

**PUBLIC SCHOOL CHOICE 2.0  
REQUEST FOR PROPOSALS**

## LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than 6:00pm on Wednesday, June 30, 2010. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to [psc@lausd.net](mailto:psc@lausd.net).

APPLICANT TEAM INFORMATION			
Name of Applicant Team: MLA Partner Schools			
Address:		Phone Number:	
Website (if applicable):		Email Address:	
School site for which your team is submitting a Letter of Intent		John Muir Middle School	
School type for which your team is applying		Network Partner	
List the name and contact information of your design team members below:			
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## EXECUTIVE SUMMARY

### I. 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.*

MLA's organizational vision is to radically shift the education, health and social outcomes for thousands of youth in one South Los Angeles community that we call LA's Promise Neighborhood. MLA is working to prepare every child in LA's Promise Neighborhood to be college-ready, healthy and successful in life. To accomplish this vision, every public school in this community must provide a rigorous, college preparatory education for ALL students, and the schools themselves must become hubs for the vital social and health services that students and families need.

For the purposes of this application and to provide a starting point for MLA's work at Muir Middle School, the following vision/mission statement for Muir guides our planning and aligns with MLA's vision/mission:

*"Muir Middle School will become the most effective middle school in America, where ALL students are prepared to succeed in high school and college, and ALL students develop the knowledge and habits required to be healthy and successful in the 21st century."*

MLA has identified four goals that describe what it means to be "healthy and successful" in the 21st century:

- **All Students are Ready for College:** Students complete a course of study that prepares them for success in high school and college, and learn to think critically, understand complex ideas and solve problems across multiple disciplines.
- **All Students are Culturally Aware.** Students are prepared to succeed in today's diverse, global economy and can function collaboratively in multiple contexts with respect, ease and confidence.
- **All Students Become Lifelong Learners:** Students grow into creative, reflective and actively engaged adults.
- **All Students Live a Healthy Life:** Students understand that physical, emotional, mental and social health factors are important to overall well-being, and they manage their lives to make healthy, productive life choices.

- 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.*

Muir Middle School has a diverse student population where 79% of students qualify for free or reduced-price school lunches, 32% are English learners, 13% of students receive special education services, at least 6% are identified as gifted and talented, 99% of students are Latino or African-American<sup>1</sup>. Based on its track record serving similar student populations at Manual Arts and West Adams Prep high schools and research conducted by the National Center for Urban School Transformation (NCUST), Marzano and DuFour, MLA believes that great instruction can help close the achievement gap between Muir's different subgroups and non-poverty students statewide. MLA has designed its instructional model, program and strategies after having served similar student populations in the same or neighboring communities for many years. Keys to MLA's strategy are discussed below.

- 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.*

MLA's instructional program is driven by a philosophy closely aligned with research by Richard DuFour and others, to do "whatever it takes" to ensure students from South Los Angeles are prepared to succeed in college and live a healthy life. This philosophy is embodied by several guiding principles, including: high expectations for all stakeholders; a data-driven and systemic approach to all issues; and a culturally responsive pedagogy. MLA's instructional program, developed from leading research and successful practices of exemplary schools, is based on four components:

- a rigorous standards-based curriculum with extensive interventions
- holistic, personalized, data-driven supports
- highly effective, well-trained educators and staff
- transformed school culture for all stakeholders

Features of MLA's instructional program for Muir are:

- Produce mastery of Algebra for all students by 8th Grade, which is highly correlated to increased high school graduation and college enrollment<sup>2</sup>.

<sup>1</sup> Data from the 2009 – 2010 school year, as per the California Department of Education.

<sup>2</sup> EdSource, 2009; Ingels, 2002

- Expand interventions and build them in to the school day to support success in the core curriculum. This modified program will serve the vast majority of Muir students in order to drive mastery of math and ELA.
- Make an AVID-based advisory class a hub of support for all children, focusing on early college awareness and study skills, while serving as the “first tier” of holistic support.
- Restructure and retrain the counseling department to decrease overall counselor load, align all counseling to a college-going expectation, and use data to drive strategic intervention.
- Implement a comprehensive performance management system (aligned to the Teacher Effectiveness Task Force recommendations), utilizing extensive data and comprehensive support to provide relevant teacher feedback and accelerate teacher proficiency.
- Implement an Intent to Return (ITR) agreement in order to effectively align all staff on new ambitious goals, expectations, plans and norms.
- Integrate a robust network of screened and managed community partners to provide over 200 free services supporting the whole child and family. This will include the integration of health services in to the school day.

Key instructional strategies for Muir teachers and leaders to effectively match instruction to the needs of individual students include active learning, differentiated instruction and sheltered instruction, as well as a critical school-wide focus on instructional scaffolding to assist Muir educators with addressing the fundamental challenge of teaching basic skills along with higher-order thinking. MLA will also deploy new and proven adaptive learning technologies to support acquisition for non-traditional learners.

*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.*

MLA schools promote a culture characterized by a calm, effective learning environment for all students, and where a student’s path toward college and healthy living drives every decision. Every adult must be aligned to the same goals, and every student held to the same high standards. MLA relies on a handful of key strategies to accomplish this, including a rigorous focus on creating a safe and welcoming campus, engaging strong parent partnerships, and extending the school day with expanded enrichment opportunities. MLA will enforce a strict dress code (uniform policy). A strong school leadership team, including APs, deans and safety staff, will create a noticeable and consistent campus safety presence to reduce behavioral and other disciplinary issues. MLA focuses on engaging strong parent partnerships so that every student has a well-informed parent or guardian supporting the journey to college. MLA has designed a “7 to 7” program to greatly expand course offerings to students. This program, already implemented at MLA’s current schools, extends the school day with expanded enrichment opportunities from 7am to 7pm and beyond, radically increasing student and family participation in positive after school activities.

- e. 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.*

MLA's mission is to build a family of schools that prepares every student within one community to be college-ready, healthy and successful in life. MLA is applying for John Muir Middle School through Public School Choice because Muir is located within the community MLA serves (LA's Promise Neighborhood), and is the main feeder to Manual Arts High School (a school recently transferred to MLA through the iDesign Division).

Additionally, the students of Muir have significant needs for improved social, health and educational outcomes. For example, Muir's 5-year API growth is 29 points (LAUSD's average 5-year API growth for all schools is 68 points); in 2009-2010, Muir's API decreased 9 points (their API decreased for every subgroup, including a 36 point decrease for African American students and a 27 point drop for students with disabilities); 18.5% of students are proficient or advanced in ELA, 17.2% in math; nearly 40% of 7th grade students have a Body Mass Index (BMI) that is out of range; only 57% of students at John Muir say they feel safe on school grounds, and only 24% say their campus is clean.

Although, John Muir Middle School has vast needs, it is a vibrant, diverse community that celebrates many successes, a legacy middle school that has graduated thousands of students in its 88-year history, in a neighborhood with a rich history of community activism and engagement, and strong community resources (such as the Los Angeles Metropolitan church and the University of Southern California).

In recent months, MLA has launched a significant grassroots campaign, conducted meetings with over 300 community members and knocked on over 1,000 doors to engage Muir stakeholders about MLA and how to bring success to John Muir. Whether or not MLA is selected to operate Muir, we will continue the same effort to educate and mobilize parents and community members to help them improve their school. MLA will also form a Community Advisory Board, a formal body of local stakeholders to advise and inform MLA leadership on its decisions regarding MLA schools.

*f. 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.*

MLA's intent is to build the capacity of local school leadership based on the growing body of research correlating local control and accountability with high performance.<sup>3</sup> To create a culture of shared leadership and student-focused decision making, MLA will work with Muir's fairly elected and representative School Site Council ("SSC"), School Leadership Council ("SDM"), the English Language Advisory Council ("ELAC"), and Compensatory Education Advisory Council ("CEAC"). In addition, other advisory committees may be created to provide input, feedback and guidance on a variety of school issues and programs.

To drive change at a large urban secondary school, the principal must be a courageous instructional leader and someone adept at creating buy-in and collaboration. Key principal attributes are derived from four primary competencies of MLA's framework: instructional leadership, strategic management, core values and beliefs, and personal qualities and characteristics. These core attributes and competencies are adapted from the California Professional Standards for Educational Leaders and leading national school leadership organizations.

Beyond the principal, there are many other individuals that make up the school leadership team, including assistant principals, instructional specialists, coordinators, and others. MLA's goal is to have this extended leadership team act in concert to move forward an ambitious instructional agenda for students by: clarifying roles and responsibilities, and setting the appropriate context for team work; facilitating a continuous cycle of planning, capacity building and evaluation consistent with our professional culture (see section 5a); and providing oversight and management to ensure accountability.

Each of MLA's school leadership teams is supported by a four person site-based MLA team, and supervised and mentored by the Chief Academic Officer of MLA, Dr. Rupi Boyd, a seventeen-year veteran of San Diego Unified, who was previously an Area-Superintendent. Dr. Boyd has a proven track record of turning around low performing schools.

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<sup>3</sup> Barzelay, 1992; Katzenbach & Smith, 1993; Lawler, 1986, 1992; Wohlstetter, Smyer & Mohrman, 1994

- g. 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? Please reference Appendix B for more information on the governance models listed above.*

MLA believes in the value, significance and promise of legacy District schools, but also understands that fundamental change is needed to expedite their progress. MLA is applying to be the Network Partner to John Muir Middle School. This allows for many advantages in accelerating student achievement, most significant is the ability to operate legacy District schools with flexibilities more characteristic of charter schools, including flexibility over budget, staffing and curriculum. Also, because iDesign Network Partners (e.g., MLA) are able to bring additional resources, personnel and new ideas to legacy schools, the capacity of these schools to face the obstacles of urban education may be significantly increased. Because MLA schools remain District schools with collective bargaining agreements in full effect, the innovations practiced at MLA schools are more easily transferable elsewhere in LAUSD, which helps build the capacity of the District as a whole.



## INSTRUCTIONAL PROGRAM

### 2. Curriculum and Instruction

**2a. 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 21<sup>st</sup> Century.*

#### Mission and Vision

MLA's organizational vision is to radically shift the education, health and social outcomes for thousands of youth in one South Los Angeles community that we call LA's Promise Neighborhood. MLA is working to prepare every child in LA's Promise Neighborhood to be college-ready, healthy and successful in life. To accomplish this vision, every public school in this community must provide a rigorous, college preparatory education for ALL students, and the schools themselves must become hubs for the vital social and health services that students and families need. Should Muir Middle School become part of the MLA network, MLA would immediately work with school stakeholders to formalize a unique vision and mission statement for the school community. For the purposes of this application and to provide a starting point for MLA's work at Muir Middle School, the following vision/mission statement for Muir guides our planning and aligns with MLA's vision/mission:

"Muir Middle School will become the most effective middle school in America, where ALL students are prepared to succeed in high school and college, and ALL students develop the knowledge and habits required to be healthy and successful in the 21<sup>st</sup> century."

#### Overview of MLA's Instructional Philosophy and Instructional Program

Closely aligned with research conducted by Dr. Richard DuFour, Dr. Robert Marzano, and Dr. Joseph Johnson Jr., MLA's instructional philosophy is to do "whatever it takes" to ensure students from South Los Angeles (a community with decades of low educational attainment) are prepared to succeed in college and to live a healthy life. This philosophy is embodied by several guiding principles, including: 1) high expectations for all stakeholders; 2) a data-driven and systemic approach to all issues; and 3) culturally responsive pedagogy. Based on these principles, MLA's instructional program has four components: a rigorous, standards-based curriculum with extensive interventions; holistic, personalized, data-driven supports; highly effective, well-trained educators and staff; and a transformed school culture for all stakeholders (see figure 1). This

instructional program has been developed based on leading research and successful practices of exemplary schools<sup>4</sup>.

