools of similar size. There are several critical costs that are taken into consideration. The critical costs are (1) Approximately \$1,000 per middle school student and \$1,300 per high school student (ADA) has been allocated from unrestricted revenue for the cost of facilities. The actual use of this money may vary depending on the circumstances of each school. For example, Alliance may use the allocation to pay a long-term lease on one school while another may use it to pay off debt incurred for a purchased building in another school, (2) All assets are amortized over their useful life and the amortized amount is reflected as a cost and is put into an asset replacement cash reserve, (3) A charge of seven percent of unrestricted revenue is incurred by schools to pay for services provided by the Alliance corporate home office, and (4) All costs do not reflect in-kind contributions. Costs reflect fair market prices accessible to most public schools.

Above all, our financial model provides for resiliency to buffer against unexpected shortfalls in revenues or extraordinary expenses including (1) A five percent contingency reserve has been budgeted, (2) Cash saved from delaying purchase of capital goods or from replacement reserves could be used in emergency situations, (3) Facility lease costs for a portion of a building or at a temporary location while not at full enrollment capacity will save significant funds and create additional reserves, (3) the Alliance organization could delay the opening of certain schools to temporarily minimize the startup and ramp up funds needed.

Furthermore, there are a number of critical financial levers that are required to keep our financial model in balance and schools self-sufficient. They include the following:

- Schools must move quickly to a minimum of at least a 95 percent attendance rate.
- Schools must maintain a student diversity that reflects the community of at least 80 percent free and reduced lunch.
- Schools must maintain full enrollment and fill any seats that become vacant throughout the year.
- As part of the College-Ready Promise Gates initiative, within the next two to three years, the Alliance will change its teacher compensation system from years of experience and course credit based, to individual performance compensation linked to tiers of effectiveness based on 1) annual achievement growth of students, 2) classroom teaching effectiveness, 3) teacher attitudes and beliefs, and 4) individual teacher parent and student survey feedback. Our individual teacher compensation scale will be competitive and more comparable to entry-level school administrators. The increased compensation will initially be funded by the Gates Foundation teacher initiative grant. This will require an additional \$500 per pupil after the grant funding ends and will be a challenge to sustain at the end of the 7-year grant.
- Salary compensation and cost of living increases can occur ONLY in proportion to the actual average revenue inflation.
- Staying on schedule with the school startup and grade ramp-up is essential to maintain cash flow.

With all things considered, there would be minimal impact on the organization's revenue and cost structure as a whole if we were to add schools to our existing portfolio. There would be minimal impact on the organization's revenue and cost structure as a whole if we were to add schools to our existing portfolio. Each school receives an average of \$4.5M per school while expending an average of \$4.2M when the school reaches full enrollment. Start-up schools receive start up grants to help sustain its early years until it reaches full enrollment. Also, our organization structure requires for a 7% management fee from each school that supports services provided the home office. This model helps us self sustain growth.

2. Fundraising

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

Other funding and plans for sustainability of project - The Alliance Board of Directors has a distinguished history of fundraising for the expansion and sustaining of Alliance educational and capital programs. The Alliance is committed to a diversified fundraising strategy that includes corporate, foundation, state, federal and private donors, in-kind, and special events to sustain and extend its capital and educational programs. In addition, each Alliance school that is involved in the proposed project receives State of California ADA funding that plays a significant role in sustaining program and capital dimensions of their educational programs.

3. Audited Financial Statements

If applicable, provide the most recent audited financial statements for the organization.

Appendix B – Alliance Final Full Audit, 6-30-2010)

4. Profit and Losses/Revenue Sources

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

Over the last three years, the organization had overall profits of approximately \$8M through public and private sources. The support of the general organization for the last three years can be mainly attributable to public sources. Funding from foundations and other philanthropic sources also help support the general organization. As shown in the audited financial statements, the central organization is supported by 20% of revenues while the remaining 80% of revenues are used to support individual schools/campuses in the organization's portfolio.

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

As described in the financial sustainability section, the fiscal soundness of the school is assured first through a detailed budgeting process; and second, through proper internal controls and strict fiscal oversight. All budgets are designed to allow discretionary spending only after fixed and necessary costs are allowed for. To ensure purchases are within established, board-approved budgets, purchase orders are reviewed in detail by the central office and compared to available funds. Only after the amount budgeted has been verified is a purchase order approved and sent to a vendor.

In terms of financial reporting, school leaders receive, on a monthly basis, a budget vs. actual report showing all variances in detail. This enables the school leadership to manage costs on a continuous basis and properly account for all upcoming fiscal needs. In addition, ad hoc reports are available upon request to aid in specific budgeting or spending needs. A team of accountants at the Alliance Home Office prepares all financial reporting. These reports then undergo a series of detailed reviews by Accounting Managers, Controller and Chief Financial Officer. All accountants and team members have degrees in accounting. In addition, four of the

team members are active certified public accountants.

ASSURANCES (Appendix Y – Alliance TAMS Assurances HS#13)

Applicants must sign the attached Assurance Form (Appendix I) that provides LAUSD with their promise to adhere to specified terms and conditions in compliance with District and/or State policies, including enrollment priorities and composition, service plans for students with disabilities, school boundaries, facilities usage, and the attainment of applicable waivers.

All applicants must assure:

- that the applicant group they represent is not comprised of a for-profit entity. Documentation and certification of not-for-profit status (e.g. 501c3 forms) must accompany proposals submitted by external organizations.
- that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.
- that in accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team 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.

All external operator applicants must assure:

- that their not-for-profit organization is solvent. Submission of documentation must accompany the RFP proposal.

All independent charter school applicants must assure:

- that, in accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, independent charter school operators 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.

- that in accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter schools 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.
- that 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.