*Figure 1. Overview of The MLA Instructional Model*

Rigorous Standards-based curriculum with extensive interventions	<i>Mapped to the essential skills necessary for continued success in high school and college. Key features: <u>8th Grade Algebra Proficiency</u>, <u>Expanded Interventions</u>, and <u>School-wide Focus on Instructional Scaffolding</u>.</i>
Holistic, personalized and data-driven supports	<i>Tiered system of supports to ensure the full-range of needs are met for each child. System begins with <u>AFID Advisory</u>, with "<u>Data-Driven Counseling</u>," and <u>External Partnerships for Intensive Support</u>.</i>
Highly effective, well-trained educators and staff	<i>A true professional learning community based on: <u>Outstanding Professional Development</u>, <u>Performance Management Aligned with the TETE</u>, and <u>Embedded Structures for Support</u>.</i>
A transformed school culture for all stakeholders	<i>A college-going culture for ALL stakeholders is developed by: creating a <u>Safe and Welcoming Campus</u>, focusing on <u>Parental Engagement</u>, and increasing student participation in <u>Enrichment Programs</u>.</i>

### ***Rigorous Standards-based Curriculum with Extensive Interventions***

Based on MLA's experience working with Manual Arts and West Adams Preparatory high schools, it has identified the essential skills that students must possess to succeed in high school and eventually college. These outcome skills include: Critical thinking and analysis; Oral and written communication; Problem solving; Collaboration; Cross Cultural literacy; and New media/technology fluency. The curriculum at Muir Middle School will be mapped to these outcomes and thus create a foundation for rigorous, standards-based instruction in every classroom. We will use LAUSD's approved middle school curriculum – its textbooks, instructional materials, instructional pacing guides and periodic assessments – at Muir. To enable students to master the rigor inherent in the curriculum, MLA's plan is to supplement it with:

- school-wide focus on instructional scaffolding
- expanded interventions for students
- a math program designed to help all students achieve proficiency in 8th grade algebra.

One of the key instructional strategies to help Muir's faculty and staff unlock the rigor of the core curriculum and raise expectations for all students is the practice of instructional

<sup>4</sup> "Taking Center Stage-Act II (TCSII): Ensuring Success and Closing the Achievement Gap for All of California's Middle Grades Students," California Department of Education, 21 July 2009 <<http://pubs.cde.ca.gov/tcsii/recommendations.aspx>>

scaffolding. MLA will engage Muir staff in a sustained, multi-year effort to scaffold the curriculum in each content area and train teachers to plan and execute lessons to fulfill this best practice. One content area of particular focus for MLA is mathematics. Research indicates that mastering Algebra by the 8th grade is a key indicator for success in high school and college<sup>5</sup>. Therefore, MLA will phase-in a new math program, whereby every Muir student, from the 8th grade class of 2014 on, will be enrolled and proficient in Algebra by the time they culminate from the school.

Based on Muir's student data, over 80% of students are not proficient in English or math. In addition to extensive scaffolding, MLA realizes the need to expand the amount of intervention classes offered as part of the school day. MLA will develop and expand intervention programs to serve as many as 1,000 Muir students (approximately 60%). In English Language Arts we will explore research-based intervention programs such as such as Achieve 3000, Read 180, Learning Upgrade, Lexia, Acuity and Writing RoadMap. In mathematics we will look into programs such as, Math Institute, Acuity and Learning Upgrade. MLA will incorporate the methodology of the Response to Instruction and Intervention (RTI<sup>2</sup>) model and modify LAUSD placement guidelines to enroll the appropriate number of students in these necessary intervention courses.

#### *Holistic, Personalized and Data-driven Supports*

While the core academic program will raise the level of teaching and learning, we also understand that many Muir students require additional support to successfully navigate the middle school years. MLA will implement a tiered system of student support to ensure all students have their social, emotional, physical and mental health needs met. This personalized and holistic support structure is based on practices highlighted in *Whatever It Takes* (DuFour, DuFour, Eaker and Karhanek) and utilizes the methodology of the RTI<sup>2</sup> model.

The tiered system of support begins with the implementation of an AVID Advisory class, where 20 students will be looped with a single teacher for their entire 3 years at Muir. AVID advisory represents the first tier of the system—where every student will have a deep, meaningful relationship with a certificated adult on campus who will be responsible for an individual student's growth and maturation. The advisor's primary role is to be an advocate for the student, help the student create and achieve personal and academic goals, consistently communicate with their parents/guardian, as well as provide access to the AVID curriculum. The AVID curriculum provides a proven approach<sup>6</sup> in motivating students toward careers and postsecondary education.

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<sup>5</sup> Robert Moses, "Algebra, the New Civil Right," in *The Algebra Initiative Colloquium, Volume II*, edited by Carol Lacampagne and others (U.S. Department of Education, 1995), pp. 53-67.

<sup>6</sup> Stover, C. (2010). *Tracking Secondary AVID Students to Higher Education*. Texas Higher Education Coordinating Board. Presentation at AVID Postsecondary Informational Meeting, March 2, 2010

The second tier is “data-driven counseling.” In this structure, counselors and advisory teachers meet on a bi-weekly basis to review student data, including grades, attendance, and discipline data. Utilizing LAUSD’s RTI framework and reports already existing in MyData, counselors and advisory teachers proactively identify specific students needing additional attention. Advisory teachers together with counselors then make decisions on how to best support students. Whether that means scheduling an ad-hoc parent conference or assembling a special team focused on creating a unique “success plan” for a specific child, counselors will have the opportunity to focus more accurately on a student’s holistic development. MLA will increase the number of counselors over time with a target counselor-to-student ratio of at least 250:1, reducing counselor caseload by half and allowing each counselor to team with a cohort of between 10 - 15 advisory teachers.

Finally, for student needs that go beyond what the school itself can offer, external partners will provide intensive student support. MLA has built a network of over 50 specially screened and managed partners that serve MLA students and their families. Additionally, MLA has developed an online referral system<sup>7</sup> that greatly improves access to services. MLA will work with counselors and school administration to appropriately integrate these partner services into the school’s systems of supports. MLA will also train parents to use this online directory to access various family support services. St. John’s Well Child and the LA Child Guidance Clinic are examples of MLA partners who provide physical and mental health services to students.

### *Highly Effective, Well-Trained Educators and Staff*

To create a high performing school where all adults work together to not only prepare students for college, but respond to each student’s holistic needs, extensive training and capacity building is required. A cornerstone of MLA’s work is its commitment to building the capacity of all school site staff. MLA’s approach for building capacity focuses on three areas:

- embedding structures for support
- providing relevant professional development for every staff member
- implementing holistic performance management aligned with the recommendations of LAUSD’s Teacher Effectiveness Task Force

As an MLA school, Muir would align its resources around high-quality professional development, both embedding structures for support and providing relevant professional development. Beginning first with the master schedule, MLA will create common prep periods for content teachers within their Personalize Learning Environments<sup>8</sup> (PLE), which will enable teachers to collaborate on lesson design and modify their instructional

<sup>7</sup> See the online directory at [www.laparents.org](http://www.laparents.org)

<sup>8</sup> Muir has implemented four “personalized learning environments,” which are basically equivalent to small learning communities.

pedagogy based on student data and peer professional feedback. Secondly, MLA will build into the school budget additional funds for release time. All school site professionals should be exposed to best practices from high performing organizations and learn directly from the practitioners themselves. MLA has facilitated best practice visits to Mann Middle School in San Diego and Polytechnic High School in Local District 2. Finally, expanding the amount of direct 1:1 coaching and support for school professionals will be a strategic focus for Muir. By creating a learning partner program, increasing the frequency and quality of administrator observations, and implementing an observation data system (using the McRel's Power Walkthrough program) to create a true feedback loop, Muir professionals can expect a higher level of support from school leaders (see section 12c for more detail).

As a participant in LAUSD's Teacher Effectiveness Task Force (TETF), MLA was actively engaged in developing the recommendations that will dramatically elevate the quality of teaching in LAUSD classrooms. While full implementation of the recommendations will be based on successful bargaining with LAUSD's multiple labor partners, Muir Middle School will be at the forefront of implementing performance management aligned with the recommendations of the TETF. Within the framework of existing education code and the collective bargaining agreements, there are several areas where MLA and Muir stakeholders can begin applying the principals of the TETF, and several new tools that can be utilized. For instance, new evaluation tools (e.g., teacher self-assessments), improved rubrics to calibrate quality teaching, additional rating categories on the STULL, and use of student data are important ways to enrich teacher feedback and support (see section 12c for more detail). MLA has piloted some of these tools at Manual Arts High School: for example, teachers in key departments completed a self-assessment of their teaching based on several indicators. The results of these assessments have helped us shape department wide professional development and individualized PD plans. These early attempts will guide our work at Muir where we will analyze multiple measures to improve the quality of teaching and learning in the classroom. Until LAUSD and collective bargaining partners agree on the formal use of some of these tools (e.g., student data) in the STULL evaluation, Muir leadership will use them as internal/informal ways to develop quality teaching and built a strong professional culture.

### *A Transformed School Culture for All*

Before any academic improvements can take root, the school culture must be transformed, every adult must be aligned to the same goals, and every student held to the same high standards. To promote a calm, effective learning environment for all students and create culture where a student's path towards college drives every decision, MLA relies upon a handful of key strategies:

- creating a safe and welcoming campus
- engaging strong parent partnerships
- extending the school day with expanded enrichment opportunities

The very first step in creating a college-going culture is to create a safe and welcoming campus. As with Manual Arts and West Adams, MLA will enforce a strict dress code (uniform policy). A strong school leadership team, including APs, deans and safety staff, will create a noticeable, tough and consistent campus safety presence to reduce behavioral and other disciplinary issues. MLA provides extensive support in this area, as evidenced by a 97% dress code compliance rate at our schools and a 52% reduction in disruptive behavior in our first year at Manual Arts.

For Muir students to become college-ready, their parents must take an active role in their education. Unfortunately, for many Muir parents, understanding and navigating the “system” is daunting. MLA focuses on engaging strong parent partnerships so that every student has a well-informed parent or guardian supporting their child’s journey to college. MLA will employ a full-time Associate Director of Parent & Community Engagement to organize outreach efforts to Muir parents and support the work of Muir’s Parent Center. MLA’s Associate Director of Parent & Community Engagement will work with school leadership to implement three key strategies: 1) offering ongoing parent support and parent education courses; 2) creating parent volunteering and leadership opportunities; and 3) maintaining consistent and ongoing parent communication.

Lastly, over the last 3 years, MLA has organized its “7 to 7” program at Manual Arts and West Adams to radically expand course offerings to students. This program extends the school day with expanded enrichment opportunities from 7am to 7pm and beyond. MLA has found that successfully increasing student participation in engaging after school enrichment programs is a function of individual program quality, extensive student outreach/marketing, and equitable access. 7 to 7 offers compelling opportunities as far ranging as yoga and photography to tutoring and film, and effectively markets these programs campus-wide. In its first full year, 7 to 7 attracted more than 1,400 West Adams students (more than half the student population).

### MLA’s Learning Goals

MLA instructional program will deliver explicit learning goals and outcomes. Wagner states that “work, learning, and citizenship in the twenty-first century demand that we all know how to *think* - to reason, analyze, weigh evidence, problem solve - and to *communicate effectively*” (p. xxiii).<sup>9</sup> With this point in mind, MLA has identified four goals that align to its vision/mission and describe what it means to be a successful, healthy and confident person in the 21<sup>st</sup> century:

- **College-Readiness** Students complete a course of study that prepares them for success in high school and college, even if college is not their ultimate

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<sup>9</sup> Wagner, Tony. (2008). *The Global Achievement Gap: Why Even our Best Schools Don't Teach the New Survival Skills our Children Need - and What We can do About it*. New York: Basic Books.

educational goal. Students are aware of all the post-secondary pathways available and know how to access these. Students also think critically and analytically in order to understand complex concepts across the various disciplines (including mass media) and they apply these skills when making life decisions. College ready students are curious, motivated, and take the initiative regarding their post secondary life decisions. They are also new media savvy, and excellent problem solvers and collaborators.

- **Cultural Awareness.** Students are prepared to succeed in today's diverse, global economy. They embrace diversity, cultural difference, unique group histories, and are able to navigate varying perspectives in order to work effectively with others. Students can also function collaboratively in multiple contexts and do so with ease and confidence.
- **Healthy Living.** Students appreciate the value of a healthy lifestyle. They understand that physical, emotional, mental and social health factors are important to overall well-being. A "healthy" individual manages these through constructive work habits and positive relationships, such as those modeled through mentorship programs. Students are discerning and able to make healthy, productive life choices.
- **Lifelong Learning** Students grow into creative adults who continue to learn and develop long after their formal educational process is complete. They pursue their goals and interests through reflective, imaginative and active engagement with others, new media and technology, writings, and inquiry. They apply what they learn and adeptly repeat the reflective learning process as they move forward in their lives.

### MLA's Learning Outcomes

To meet these learning goals, specific learning outcomes have been identified for ALL Muir students. These will be monitored consistently on a weekly, monthly and/or quarterly basis, as appropriate. Learning outcomes are:

Learning Outcomes	Measures
Critical Thinking/ Analysis	Primary measure: Portfolio/Integrated Project (annual project) score of 3 or better (out of five - on a calibrated rubric)  Secondary Measures: Proficiency on ELA, Math, Science and History CSTs, core class grades, district periodic assessments
Oral and Written Communication	Primary measure: Portfolio/Integrated Project (annual project) score of 3 or better (out of five)  Secondary Measures: ELA CST scores, reading and writing post-tests, English class grades, district periodic assessments

Problem Solving	Primary measures: Math skills post-test, math CST scores, district periodic assessments
Collaboration	Primary Measures: Number of U's in work habits and participation, completed community service hours
Cross Cultural Literacy	Primary Measures: Portfolio/Integrated Project scores Secondary Measures: ELA and history grades, completed community service hours
New Media/ technology fluency	Primary Measures: Portfolio/Integrated Project use of technology scores, computer class grades

**2b. 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.*

**The Core Academic Curriculum**

The core academic curriculum is based on LAUSD's middle school program, which is standards-aligned, research based, and has been successful with similar student populations throughout the city. To maximize learning time and meet the needs of all students (from the majority who need intensive interventions to accelerated learners who are searching for a greater academic challenge), MLA intends to use an eight period day with A/B block (students will have math and English everyday either as general class or intervention class). The core course sequence is shown below in Figure 2.



Figure 2. Core Course Sequence

Subject Area	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<i>Core Courses</i>			
English Language Arts*	English/Reading 6AB	English 7AB	English 8AB
Mathematics	Mathematics 6AB	Mathematics 7AB	Algebra 1 AB
Social Studies	World History and Geography: Ancient Civilizations 6AB	World History and Geography: Medieval to Modern Times 7AB	US History: Growth and Conflict 8AB
Science	Science/Health 6AB	Science 7A and Health JH	Science 8AB
Advisory	Advisory 6AB	Advisory 7AB	Advisory 8AB
Physical Education	PE	PE	PE
<i>Core Interventions</i>			
English Language Arts*	Academic Literacy MS AB or Literacy for Success MS 1 or 2 AB	Academic Literacy MS AB or Literacy for Success MS 1 or 2 AB	Academic Literacy MS AB or Literacy for Success MS 1 or 2 AB
Mathematics	Math Tutorial Lab Middle School	Math Tutorial Lab Middle School	Math Tutorial Lab Middle School
<i>Electives</i>			
Foreign Language, Art, Music, Theater/Drama, Technology, et al.			
<b>Notes:</b> * ESL courses may be substituted			

#### Core Curriculum Description and Use of Antonomies

MLA will implement a core curriculum at Muir that meets every student's needs. All students will be programmed into five periods of the core courses listed in Figure 2. Based on available data regarding student proficiency, we believe that approximately 60% of Muir students will require two periods of the core ELA and math intervention

courses, with one period remaining to explore electives. For accelerated learners and students on track to meet the learning objectives, they will have three periods to explore elective classes and access honor classes in core subjects. English learners and special education students will have access to ESL classes and SDC classes (as required by IEPs) in place of certain core courses and/or in place of core interventions or electives.

With the LAUSD curriculum as the foundation, MLA and Muir staff will use student data to determine how to supplement and augment the curriculum to increase student achievement. Based on MLA's plan, there are three areas in particular where MLA will focus attention and utilize its iDesign autonomies:

- implementing a new math program to achieve proficiency in Algebra by 8th grade
- radically expanding interventions within the school day
- implementing an AVID-Advisory curriculum for all students.

### *Proficiency in Algebra by 8th Grade*

Success in Algebra by the 8th grade has been demonstrated to be highly correlated with increased high school graduation and higher rates of college enrollment<sup>10</sup>; therefore, Muir Middle School will make the successful mastery of Algebra by the 8<sup>th</sup> grade the definitive goal around which the entire math program will be structured. Based on Muir's 2010 CST data, we estimate that less than 36% of Muir students are enrolled in Algebra I. MLA will ensure that all Muir students are enrolled in Algebra I by the 8th grade, along with necessary math intervention blocks to support success. In designing this math program, MLA will use iDesign autonomies and address the following key questions: 1) what is the appropriate course sequence leading to student success in Algebra I? (e.g., should Algebra Readiness AB be a mandatory course?); 2) what math intervention program is most appropriate for our students? (e.g., ALEKS, SRA Number Worlds, California Math Triumphs, or others); and 3) are current placement guidelines adequate for ensuring that Muir students who need support in math are placed appropriately? As with ELA interventions, the data supports increasing the number of students enrolled in Math intervention courses (and we will use iDesign PPF flexibilities to fund this program).

### *Expanding Interventions*

MLA will work with Muir stakeholders to enable every student who needs academic intervention to receive it as part of the normal school day. We will support and strengthen the use of the RTI<sup>11</sup> framework to place students into the appropriate literacy and math intervention programs and use our autonomies to potentially expand their use<sup>11</sup>. MLA will work with school site and central office personnel to adapt placement guides to increase the number of students placed ELA and math intervention courses. Using our

<sup>10</sup> EdSource, 2009; Ingels, 2002

<sup>11</sup> REF-5092 Placement Guide for Tier 2 and 3 Literacy Intervention Programs in Grades 6-10, LAUSD Office of Curriculum, Instruction and Support, May 11, 2010

curricular autonomy to adjust placement guidelines and our fiscal autonomy as a per-pupil funded school, we expect to fully meet the literacy and mathematical development needs of our students based on data. Finally, given the myriad of options for intervention courses and materials, MLA will lead the English and mathematics departments to commit to define Tier II and III intervention programs and courses. (Academic Literacy MS AB or Literacy for Success MS 1 or 2 AB, were included in the Figure 2 for illustrative purposes only.)

### ***AVID-Advisory Curriculum***

AVID-focused advisories for every student at Muir is another focal point of MLA's core instructional program. The AVID program provides all students the social, emotional, and academic foundations they need to be successful in school. These skills include: developing personal and educational goals; enhancing study skills (e.g., note taking, organizing for learning); understanding college admission and career paths; and developing an inquiry-based approach to problem solving. The program includes extensive professional development for teachers including: training the AVID teacher to be an advocate for student needs, data analysis, and the AVID Teaching Methodology known as WICR (Writing as a Tool for Learning; an Emphasis on Inquiry; a Collaborative Approach; and Reading to Learn).

At Muir Middle School, we will structure the AVID-advisory with a 20:1 student/teacher ratio, so that deep relationships can be built. The AVID-advisory class will be looped so that the students and teachers stay together for all 3 years at Muir. The AVID curriculum is structured around a five day cycle where two classes are focused on academic training (study skills, time management, note taking, etc.) and college entry (test taking strategies, A-G requirements, college visits, etc.). One day is focused on career exploration and two classes are dedicated to tutorial groups and "collaborative inquiry." MLA will work with stakeholders to ensure that with the A/B block schedule that the AVID curriculum is implemented with fidelity. Additionally, every 8th grade advisory class will visit a college to promote early college awareness.

***2c. 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).*

Muir Middle School has a diverse student population where 79% of students qualify for free or reduced price school lunches, 32% are English learners, 13% of students receive special education services, at least 6% are identified as gifted and talented, 99% of students are Latino or African-American<sup>12</sup>. Based on its track record serving similar

<sup>12</sup> Data from the 2009 – 2010 school year, as per the California Department of Education.

student populations at Manual Arts and West Adams Prep high schools and research conducted by the National Center for Urban School Transformation (NCUST), Marzano and DuFour, MLA believes that great instruction can help close the achievement gap between Muir's different subgroups and non-poverty students statewide

#### *Meeting the Needs of Students of Poverty*

The student population of Muir is predominantly socio-economically disadvantaged, and thus MLA's core instructional program is designed to meet the needs of these students and address the academic challenges often faced by disadvantaged students. The following components will be implemented to get these students on a college-going track:

- An eight period block schedule so that adequate learning time can be scheduled for students. In particular, this schedule will enable the majority of students to receive additional class time for ELA and math remediation, while still creating time for an advisory class and an elective.
- Expanded ELA and math intervention programs to enable the school to meet its aggressive goals (e.g., for every student to be at grade level in ELA and proficient in Algebra). These intervention programs, such as Read180 and ALEXS have already been successful with students throughout LAUSD.
- An AVID advisory class where students will loop with the same teacher all 3 years at the school. This program is proven to increase college-going rates among socio-economically disadvantaged students. The advisory structure also forms the basis of a more personalized education for each student on campus.
- Tutoring, guided studies and other after school academic supports as part of MLA's 7 to 7 program. Counselor and teachers will work together to refer students to these program and MLA will assist in enrollment and parent outreach to ensure consistent participation.

#### *Meeting the Needs of English Language Learners*

With nearly a third of Muir students identified as English learners, MLA will support Muir's English Language Development department and bilingual coordinator to ensure the needs of ELL and SEL students are met. Muir will follow existing LAUSD policies and procedures in serving this student population to ensure legal and other compliance requirements are met. Parents will continue to be fully 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.

A comprehensive program at the school will include: 1) offering a full ESL program for limited English proficient students; 2) monitoring and reclassifying fluent-English-proficient students according to district protocols; 3) supporting teachers and administrators with research-based instructional strategies (SDAIE QTEL and SIOP, et

al); and 4) maintaining regular contact with parents regarding their students placement, options and progress. EL students will be placed into the appropriate ESL course or a regular English class with Specially Designed Academic Instruction in English (SDAIE) support. In addition, all teachers will be trained in SDAIE techniques. All teachers will have a CLAD certification or a California Commission on Teacher Credentialing (“CCTC”) recognized equivalent.

#### *Students with Special Needs and/or Disabilities*

LAUSD, MLA and Muir 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 includes eighteen statistically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. Muir will continue to adhere to 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. MLA will continue to use LAUSD’s services for special education.

#### *Gifted Students*

For students identified as GATE and students who are achieving above grade level, Muir Middle School will have several approaches to continually challenge accelerated learners. First, all core content area teachers will be trained to differentiate instruction to meet the needs of advanced learners by utilizing instructional strategies such as project-based learning and complex instruction, and supplementing core curriculum with more sophisticated texts. While these activities are designed to meet the needs of all students in the classroom, accelerated learners and gifted students may especially benefit from them. Secondly, with an eight period day, Muir will have the ability to offer elective classes designed for accelerated learners. Courses may include Advanced Robotics and Engineering, Creative Writing, Computer Programming, Journalism, and Advanced Art. MLA is especially able to support these courses through an expansive network of external partners (e.g., Amgen supports an advanced genetics program at West Adams Prep). Finally, MLA will consider supporting a School for Advanced Studies at Muir to further engage the school’s most gifted learners.

In considering a School for Advanced Studies or any program or courses for gifted learners, MLA will utilize several principles to guide program design and student placement. Any accelerated program must provide open access to ALL students throughout their experience at Muir. Specifically, while counselors may recommend initial placements of students based on data, students must be able to elect to enter such programs/classes even if he/she does not meet all placement guidelines. We expect to provide additional supports (e.g., tutoring) to help students maintain enrollment in advanced programs/classes. A School for Advanced Studies or like program must be operated with the intent of growing its enrollment and vastly expanding the number of

students who participate, not adhering to caps, quotas or strict placement guidelines.

**2d. 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.*

MLA will build the capacity of every educator at Muir Middle School so that effective teaching occurs in every classroom. There are several instructional strategies that Muir educators will be supported and expected to master and implement:

- Teaching is appropriately balanced between higher-level learning and basic skills to achieve mastery (Cotton, 2003)
- Curriculum is designed and delivered to respond to the needs of students, accountability requirements, and higher levels of learning (Marzano, 2005)
- Teachers develop lessons with the “end in mind” and implement a variety of approaches, groupings, and materials to meet the needs of students, always with an eye toward continuous improvement (Richardson, 2003; Fullan, 2005)

MLA will support and strengthen the use of research-based teaching methods including active learning, differentiated instruction and sheltered instruction. These methods are best exemplified in academic literature such as, *Classroom Instruction That Works* (Marzano, Pickering, Pollock) *101 Active Learning Strategies* (Mel Silberman), and *Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas* (Kate Kinsella). MLA is also aligned with LAUSD standards with regard to grouping students in heterogeneous classrooms where teachers are responsible to use an appropriate mix of teaching methods such as direct instruction, cooperative learning and individual guided practice for all lessons. Research has shown that the methods described above are most effective for middle school students, especially students who arrive with lower levels of preparation for rigorous academic study.<sup>13 14</sup>

Another critical school-wide focus will be the use of instructional scaffolding. Based on the research of Lev Vygotsky<sup>15</sup> and Tracy Hall,<sup>16</sup> instructional scaffolding is the process where students are given explicit supports until they can apply a new skill or concept independently. The phrase, “I do. We do. You do.” is often used to explain the basic

<sup>13</sup> “Taking Center Stage-Aet II (TCSII): Ensuring Success and Closing the Achievement Gap for All of California’s Middle Grades Students,” California Department of Education, 21 July 2009 <<http://pubs.cde.ca.gov/tcsii/recommendations.aspx>>

<sup>14</sup> Lotan, R. A. and J. A. Whitcomb, Introduction. In J. Shulman, R. A. Lotan, & J. A. Whitcomb (Eds.), *Groupwork in Diverse Classrooms: A Casebook for Educators* (New York: Teachers College Press, 1998).

<sup>15</sup> Vygotsky and Social Cognition. (n.d.) Retrieved November 1, 2010 from <http://basics.funderstanding.com/vygotsky.cfm>

<sup>16</sup> Hall, T. (2003). Explicit instruction. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved November 1, 2010 from [http://aig.nct.org/learn/history/archive/backgroundpapers/explicit\\_instruction](http://aig.nct.org/learn/history/archive/backgroundpapers/explicit_instruction)

principle of scaffolding. At Muir Middle School, data highlights why instructional scaffolding is critical for the school – 80% of students are not proficient in the standards for their grade level, and have not been for several years. Yet as a school community, our mission is to have students master a rigorous, college-preparatory, standards-based curriculum for their grade level. The techniques of instructional scaffolding will help Muir educators address the fundamental challenge of addressing basic skills while also teaching higher-order thinking skills to mastery. Extensive professional development will take place to implement the following elements of instructional scaffolding (partial list):

- **Modeling Techniques:** Common modeling techniques including “think-aloud, talk-aloud, and performance” will be demonstrated for teachers.
- **Scaffolding Instructional Materials:** Strategies for reviewing standards-based curricular materials to identify what specific parts of the curriculum should be scaffolded, and how different worksheets and tools can aid the process. One example is the use of Thinking Maps to help scaffold cross-curricular critical thinking concepts. Several AVID strategies such as Cornell Notes will also be introduced to all students in order to help scaffold difficult material for students.
- **Gradual Release of Responsibility:** After a teacher models new material, several strategies can be employed to effectively encourage students to independently engage in active learning. For example, an approach may begin in a large group setting with direct teacher participation, moving to small group settings with the teacher monitoring and then finally to individual student work with the teacher assessing student assignments (logs, response journals, writing).
- **Student Participation:** To ensure that students continue to take ownership of learning, actively engaging student participation is key. Making sure that teachers are constantly checking for understanding, creating a dialogue with students so they feel safe in exploring new concepts and creating activities that engage multiple modalities are all topics that will be covered.
- **Lesson Planning:** For scaffolding to be successful, extensive teacher planning is required as each new area of content must build upon prior knowledge, instructional materials must be aligned, and student participation activities must be structured and intentional. MLA will provide training, templates and on-going support so that the planning process is easy and accessible for all teachers. Part of that support also includes building in the structural supports during the day to give teachers time to collaborate and plan together so that they can better meet students’ needs. Similarly, teachers will be supported in the execution of their lesson plans by providing them with consistent feedback through classroom observations and post-observation reflective sessions with an instructional leader. This practice makes learning on-going for both teachers and students.
- **Activating Prior Knowledge:** A critical instructional practice is activating a student’s prior knowledge. This helps students connect to the new information they will be taught and when done correctly helps establish confidence in students to approach new material. Teachers will be trained in culturally relevant pedagogy so that they are able to meet the diverse learning styles of students.

### 3. School Culture

**3a. Description of School Culture:** *Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned.*

In order for students to achieve academically, Muir Middle School must provide a safe and disciplined environment. High-performing schools have excellent school-wide discipline characterized by a shared sense of responsibility for all students. Muir will have common expectations in and out of classrooms for all students and staff. The school will be clean, organized and provide structured classrooms with high expectations. Behavioral respect for people, property, and self will be the norm<sup>17</sup> and taught in advisory and throughout the day in every classroom. Borman and Rachuba identified “strong and supportive” relationships among students and staff as a key in high-performing schools which will be the major focus of the advisory classes<sup>18</sup>. Students will be on-task, well-behaved and discipline and love will be evident school-wide. Many high-performing schools adopt uniforms and strict codes of conduct<sup>19</sup>.

A transformed school culture is a fundamental component of MLA’s instructional model (see section 2). Implemented with fidelity, MLA’s instructional program would showcase a school culture and climate that is 100% focused on holistic student success. In a vision of what’s possible for Muir, and not unlike what is currently taking place at Manual Arts and West Adams Prep, the following vignette describes what a visitor would note on a walk through campus. S/he would...

*...first notice a clean campus with “curb appeal.” Upon entering the school, (s)he will be greeted warmly by campus security and front office staff as (s)he is welcomed as a visitor. In the hallways, big bold signage provides evidence of the school’s vision and mission, including posters celebrating individual students who have shown the most academic growth and college banners. Posters with school-wide academic data tell the visitor that the staff of the school is data-driven and committed to explicit academic outcomes. During class time, the hallways are quiet and devoid of all but an occasional student walking to the restroom with a hall pass. With campus aides watching each hallway, it is clear that the campus is safe, orderly and conducive to student study. As the visitor observes several classrooms, (s)he sees rigorous, standards-based instruction taking place, with every student actively engaged. Every classroom has college pennants displayed along with examples of student work. In the classroom of a teacher on a prep period, (s) he sees a counselor and teacher reviewing data of the teacher’s advisory class, discussing interventions for a couple of students who have been flagged on MyData with at-risk factors. In another classroom, a 7<sup>th</sup> grade social studies teacher on a prep period is observing a lesson being delivered by an 8<sup>th</sup> grade ELA teacher as part of their professional development. After school,*

<sup>17</sup> Kossapel, P.J., & Clements, S.K. (February 2005). *Inside the black box of high performing high-poverty schools*. Lexington, KY: The Prichard Committee for Academic Excellence.

<sup>18</sup> Borman, G.D., & Rachuba, L.T. (February 2001). *Academic success among poor and minority students: An Analysis of competing models of school effects*. Report No. 52. Center for Research on the Education of Students Placed at Risk (CRESPAR). Baltimore, MD: Johns Hopkins University.

<sup>19</sup> Jesse, D., Davis, A., & Pokorny, N. (2004). High-achieving middle schools for Latino students in poverty. *Journal of education for students placed at risk*.



*students are busy in a myriad of activities, from sports to drama, a video gaming club to the Muir Choir. The teacher day clearly doesn't end at the dismissal bell, as groups of teachers are meeting by department and grade level to review the results of a formative assessment they created. Finally, the visit ends with a trip to the Parent Center, where the principal and an MLA staffer are leading a workshop with 30 parents on the meaning of the UC/CSU's A-G course requirements.*

**3b. Student Support and Success:** *Describe exactly what student success means at your proposed school. How will your school motivate kids to come and stay in school?*

To measure student success, MLA studies progress in three primary areas: School Retention, College-Readiness and College Matriculation. To ensure that our students are staying in school, MLA studies retention closely. Retention is measured by many factors, including drop-out, daily attendance rate, “high” attendance rate (i.e., the number of students who attend school 96% of the time or more) and school safety.

In order for students to come and stay in school, MLA believes that a holistic, data-driven and personal system of interventions must be in place so that each student’s individual needs are met and no student “falls through the cracks.”

MLA’s holistic, data-driven, but personal system of interventions to support student success starts with campus safety and security. MLA will leverage its work with Manual Arts’ safe passage collaborative and local law enforcement agencies to ensure students are safe coming to and returning home from Muir. Secondly, MLA will implement higher rates of compliance with Muir’s current student uniform program; this is critical to creating a safe, collegiate campus environment. MLA will also implement an AVID-advisory program to accomplish three key objectives: 1) increase personalization among peers and with adults on campus; 2) create a first line of intervention for students struggling with some aspect of their adolescence; 3) demystify college and build habits for academic success. Lastly, MLA will implement the extended school day “7 to 7” program to provide students with multiple enrichment opportunities. Through partnerships with dozens of community based organizations, MLA’s 7-to-7 program will offer Muir students diverse opportunities including yoga, spinning, photography, dance, tutoring, poetry and leadership development. MLA has successfully implemented its 7-to-7 after school program at West Adams Prep and Manual Arts.

**3c. 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.*

A centerpiece of the MLA’s plan for Muir is the creation of a holistic, data-driven system of supports that meet the social and emotional needs of students. MLA’s structure of interventions is comprised of:

- ***AVID-Advisory.*** Advisory is where meaningful, personal relationships are built between students and their advisory teacher. The advisory teacher is the first person responsible for identifying the specific needs of his/her students.
- ***Counselors.*** The role of the counselor will be expanded at Muir to encompass working directly with advisory teachers as well as with students on more traditional course scheduling duties. Over time, we will lower student/counselor load to enable counselors to support a cohort of 10 advisory teachers, meeting with each advisory teacher weekly to discuss intervention opportunities and student progress.
- ***Partners.*** For students with social, academic, or physical intervention needs that go beyond the ordinary capacity of the school, external partners can bring additional resources to ensure student needs are met. MLA plays a central role in bringing high-quality external partners to Muir and has, to-date already created relationships with over 50 partner organizations to provide services to students at MLA schools.

The key to making this system of interventions work on a day-to-day basis is a data-driven methodology. MLA is developing a set of protocols built around LAUSD's MyData system to highlight and identify students based on regularly captured data (attendance, truancies, grades, et al). (For more information about MLA's tiered system for interventions, please see section 2.)

**3d. 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.*

MLA will implement two programs to ensure that every Muir student is exposed to college and career pathways and ready to succeed at any path they choose.

- **Go For College Program,** already successful at MLA's two high schools
- **AVID-Advisory**
- **Increase in and realignment of school counseling staff**

First, MLA will implement its **Go For College (GFC) program,** which has already been successful at Manual Arts and West Adams Prep in educating students on their postsecondary options and creating a college-going culture. GFC is a strategic effort across an entire school year to promote maximum student and family awareness of post-secondary opportunities, exposure to college and universities nation wide, and access to extensive support services for completing college applications. Through GFC each year, hundreds of MLA students visit local and out of state colleges. In fact, college visits are a mandatory part of 9th grade advisory in MLA's high schools. At Muir, the GFC experience will begin with college visits for every 6<sup>th</sup> grade, and culminate in the 8<sup>th</sup> grade with students completing a "mock" college application. All students also participate in an annual GFC College Fair, taking place on campus at both MLA high schools, featuring over 30 of the most prestigious colleges nationwide.

Secondly, MLA's AVID-Advisory class will utilize an augmented AVID curriculum to promote early college awareness and college-ready learning skills. AVID's curriculum and structure motivates students, helping them develop career and educational goals, and build study skills for college. The program is research based and has been found to help create a college-going culture, improve personalization, and increase college-going rates in student populations that traditionally did not reach college in high numbers<sup>20,21</sup>.

Finally, MLA will increase the number of counselors to reduce student load and increase the amount of service and support Muir students receive. By doubling the number of counselors within two years, MLA will achieve a student-to-counselor ratio of 250:1. Additionally, although current counseling practice is not aligned to a college-going standard in most LAUSD middle schools (or even high schools, who most often delegate "college counseling" to one position to serve thousands of students), MLA will ensure that Muir counselors are trained and supported to align counseling practice to a college going expectation.

**3c. 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.*

In high-performing schools, the relationship between parents and the school is an authentic partnership. Carter (2000) found staff in successful schools actively working with parents to support their child's learning at home. Teachers and staff view parents as critical partners and engage them in the educational process, allowing them to understand standards and student work. Trust and ongoing communication between staff and parents foster common goals<sup>22</sup>.

MLA will fund one FTE position (an Associate Director of Parent and Community Engagement) to work onsite at Muir to support parents in the creation of greater, more robust, and diverse set of programs to promote widespread parental engagement. This is similar to the support MLA provides each of its current high schools. This position works to create or expand parental engagement in multiple ways: 1) supporting parent roles in school leadership and governance opportunities; 2) creating parent support courses and programs; 3) creating or expanding diverse volunteer opportunities; and 4) encouraging parent participation in school communication activities. Parents at Muir will be engaged through traditional school leadership governing bodies (see section 10c for

<sup>20</sup> Mendola, L.D., Watt, K.M., Huerta, J. (2010). The impact of Advancement Via Individual Determination (AVID) on Mexican American students enrolled in a four-year university. *Journal of Hispanics in Higher Education*, 9: (3), 209 – 220.

<sup>21</sup> Watt, K.M., Mills, S.J., & Huerta, J. (2010) Identifying attributes of teacher leaders within the AVID program: A survey of school principals. *Journal of School Leadership*, 20: (7), pp.352-368

<sup>22</sup> Barth, Roland (1990). *Improving Schools Within: Teachers, Parents, and Principals Can Make the Difference*. Jossey-Bass Education Series.

more information). MLA also sponsors parent support courses. For example, the Mexican American Legal Defense Education Fund (an MLA partner) provides parent leadership workshops that focuses on how to get a child into college. Through Muir's parent center, volunteer opportunities (ex. chaperoning fields trips, supervising safety, providing clerical support and assisting with uniform sales) are offered. Finally, MLA will engage parents at Muir through consistent and ongoing parent communication (including Connect-Ed messages, personal phone calls, mailings, emails and one-on-one conferences). For more information, please see section 9a.

**3f. 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.*

Muir Middle School will follow LAUSD's single track instructional calendar. MLA proposes to use an 8 period day, with alternating A/B block scheduling (please see the Appendix, page X). Currently, the school operates four personalized learning environments (PLE's) plus a Magnet program. MLA will continue to group students and teachers in existing PLE's for the 2011-2012 school year and lead a committee of stakeholders to evaluate the effectiveness of PLE's and their potential for future years. Muir is a QEIA school. MLA will ensure that all class sizes, teacher-student loads meet QEIA accountabilities. MLA chose the 8 period A/B block as the bell schedule that best meets the needs of all students at the school because this configuration allows for scheduling flexibility to provide interventions for students requiring additional support.

#### 4. Assessments and School-wide Data

**4a. 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.*

High-performing schools have systems for regularly assessing the progress of individual students and for planning or changing instruction to suit their needs<sup>23</sup>. The Muir leadership team will analyze student data to identify areas of broad, common needs, as well as each student's specific strengths and weaknesses. Student academic progress will be measured through a variety of assessment procedures, such as on-line tests, norm-referenced tests, exit slips, writing prompts and teacher-made assessments to measure student mastery of curricula. The results of these assessments will be used to improve individual student performances and also to improve the instructional program. MLA will use technology to monitor the students' progress and even allow students to monitor their own learning, thus allowing students to influence control over their education<sup>24</sup>.

MLA believes that an assessment program is an essential foundation for building each student's pathway to graduation. Academic success in middle school is largely dependent on personal and psychological growth.<sup>25</sup> Because each student comes to the classroom with different strengths and needs, assessments will be the key to designing curriculum to meet each student where they are and push them up to high levels of achievement. At Muir, we will establish a cyclical assessment program that provides a constant stream of relevant data which will allow for strategic decision-making about interventions, instructional design, and professional development.

**4b. Autonomy:** *Describe how the school will use assessment autonomy to maximize student learning.*

The Muir faculty will use iDesign autonomy to create and administer their own assessments, as they feel best fits the needs of their students. Students will be given a variety of diagnostics, including the McLeod Reading Diagnostic and a teacher-generated math diagnostic, which will enable Muir teachers to tailor their curricular plans to meet their students' needs. MLA will ensure these assessments are sound and effective.

Teachers will use the Core K-12 system to design weekly and quarterly assessments that will align to CST learning goals. MLA will organize professional development schedules to support increased time reviewing data in both PLE and department teams. Common

<sup>23</sup> Richardson, Kathy (2003). *Assessing Math Concepts: Hiding Assessment*. Mathematical Perspectives

<sup>24</sup> Center for Public Education, 2005

<sup>25</sup> Gutman, L.M., and Midgley, C. (2000). The Role of Protective Factors in Supporting the Academic Achievement of Poor African American Students During the Middle School Transition. *Journal of Youth and Adolescence*, 29. (2): pp. 223-246.

and frequent review of student data will enable more accurate intervention and supports (see section 2 regarding MLA's approach to intervention and tiered support structure).

**4c. 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 that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.*

Our primary goal is to prepare students to be successful in high school so they can matriculate to and be successful in college. In order to achieve this, we will ensure that students are meeting grade level proficiency benchmarks; and if not, we will utilize effective data to place students in the appropriate interventions. Muir will use the following assessments to monitor and provide tailored services to our students:

MLA Student Assessment Plan

Assessment	Type	Grade Level	Timing	Rationale
5th Grade Diagnostic	Diagnostic	6th	Prior to entering 6th grade	Currently, all 5th graders in LAUSD take the 5th grade diagnostic to assist 6th grade teachers in planning based on incoming students' skill levels.
McLeod Reading Comprehension Diagnostic	Diagnostic, Summative	AIP	First week of school, last week of school	Though CST scores give some indication of achievement on reading comprehension standards, the McLeod assessment allows teachers to assign grade-level reading scores. This assessment can also be used twice more throughout the year.
Fry Oral Reading Test, San Diego Quick Assessment	Diagnostic	Scoring below grade level on McLeod	First week of school/bridge	These assessments provide teachers more specific information about the causes of below-grade level comprehension.
Teacher-created math diagnostics	Diagnostic	All	First week of school/bridge	Math teachers across the grade levels will use the Core K-12 standards-aligned question bank to create short diagnostics to gauge basic skill knowledge.
4-Traits Writing Assessment based on teacher-created writing prompt	Diagnostic, Formative, summative	All	Three times per year	English teachers across grade levels will develop a common writing rubric and three prompts. This test will be given three times per year to assess writing abilities prior to entering the grade, progress towards standard mastery, and ultimate performance.
Emotional Intelligence Diagnostic	Diagnostic	All	First week of school/bridge	This diagnostic will assist teachers in providing individualized support to students, and allow counselors to identify at-risk students who may not appear at risk on academic measures.
Informal Multiple Intelligences Survey, Roger Taylor Learning Styles Survey	Diagnostic	All	First week of school/bridge	These assessments allow teachers to thoroughly differentiate lessons and projects for each individual student in their class. Teachers will also engage students in self-reflection about their inherent strengths and how to capitalize on those strengths.
Common Periodic Assessments	Formative	All	Based on LAUSD testing calendar	Teachers will use these district assessments to determine their student's grasp of previously taught material, to determine which standards need to be reviewed, and to assign students to specific interventions.

Assessment	Type	Grade Levels	Timing	Rationale
Weekly Standards Checks	Formative	All	Weekly	Teachers will give students quick 3 - 5 question quizzes online using the Core K-12 question bank. The results will be analyzed in dept. meetings so teachers can design interventions.
Mini-Portfolio	Summative	6th, 7th	Annually	Throughout the year, students will be required to work on several projects in their core classes and electives. At the end of the year, students will select one project from each class and create a display. Teachers will create rubrics to grade the portfolio, and pass the grades onto the students' teachers in the subsequent grades.
Integrated Project	Summative	8th	Annually	This project will be the culmination of Muir students' experience. Students will work on thematic projects across content areas, and develop a proposal for a community project based on their theme. Each student will receive scores for written content, oral presentation, effort, and overall quality.
California Standards Test	Summative	All	Annually	CST scores will assist teachers in evaluating the effectiveness of the instructional program, and planning for the following year. This data also provides detailed information about student achievement which teachers will use to plan for incoming students.
* Students enrolling in Muir during the school year will be required to complete diagnostic assessments				

**4d. Assessment Development:** *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.*

At the beginning of May 2011, MLA's Chief Academic Officer will begin meeting with teachers to develop the assessment plan. During May and June, teachers and staff in the English and math departments will meet to review diagnostic tools, begin developing formative assessment plans for content areas, and create work plans for the summer data analysis and lesson planning sessions.

At the beginning of August, Muir will hold 1-2 day orientations for each grade, where students will take the diagnostics, meet their counselors, and become acquainted with the expectations for the coming year. Muir teachers will use the data to plan units, and create common formative assessments for the year.

**4e. Data Collection and Monitoring:** *Describe the school-wide data collection and monitoring plan. What data will the school collect to measure student progress? How will the school use this data to inform decisions, assess student needs, intervene with students who need additional help and improve instruction?*

MLA tracks data in three areas: Retention, College-Readiness and College Matriculation. MLA will work closely with Muir's school leadership team to review monthly and quarterly dashboards. Muir administrators will review the data with faculty members during professional development sessions to develop relevant, data-driven interventions.

Additionally, all Muir teachers and staff will be trained on MyData and Core K-12 so they can access the reports they need to make instructional decisions.

A cycle of analysis and adjustment based on data is inherent in MLA partner schools culture. Formative assessments are critical in informing programmatic and instructional decisions. By being able to assess student progress at multiple periods within the quarter, teachers will be able to adjust instruction based on comprehension levels, and school administrators will be able to design professional developments and systems of support for teachers based on the needs identified in the data. Additionally, counselors will be able to intervene with high need and “at-risk” students earlier by seeing their academic and social picture of their experience at school.

**4f. Graduation Requirements:** *Describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.*

Graduation requirements for Muir students will be directly tied to our main learning goals and outcomes. We expect that the culminating 8th grade Class of 2014 will be the first students at Muir to graduate under these requirements. Students not meeting the graduation requirements may still culminate from Muir based on minimum culmination requirements that MLA will work with stakeholders to create. Until the new minimum culmination requirements for Muir are completed, LAUSD’s standards based promotion policy will remain in effect<sup>26</sup>

Learning Outcomes	Measures	Graduation Requirements
Critical Thinking/Analysis	Integrated project scores, core class grades	<ul style="list-style-type: none"> <li>Integrated project score of 3 or better (out of 3)</li> <li>C or better in all core classes</li> </ul>
Oral and Written Communication	Integrated project written component and oral present. score, core class grades, reading/writing post-tests	<ul style="list-style-type: none"> <li>Integrated project score of 3 or better (out of 3)</li> <li>C or better in all core classes</li> <li>Movement of two grade levels on reading and writing assessments (McLeod, 6-traits writing assessments)</li> </ul>
Problem Solving	Math class grade, algebra readiness diagnostic	<ul style="list-style-type: none"> <li>C or better in math class</li> <li>Algebra or geometry-ready</li> </ul>
Collaboration	Integrated project collaborative work score	<ul style="list-style-type: none"> <li>Integrated project score of a 3 or better</li> <li>No more than 4 U's in Work Habits and Participation</li> </ul>
Cross-Cultural Literacy	Integrated project oral presentation scores, community service hours, ELA and history grades	<ul style="list-style-type: none"> <li>Integrated Project oral present. score of a 3 or better</li> <li>C or better in ELA and history</li> <li>Completed 30 hrs of community service over 3 years</li> </ul>
New Media/Technical Fluency	Integrated project use of tech. scores, computer class grade	<ul style="list-style-type: none"> <li>Integrated Project use of tech. score of 3 or better</li> <li>Computer class grade of a C or better</li> </ul>

<sup>26</sup> Middle School Culmination Activity and Certificate of Completion, BUL-3813.0, September 10, 2007



## 5. Professional Development

**5a. 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.*

In their seminal book *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, Richard DuFour and Robert Eaker describe a set of high performing public schools, all of which faced enormous challenges in serving students, but all of which succeeded based on the collective effort of their schools. From those case studies DuFour and Eaker distilled six factors that were key to success<sup>27</sup>. MLA will work with Muir staff to create a professional culture based on DuFour and Eaker's Professional Learning Communities ("PLC") concepts. MLA will transform the professional culture of Muir into one where every adult staff member is doing "whatever it takes" for students to be successful. MLA will create activities and structures that reinforce the following concepts:

- *Shared Mission, Vision, Values and Goals:* All adult staff members at Muir must buy into the mission, vision and explicit goals. Should the LAUSD school board select MLA to operate Muir, MLA will immediately engage Muir stakeholders in a process to articulate the school's mission, vision, values and goals (using this application as the starting point). We intend to align that process with the Intent to Return (ITR) agreement (see section 12c) for teachers and staff, so they can make an informed decision about whether or not they want to return to Muir and commit to the school's new ambitious goals and expectations. Throughout each school year, MLA will lead Muir stakeholders to evaluate goals, ensuring they are measurable, specific, time-bound and most importantly, focused on student learning. High-performing urban schools report a well-articulated school vision and mission developed and shared by the staff, community, and students<sup>28</sup>.
- *Collaboration:* Schools that succeed are organized to allow teachers to collaborate in a supportive learning environment. For example, planning and observation time are provided for teaching staff and administrators. A spirit of common purpose and shared focus on student achievement and data unites the school. In high-performing schools, teachers allocate a significant amount of classroom time to instruction, and students are engaged in whole class, small group, teacher-directed, and other planned learning activities<sup>29</sup>. Too often, school stakeholders

<sup>27</sup> Richard DuFour and Robert Eaker. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*

<sup>28</sup> Cotton, K. (2003). *Principals and Student Achievement: What the Research Says*. Alexandria, VA: Association for Supervision and Curriculum Development.

focus on student learning in an isolated fashion. For example, low ELA scores are “the English department’s problem” or a disruptive student is “the dean’s issue.” True professional learning communities understand that student learning is a summative effort of all adults on campus. MLA will establish common planning time so that teachers can work across grade levels, content areas and PLE’s to address student learning; MLA will fund release time for “teacher partners” to observe each other and share instructional practices; MLA will lead cross functional teams that include teachers, administration, classified staff, and district personnel to implement strategic initiatives (e.g., a school wide writing program) so that all school resources can work in concert to effect achievement and track progress.

- Action Orientation:* PLE’s are action oriented; teachers, administration, and school staff should be working together to adjust practice to meet student needs immediately. MLA supports this action orientation in two ways. First, as an iDesign school, our MOU with LAUSD provides significant autonomy to the school community to try new and innovative practices to increase student learning. Secondly, MLA operates its “Teacher Innovation Grant” program, whereby teachers can apply annually for funding to implement new instructional strategies. Our grants average \$2,500 per applicant. Previously funded projects have included: a community garden proposed by a biology teacher seeking to develop an inquiry-based approach to engaging students in the real world applications of scientific principles; the construction of the first labyrinth on an LAUSD school campus proposed by an art teacher as a way to engage students in the creation of functional art that benefits the community; a service learning project focused on the issue of homelessness in Los Angeles designed by an English teacher seeking to incorporate civic leadership and social responsibility into the classroom curriculum.
- Collective Inquiry, Continuous Improvement and Results Orientation:* DuFour and Eaker describe effective professional learning communities as ones that consistently challenge the status quo to improve student learning<sup>39</sup>. This cycle of continuous improvement begins with inquiry as staff members look critically at the success of their efforts. MLA will support the process of collective inquiry and continuous improvement in several ways. First, through our investments in data dashboards and training individuals to use MyData, we will provide the empirical evidence to start the inquiry process. Second, MLA builds the capacity of stakeholders by training members of the SSC, SDM, ELAC, CEAC in program evaluation, using the SSPA and the budget development process as the logical structure for evaluating the effectiveness of programs.

<sup>39</sup> Richard DuFour and Robert Eaker. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*

MLA funds professional development based on DuFour & Eaker's PLC model for school site leadership. For example, the administration teams of Manual Arts and West Adams Preparatory high schools participated in conferences this year led by the authors and are arranging visits to the schools that have effectively implemented the concepts (e.g., Whittier Union High School).

**5b. 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?*

MLA provides direct professional development to school staff and coordinates with school leadership to create a professional development plan aligned to achieving the school's goals. We manage professional development on two levels. First, we provide direct, individual professional development for school staff. Second, we manage professional development by the school's three main organizational groupings: school-wide, by department and by PLE. High-performing urban school leaders improve student achievement by providing focused professional development, aligned to student and teacher needs. Opportunities are created for staff to plan, learn, and work together to address instructional issues. Resources and training are directed to areas of need. Implementation of standards-based instruction is carefully monitored and continually measured. Plans for improving student achievement are developed and examined collaboratively by administrators, faculty, and staff.

Professional development is provided through activities such as peer coaching, mentoring, collaborative opportunities, visitation to other classrooms, conferences, and site-specific workshops, which are aligned to student needs and school-wide goals<sup>31</sup>. Teacher-directed learning opportunities require staff to be reflective and examine student work and instructional practices for continuous improvement. In grade-level meetings, the staff reflects and examines student work through collaborative problem-solving data, and conversations. The teacher-directed learning opportunities examine instructional practices for continual improvement. Curriculum and assessments developed during these meetings are valued by teachers and more likely to result in professional improvement and genuine reflection. Teachers at high-performing schools are more likely to report that professional development improves their teaching. Professional development that occurs at high-performing urban schools is directly linked to improving instructional practices which positively impact student achievement<sup>32</sup>. The Education Trust discovered that one-third of high-performing urban schools spend at least 10 % of

<sup>31</sup> Killion, Joellen (2007). *Assessing Impact: Evaluating Staff Development*. Corwin Press

<sup>32</sup> Richard DuFour and Robert Eaker. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*

their Title I budget on professional development<sup>33</sup>. Currently, Title I schools determined to be in “need of improvement” as determined by state testing are required to set aside 10% of their Title I budget towards professional development. In high-performing schools, a strong emphasis is placed on training staff in areas that will accelerate student learning and align instruction to the schools’ vision and objectives.

In another study focused on professional development, Henry-Bell (2006) conducted a qualitative, multi-site case study designed to explore characteristics of professional development and professional learning communities (PLCs) in two high-performing, low socio-economic and two low-performing, low socio-economic California elementary schools. Henry-Bell found that the professional development provided was similar at high-performing and low-performing schools; however, there were important differences. High-performing schools conducted formalized assessment to gather input from staff regarding staff development whereas; in low-performing schools the administration and central office played a larger role in determining the staff development provided. Finally, high-performing schools exhibited a stronger sense of efficacy and a broader shared vision related to student improvement while the low-performing schools wanted to increase student test scores to get off the state’s list.

MLA’s Chief Academic Officer (“CAO”) works directly with school site administrators (principals and assistant principals) via weekly 1:1 coaching, monthly leadership development trainings, and site visits to other high performing schools:

- *1:1 Coaching.* On a weekly basis, the CAO will meet with the principal and other members of the school administrative team to focus on various aspects of the school leadership. The topics covered run the gamut, from developing observations protocols to staff evaluation. The coaching is differentiated for each administrator based on his/her specific needs as well as the needs of the school.
- *Monthly Leadership Development Meetings.* Once a month, the CAO convenes the principals of MLA schools as well as selected members of their staff for an afternoon professional development session. These larger development sessions cover “big picture” topics relevant to all MLA schools, they also provide time for school leaders to share successful practices and challenges between school sites.
- *Site Visits:* Half and full day tours of other high performing schools are facilitated by the CAO to see specific instructional practices in action. For example, MLA school leaders recently visited Mann Middle School in San Diego, where they visited classrooms to see rigorous instruction in action with environmental supports. The staff met with Mann’s leadership team to further understand how the transformation occurred. These visits provided the team a vision of what we will achieve at MLA schools.

<sup>33</sup> Barth, Roland (1991). *Improving Schools Within: Teachers, Parents, and Principals Can Make the Difference*. Jossey-Bass Education Series.

For individual teachers, MLA supports professional development through its site based team. At both Manual Arts and West Adams Prep, MLA has full-time instructional personnel on campus that provide direct support to classroom teachers. Furthermore, MLA will work with school leadership to embed various structures within the school to enable greater collaborations and sharing of practices between teachers. These structures may include:

- *1:1 Coaching:* The leadership team at Muir will dedicate several hours daily towards observing and working directly with teachers, students and support staff. Admin staff are also supplemented by MLA's site staff (e.g., the MLA Site Director or Associate Director of Teacher Development) who will also work directly with teachers to support specific needs identified by teachers or leaders.
- *Common Planning Time:* MLA will implement a master schedule at Muir that will enable teachers within departments common prep periods to plan together.
- *"Teacher Partner" Observations:* Additional sub-coverage will be built into the school's budget to enable every teacher to be released to visit high performing classrooms (either on campus or at partner schools).
- *Master Teacher Cohort:* Muir's most proficient teachers will be utilized to support and mentor other teachers (see section 12c for more information on Master Teachers).

MLA works closely with school staff to plan and deliver professional development through weekly scheduled professional development time. The typical cycle of development is based on introducing a school wide professional development topic at on the first Tuesday of each month. In this meeting, teachers will also break into PLE's for more detailed discussions. To tailor implementation and further refine practice, teachers will meet in departments the following 2nd Tuesday of the month. Typically, the third Tuesday of each month consists of round table PD's, where teachers select specific topics from a list of presenters organized well ahead of time based on teacher input. Each month, roundtable PD's offer support on several areas from classroom management to creating culturally relevant pedagogy. The forth Tuesday is dedicated to reviewing monthly data by PLE. Assistant principals are expected to lead these sessions with input from lead teachers, coordinators and others. Planning professional development begins in the summer with a review of all available school data, including grades, attendance, and periodic assessments. Based on this, school leadership (including lead teachers and Master Teachers), build a hypothesis or framework of strategic professional development topics to be rolled out over the course of the next school year. When CST results are released in August, the school leadership team analyzes the data to confirm the starting hypothesis, re-prioritize topics, or introduce new ones based on the data. Using the school retreat and the first week of school to solicit feedback from the staff, the PD calendar is set by late September for the school year.

**3c. 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.*

New teachers will be offered support at Muir through several programs. First, new teachers will be paired with an experienced Master Teacher or other mentor teacher at Muir, who will help guide the new teacher through his/her first year. Second, all new teachers will be placed in a cohort and supported directly by the school principal, who will use the monthly roundtable PD as the standing time for the cohort to meet. It is highly recommended that new teachers participate in the cohort and not participate in the roundtables for their first year at the school. The Muir principal will plan the cohort's specific PD each month based on the needs of staff, covering topics such as classroom management, differentiated instruction, lesson planning, and school culture and norms. Based on feedback from new teachers as well as their mentors, the principal will ensure that the PD will match needs. MLA will continue to use LAUSD as the BTSA support provider for Muir.

**5d. 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.*

Please see the PD calendar in the Appendix on page 94. The PD calendar communicates the key priorities of the school and integrates many components of the overall instructional program. First, the school's focus on scaffolding as a key instructional strategy is the predominant content strand for teachers. As described above, the basic format of professional development is to introduce new concepts to the entire staff, then have follow up at the department and PLE level. The last PD session of each month is usually reserved for roundtables, which enables the school to differentiate PD for teachers. Highly critical is to build support and training throughout the calendar for all staff members, not just teachers, to analyze and act on student data. On a weekly basis, teachers will be reviewing formative assessment data as the master schedule allows them to meet during prep periods. Explicit time is built in for each PLE to review all of its academic and operational data monthly and periodic assessment reviews are also included. Counselors, and classified staff also have specific professional development tracks; with counselors working on data-driven student supports and classified staff focused on student behavior, attendance and the like. In our staffing model, we expect most of Muir's staff to return, therefore all current employees will have a professional development schedule that is thoughtful, provides adequate time for professional growth and is 100% aligned to the mission of the school.

**5e. 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.*

The effectiveness of our professional development will be evaluated based on multiple measures. First, participants will complete exit slips after every PD they attend. The exit slips will provide feedback to school management on the overall quality of the PD, the effectiveness of the presentation, and communication style of the presenter(s), among other factors. Second, school leadership will evaluate the effect of professional development based on their classroom observations. MLA has invested in the McRel Power Walkthrough software for all of its school sites. Using Power Walkthrough, MLA and school leadership creates a database record of each teacher observation. MLA will customize observation rubrics based on PD topics and analyze observation data across departments, PLE's and school wide. Based on this data, school leadership can decide whether to re-approach the professional development and create strategies to better support individual teachers. Third, student data will be analyzed regularly to validate the effectiveness of professional development. Student data such as classroom grades or results on periodic assessments will be analyzed. Year-end data will also be disaggregated and reviewed to determine impact.

**5f. 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.*

MLA will utilize its autonomies to: 1) adequately fund professional development relevant to staff; 2) take advantage of district trainings that support its strategy; and 3) leverage MLA's network to bring additional resources from outside LAUSD. As a PPF school, MLA will work with stakeholders to prioritize professional development in the budget. For example, we estimate that providing comprehensive AVID training for all staff will cost approximately \$40,000. MLA will work to create adequate funding for this and other critical trainings and, if necessary, provide supplemental philanthropic funds to the school to ensure successful implementation of development plans. Second, as an iDesign school, Muir staff will have the option of attending previously mandatory LAUSD trainings. We will use this autonomy judiciously, balancing the need to integrate with the District with building internal capacity as efficiently as possible. We are excited that this autonomy gives Muir stakeholders the flexibility to find the PD opportunities that best meet the specific needs of our students and our program. Third, MLA has a large network of partners and subject matter experts who it regularly relies on to facilitate professional development sessions for teachers. This includes scheduling different professors from USC's Rossier School of Education to lead roundtable workshops for teachers, bringing teams of teachers to observe practices at other high performing schools and the like.

## 6. Serving Specialized Populations

**6a. 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.*

### *Special Education Compliance Process*

Muir Middle School will continue to provide special education support using the LAUSD Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Additionally, Muir will adhere to laws affecting individuals with exceptional needs, including all provisions of the Individual with Disabilities Education Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, LAUSD SELPA guidelines and AB 602. The school will adhere to all Modified Consent Decree requirements, including compliance with the Annual Plan for achievement of outcomes. The school will participate in quality assurance processes for special education including verification reviews, coordinated compliance self-reviews, complaints, and the local plan. All students will be given equal access to the school regardless of disabilities and will be provided with a free, appropriate public education in the least restrictive environment. The school will not discriminate against any student based on disability.

MLA's Chief Academic Officer and LAUSD's special education unit will work with Muir site administrators and the school's special education team to ensure compliance with the following procedures and processes (including, but not limited to):

- Distribution of information about the availability of and information on special education and related services
- Identification of children who have or are suspected of having a disability and need special education and related services
- Referring students for special education assessment
- Servicing students upon enrollment in school
- Conducting initial assessments
- Development and student assessment plan
- Completing the special education assessment plan utilizing the Welligent Individualized Education Program (IEP) System
- Ensuring all paperwork is accurate and timely
- Process determining if reassessment is warranted
- Process and protocols to support IEL meetings
- Resolving disagreements over what is appropriate for the student or on matters of compliance



For more information about MLA's plan to implement and monitor the special education compliance processes, please see the attachments in the Appendix on page 98.

#### *Individualized Education Plans (IEPS)*

Muir will conduct IEP team meetings and complete IEPs within all mandated timelines for students. Muir will provide the parent with a Welligent generated "Special Education Assessment Plan" in the language requested by the parent, unless clearly not feasible to do so, within 15 calendar days of the written request for assessment. If requested by the parent, Muir will provide copies of the assessment reports to the parents at least 4 working days before the date of the IEP meeting. Muir will follow appropriate timelines for conducting annual and three year review IEPs, will convene an IEP meeting within 30 days of parent written request, and will develop an IEP within 30 days of enrollment when an out of District IEP transfers in.

An IEP team will typically include parents, a teacher, a school staff member, a special education authority, and a District representative. Parents and teachers will have access to district, state, and federal information regarding special education programs, regulations and laws.

For more information about MLA's plan for Individualized Education Plans (IEPS), please see the attachments in the Appendix on page 98.

#### *Instruction & Assessments*

Muir will provide specialized instruction, utilizing instructional methodologies including: data driven instruction coupled with teacher action research; backward design and multiple assessments; family participation and community involvement; constructivism; and problem-based learning. To monitor progress of students with special needs, Muir will utilize multiple formal and informal assessment tools. Assessments at all grades will range from publisher-designed unit tests to teacher created unit tests. All students will also be assessed quarterly through standardized grade level benchmark assessments. Teachers will use benchmark assessment results to adjust pacing plans to re-teach standards and provide additional intervention to those students in need. Student progress will also be assessed on a daily/weekly basis through quizzes and daily informal assessment strategies such as choral response, white board responses, journal writing and student discussions. Both, these formal and informal assessments will assist teachers in understanding students' progress and where interventions will be necessary.

Through MLA's joint professional development program, teachers at Muir and Manual Arts High School will meet to discuss student needs and plan together, to develop a cohesive curriculum. Additionally, counselors from both schools will meet to discuss student needs and design interventions. 9th grade counselors will meet students when they are in the 8th grade, to begin cultivating key relationships.

Additionally, to ensure the best learning environment for students, MLA will partner with top colleges and universities to recruit and hire highly qualified and credentialed Special Education teachers. Led by MLA's Chief Academic Officer, all Muir teachers will receive ongoing professional development on the following topics: IEP process, IEP implementation, effective use of the LAUSD Policies and Procedures Manual, ongoing collaboration between special education and general education teachers, and the use of passports (a system used to facilitate progress monitoring of IEP goals, and behavior management).

For more information about MLA's plan for instruction and assessments, please see the attachments in the Appendix on page Y.

#### *Special Education Supports*

12% of students at Muir Middle School are Special Education students. Many of Muir's special education students will qualify for related services, such as Speech and Language, Occupational Therapy, Adapted PE, and Physical Therapy as tracked in their most recent IEPs. Speech therapists, school psychologists and other key support staff members will attend IEP meetings for students with this service and provide parents with full and translated copies of their reports. Services will be tracked through Welligent. As an LAUSD school, all services for special education students will be provided through LAUSD.

Students with special needs will also will be supported by MLA's tiered system of interventions. This system ensures that all students have their social, emotional, physical and mental health needs met. The tiered system of interventions begins with an AVID Advisory class - where every student will have a deep, meaningful relationship with a certificated adult on campus. The second tier is data driven counseling. Counselors and advisory teachers will meet bi-weekly to review student data and identify students needing additional attention. Finally, for student needs that go beyond what the school itself can offer, external partners will provide intensive student support. MLA has built a network of over 50 partners that serve MLA students and, in addition, has created an online referral system that greatly improves access to services.

Additionally, MLA believes in educating the whole child, therefore, all students at Muir including all students with special needs, will have full access to the after school, extra curricular and non academic programs that MLA will provide. For example, MLA schools have an extended school day program called "7 to 7." Various courses and opportunities are offered including yoga, spinning, poetry, music production and filmmaking. Students with special needs will be supported in doing this with necessary accommodations and modifications provided by the program leaders to ensure that all students have opportunities to explore the world outside of the classroom.

Please review MLA's Service Plan for Special Education in the Appendix on page 98.

## **7. Performance Management**

Applicant teams are not required to respond to questions 7a or 7b of the RFP Standard Application. Responses to these questions will be required after the Board of Education makes their final decision on February 22nd.

## COMMUNITY INVOLVEMENT

### 8: Community Analysis and Context

**Sac 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.*

MLA's mission is to build a family of schools that prepares every student to be college-ready, healthy and successful in life. MLA is applying for Muir Middle School through Public School Choice because it is located within our current Family of Schools. Muir students feed into Manual Arts High School. Manual Arts High School is currently under the management of MLA Partner Schools per the MOU with the Los Angeles Unified School District. MLA strongly believes that in order for students to graduate college-ready, they must first be high-school ready. MLA's ability to successfully prepare students for college and a successful life is greatly amplified if we are able to work with students much earlier in their educational career.

Additionally, MLA is applying to operate Muir because of the school communities' vast needs for improved social, health and educational outcomes. The following statistics demonstrate the educational, health and social needs of the Muir school community.

#### Social and Health Needs<sup>34</sup>

- Median household income is \$29,327
- 20.9% of adults have been diagnosed with diabetes or are considered pre-diabetic
- 38.9% of 7th grade students at John Muir MS have a Body Mass Index (BMI) that is out of range
- 45.9% of adults 25 or older have not completed high school
- 24.8% of families are headed by a single parent

#### Academic Needs

- 18.5% of students are proficient or advanced in ELA, 17.2% in math
- John Muir MS has a 5-year API growth of 29 point; LAUSD's average 5-year API growth for all schools is 68 points.
- In 2009-2010, John Muir's API decreased 9 points to 567. Their API also decreased for every subgroup; most notably, there was a 36 point decrease for African American students and a 27 point drop for students with disabilities
- 57% of students at John Muir MS say they feel safe on school grounds
- 24% of students at John Muir MS feel that their campus is clean

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<sup>34</sup> Healthy City. Retrieved on November 19 from [www.healthycity.org](http://www.healthycity.org)

Although, John Muir Middle School has vast needs, it is a vibrant, diverse community that celebrates many successes. John Muir was built in 1922; and has graduated and supported thousands of students in its 88-year history. The Muir neighborhood has a rich history of community activism and strong community resources such as the Los Angeles Metropolitan church, the Southern California Library and the University of Southern California. Additionally, Muir Middle School offers students many opportunities through partnerships with Community Services Unlimited, USC MESA and the City's Gang Reduction and Youth Development (GRYD) program. MLA will continue to support community leadership and further develop the resources at the school to improve student and community outcomes.

**8b: 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 or individuals that have pledged support for the proposed school.*

MLA Partner Schools was born in South Los Angeles. MLA's founder (Mike McGalliard) has served Manual Arts High School and the surrounding community for over 15 years through teacher support and college access programs. In May 2008, Manual Arts' parents and teachers voted to join the iDesign Division with MLA Partner Schools as the network partner. Additionally, MLA supported the opening of West Adams Prep in 2007. West Adams Prep opened to alleviate Manual Arts High School. MLA became the network partner for West Adams in 2008.

Through Manual Arts HS and West Adams Prep, MLA currently serves more than 6,200 students. These student populations are approximately 80% Latino and 20% African-American. 85% are enrolled in the free lunch program; virtually all of them would qualify if they applied. The median household income in the Manual Arts and West Adams Prep enrollment zone (an 8.2 square mile zone that MLA and its partners call "LA's Promise Neighborhood") is \$29,904. More than 34% of families have an annual income of less than \$15,000<sup>35</sup>. 18.6% of children in the Manual Arts School community are in out-of-home care through the County's foster care system. The student transiency rate is 49%. Over 80% of families in LA's Promise Neighborhood rent their homes. 43% of MLA students are overweight or obese<sup>36</sup>, and 7.8% of children ages 0-17 have asthma. In short, MLA currently serves one of the most distressed neighborhoods in Los Angeles.

Demonstrated through the organization's long history in this community, most notably serving 6,200 students and their families at West Adams Prep and Manual Arts HS, MLA's commitment and expertise in serving high-need school communities is apparent.

<sup>35</sup> Healthy City. Retrieved on November 19 from [www.healthycity.org](http://www.healthycity.org)

<sup>36</sup> California Dept of Education. Physical Fitness Testing website. Retrieved from <http://www.cde.ca.gov/ta/tg/pf/>

Through our “Resource Management System” (RMS), MLA partners with 56 nonprofit organizations, who collectively provide over 200 free services to students and families. MLA created RMS to rigorously screen and manage community partners with a clear Memoranda of Understanding (MOU). As a result, partners deliver the highest quality programs to students and families in all of MLA’s schools. MLA will bring this system of high expectations and shared accountability to Muir Middle School. MLA will also leverage additional partnerships for Muir in areas such as legal assistance, medical services, tutoring, mentoring and college access support.

MLA’s partners who support MLA’s schools are:

- |  |  |
|--|--|
| 1. \$26LA                                  | 29. Parent Institute for Quality Education |
| 2. A Place Called Home                     | 30. Peace Over Violence                    |
| 3. American Red Cross of Greater LA        | 31. Peer Health Exchange                   |
| 4. The Amgen-Bruce Wallace Biotech Program | 32. Reach LA                               |
| 5. Asian Pacific American Legal Center     | 33. Root Down LA                           |
| 6. Archdiocesan Youth Employment Services  | 34. Ryman Arts                             |
| 7. Bresee Foundation                       | 35. South Central Scholars                 |
| 8. Brotherhood Crusade                     | 36. St. John’s Well Child & Family Center  |
| 9. Children’s Bureau                       | 37. Street Poets                           |
| 10. Community Coalition                    | 38. Team Heal                              |
| 11. Community Services Unlimited, Inc.     | 39. UCLA EAOP                              |
| 12. Facing History                         | 40. USC Community Computing Center         |
| 13. First Robotics                         | 41. USC Jazz Reach                         |
| 14. FOX Journey to Excellence              | 42. USC Joint Education Project            |
| 15. Fulfillment Fund                       | 43. USC Math & Sciences Upward Bound       |
| 16. Get Fit Go Play                        | 44. USC Med Core                           |
| 17. Infrastructure Academy                 | 45. USC Mesa                               |
| 18. Invent for Life                        | 46. USC NAI                                |
| 19. Koreatown Youth and Community Center   | 47. USC Street Law                         |
| 20. LA Community College Upward Bound      | 48. USC Talent Search                      |
| 21. Los Angeles Child Guidance Clinic      | 49. USC Theater Resource Network           |
| 22. Manual Arts High School Adult School   | 50. USC Trio                               |
| 23. Mexican American Legal Defense Ed Fund | 51. USC Upward Bound                       |
| 24. National Health Foundation             | 52. Westlid                                |
| 25. Network for Teaching Entrepreneurship  | 53. West Adams Adult School                |
| 26. One Voice                              | 54. Woodcraft Rangers                      |
| 27. Operation Hope                         | 55. youTHink                               |
| 28. Our House                              | 56. Youth Orchestra Los Angeles            |

To learn more about the specific services provided to MLA students by partnering organizations, please visit MLA’s LA’s Promise Online Directory: [www.laspromise.org](http://www.laspromise.org).

Additionally, MLA gained the support of many community leaders, parents, students and teachers. Our support by the community is demonstrated by the 36 letters of support included in this application. (see letters of support in the Appendix on page 120).

## 9: Community Engagement Strategy

**9a: Engagement Plan:** *Explain the team's vision for engaging the community and the underlying theory that supports it.*

MLA believes that parents, families, guardians and other school stakeholders are key partners in achieving a school's vision. MLA has already done extensive outreach to hundreds of Muir parents and community members. MLA volunteers knocked on over 1,030 doors through regular community walks, and over 300 Muir parents and community members attended MLA's weekly meetings. (See community meeting sign in sheets in the Appendix on page 158). MLA will continue cultivating relationships with stakeholders, ensuring that parents and caretakers play an active role in the success of Muir Middle School.

Because of the importance of parent engagement in Muir's success, MLA will hire a full time "Associate Director of Parent and Community Engagement" who will work full-time at the school. This position, which is 100% funded by MLA, will work closely with the Muir parent liaison, community representatives and parent volunteers to implement three key engagement activities:

- *Ongoing Parent Support Courses.* Through key partnerships, MLA empowers parents through ongoing support and education courses. For example, the Mexican American Legal Defense Education Fund provides parent leadership workshops that focus on preparing their child for college. Get Fit Go Play offers yoga courses, and Community Services Unlimited provides a healthy cooking class. In September 2011, MLA will survey Muir parents to identify the areas of greatest interest and leverage its existing partnerships to provide valuable opportunities to Muir parents.
- *Volunteer and Leadership Opportunities.* Parents at MLA schools are key partners in the school's daily operations. Parents support our schools by chaperoning field trips, providing clerical support, assisting with uniform sales and supervising safety. For example, Manual Arts parent volunteers were critical in the success of the school's new uniform policy. Parents organized and developed a volunteer group called the "Parent Patrol." Parents who completed extensive training received walkie-talkies, a safety team uniform and assisted with supervision.
- *Consistent and Ongoing Parent Communication.* MLA will work with Muir faculty members and administrators to develop a system for consistent and ongoing parent communication. MLA will encourage and support teachers to interact with parents on a regular basis, using various tools such as Connect-Ed messages, personal phone calls, mailings, emails and one-on-one conferences. Special attention and more frequent communications will occur for students who are high risk. Additionally, to ensure that Muir parents and community members are informed about the school's challenges, successes and overall progress, MLA and school administrators will hold monthly "town hall" meetings with parents and community members.

**9b: 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.*

MLA believes that in order for students to be successful, their social, physical and emotional needs must be met. Schools in the MLA family serve as the hub of wraparound services to support the whole child. Fifty-six specially screened partners, providing over 200 services, work together to address the comprehensive needs of the school community. For a list of MLA's partners, please see section 8b.

In October 2011, MLA will complete an inventory of existing community partnerships at Muir. MLA will work with community stakeholders to assess student needs and identify gaps in services. MLA will leverage its existing community partnerships and bring in additional resources to support student and family needs.

In January 2012, MLA will expand its signature after-school program (7 to 7) to Muir. Through partnerships with dozens of community based organizations, MLA will provide courses such as filmmaking, music production, healthy cooking, yoga, photography and kickboxing to Muir students.

Additionally, health is a main focus of MLA. MLA has a key partnership with St. Johns' Well Child and Family Center. In December 2011, MLA, St. Johns and the LAUSD Joint Use Division will open a community clinic at Manual Arts High School that will offer comprehensive health services, including mental health counseling, dental services, sexual health education and teen parenting classes. Additionally, MLA and St. Johns will pilot universal health screenings for every 9th grade student. Health screenings will be integrated into the school day to ensure every child has access, and scholarships will be available for students who do not have health insurance. MLA will work with St. Johns and other key partners to provide expanded health services to Muir students.

To ensure that students and families are aware of and able to access valuable resources, MLA publishes all of its partners in the "LA's Promise Online Directory." The online directory includes an advanced search engine and a "Universal Referral System" that makes it easy for residents to access valuable services. The Directory is written in plain language and is also translated into Spanish to ensure its maximal use. (The LA's Promise Online Directory can be accessed at: [www.laspromise.org](http://www.laspromise.org)).



## Governance, Oversight and Leadership

### 10. School Governance and Oversight

**10a. School Type:** *Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMd), Network Partner, Affiliated Charter or Independent Charter school?*

MLA is applying to operate Muir Middle School as a network partner in LAUSD's iDesign division. MLA's vision is to radically shift the education and health outcomes for one community in South Los Angeles. To accomplish this, MLA realized that only avenue towards serving an entire community was through District schools because of the equity and access offered. Schools and their staff are an integral part of the community, and thus, MLA made a commitment to build the capacity of staff and to work within the District to achieve reform. With this fundamental belief, MLA became part of a coalition of LAUSD partners that helped create iDesign and the performance contract with the District that enables network partners to work with schools. The MOU details the authorities MLA has been granted by the Board of Education as well as the autonomies regarding LAUSD policies, budgets, hiring and other key areas. A key term of the MOU is that it ensures that LAUSD remains the employer of record for all employees and that all collective bargaining agreements remain in force. This MOU would govern the relationship between Muir, LAUSD and MLA. MLA believes that the results it has achieved with similar student populations at Manual Arts and West Adams Prep is a direct result of the MOU. We are excited that, through iDesign, a proven model exists to accelerate reform for Muir.

**10b. 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.*

MLA's applicant team represents decades of experience in school reform and instructional leadership. Leading the instructional vision and execution for MLA schools is Dr. Rupi Boyd, a former local area superintendent from the San Diego Unified School District. Dr. Boyd is one of the few professionals with the experience of turning around a failing public school as a principal, and then bringing those instructional strategies to scale within a school system as a supervisor of other principals. Supporting Dr. Boyd are Dr. Laura Hernandez-Flores and Dr. Catherine Belcher, who have over 20 years of combined experience supporting teachers in urban secondary schools. MLA is led by Mike McGalliard, who 15 years ago started the first large scale college-access program at Manual Arts High School. The applicant team's capacity is further supplemented by professionals with years of experience in student health and social services as well as

business/operations expertise. MLA has both the organizational capacity and leadership experience required to transform Muir Middle School. MLA's leadership team is:

- *Mike McGalliard, Chief Executive Officer:* Mike has served LAUSD schools since 1995. After spending two years as an English teacher, Mike co-founded a model program for promoting college-access in 1995. The College Pathways Project (CPP) served over 1,000 students at ten high schools with an operating budget of \$1.2 million. Mike left CPP in early 2003 to start the Center for Innovative Education (IE), which launched a model "school within school" at Manual Arts High School. IE was later re-incorporated as Mentor LA (MLA). With the adoption of West Adams Prep, MLA became MLA Partner Schools and one of the first Educational Management Organizations (EMO) in Los Angeles. Mike received his B.A. in English from Reed College and completed extensive graduate work at Regent College.
- *Dr. Rupi Boyd, Chief Academic Officer:* Dr. Boyd is a 17-year veteran of San Diego Unified, where she most recently served as an Area Superintendent. As a leader at Jackson Elementary, a high poverty school where 77% of students are English language learners, she increased the API by 204 points, and raised student proficiency levels in English and math five-fold, all within five years. Jackson Elementary became one of the top 10% of all elementary schools in California when compared to schools of similar demographics. Dr. Boyd is a graduate of UC San Diego and has a Ed.D from the University of San Diego.
- *Dr. Catherine Belcher, Site Director:* Catherine grew up in a family of teachers in Calexico. She earned her teaching credential and Masters in Teacher Education at Stanford in 1991 and taught social studies at the secondary level. Catherine earned her Ph.D. in Education, Culture, and Society from the School of Education at the University of Pennsylvania in 2006. Most recently, Catherine served as a Professor in Language and Culture in Education at the School of Education, Loyola Marymount University, Los Angeles.
- *Dr. Laura Hernandez-Flores, Site Director:* Dr. Hernandez-Flores began her teaching career as a high school teacher in Los Angeles' South Bay (serving the Inglewood and Lennox communities). She also taught Adult Education at Fullerton College and was a Faculty Advisor in the Teacher Education Program at Claremont Graduate School. Laura earned her Ed.D. from USC in the spring of 2009. Her dissertation topic is on co-constructing partnerships among the university, K-12 urban school, and community.
- *Linh Huynh, Chief of Staff:* Prior to joining MLA, Linh was a social worker with the Department of Children and Family Services (DCFS), where she provided counseling and case management services to youth in foster care. To better prepare foster youth for their successful transition into adulthood, Linh designed curriculum and taught Life Skill courses for pre-emancipated youth (ages 13-16). Linh received her master's degree in social welfare with an emphasis in non-profit administration from UCLA.
- *Dan Chang, Chief Operating Officer:* Dan most recently served as Vice President of New School Development for Green Dot Public Schools, a nonprofit charter

management organization that operates 19 high schools in Los Angeles. Prior to joining Green Dot, Chang held business development and product marketing positions at enterprise software companies Model N and Desktop.com and worked as an investment banker in the Silicon Valley. He has a Masters in Business Administration from UCLA Anderson School of Management and received his undergraduate degree from UC Berkeley.

Please review the resumes of MLA's leadership team in the Appendix on page 188.

### **10c. 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?*

Our philosophy is to build the capacity of local school leadership based on the growing body of research correlating local control and accountability with high performance.<sup>37</sup> To create a culture of shared leadership and decision making focused on student learning and achievement, MLA provides professional development to governance committee members and, where necessary, provides additional resources to help committees do their critical work. The strategy to create a strong culture for student-centered decision making is engaging school governance committees in team building, norming exercises and exposing decision makers to successful practices of urban schools serving similar student populations. MLA's site personnel at Muir (site director, associate director of parent/community engagement, et al) will work directly with committees to help create the documents, analysis and research necessary to make informed decisions. For example, MLA site staff may work directly with a Curriculum/Data & Assessment committee to research tools for collecting formative assessment data. MLA staffers may do the initial research, arrange school visits for committee members to get primary data on the use of such tools, and then work with committee members on the actual written recommendation for the SDM or SSC.

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.*

Muir Middle School will continue to be governed by councils required by Federal, State and collective bargaining agreements. MLA works with Muir's fairly elected and representative School Site Council ("SSC"), School Leadership Council (also known as Shared Decision Making council or "SDM"), the English Language Advisory Council

<sup>37</sup> Barzelay, 1992; Katzrosbach & Smith, 1993; Lawler, 1986, 1992; Wohlstetter, Stryer & Mohrman, 1994

("ELAC"), and Compensatory Education Advisory Council ("CEAC"). In addition, various other advisory committees may be created to provide input, feedback and guidance on a variety of school issues. Examples of these committees include a professional development committee, a curriculum/data & assessment committee, and a campus culture and climate committee, etc. The general areas of decision making responsibility for the SSC and SDM include the following:

- *SSC.* Primary areas of decision making are to develop and approve the Single Plan for Student Achievement ("SPSA"), review and approve all proposed spending from categorical sources.
- *SDM.* SDM's primary areas of decision making include, staff development program, student discipline guidelines and code of conduct, schedule of school activities, guidelines for use of school equipment, and local budgetary matters from specified accounts.

To provide the school principal and the decision making bodies with thorough analysis and detailed recommendations, as well as to ensure stakeholder input and buy-in have been secured, various advisory committees are created. Each advisory committee has representative membership, but also has the mandate to proactively solicit input from all school stakeholders. These committees compile surveys of staff and students, host informational meetings, and also gather research on best practices. In this manner, advisory committees have a meaningful impact on decision making, achieve stakeholder buy-in, and work within the governance structure to best support student achievement.

- *ELAC.* ELAC advises the SSC on the development of the SPSA as it relates to the program for English learners. It also assists in the development of the school's needs assessment, language census and efforts to make parents aware of regular school attendance.
- *CEAC.* CEAC advises the principal and the SSC on the development of an effective educational program and plan that raises the achievement of disadvantaged students. It also participates in the assessment of educational needs, the establishment of priorities, planning of the education program and budget, and the evaluation of the school and its academic effectiveness.

Other advisory committees at Muir may include the following:

- *Professional Development Committee.* Empowered by and advises the SDM on matters related to staff development; specifically, it is a working committee that should develop and recommend the school's PD calendar, as well as review the school's PD topics for each month.
- *Curriculum/Data/Assessment Committee.* Empowered by, and advises the SDM on matters related to curriculum, assessment and data. Specifically, the committee would review and present school academic and operational data to SSC and SDM. It would also make recommendations on instructional materials, instructional technology.

- *Campus Culture and Climate Committee.* Empowered by, and advises the SDM on issues related to student discipline, attendance, intervention, student recognition, school activities and the school calendar.

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

Listed below are the composition and membership selection criteria for the four mandated governing councils of Muir. Two of the councils, SSC and SDM have formal decision making authority. ELAC and CEAC are advisory in nature, but due to the regulations surrounding composition and membership selection, are included herein.

- *SSC.* Composed of the principal, representatives of classroom teachers elected by the teachers at the school, other elected school personnel elected, parents of pupils attending the school and community members elected by parents. There should be no fewer than 12 members. A student member may be added based on feedback from the school community. Members will be elected based on guidance from Ed Code 62002.5 and 52852 and as specified in LAUSD Bulletin BUL-4148.1, which requires public notice of the elections at least 10 working days prior to the election, among other requirements.
- *School Leadership Council.* As per Article XXVII of the collective bargaining agreement between LAUSD and UTLA, Muir will have a Local School Leadership Council of 16 members, of which 50% shall be comprised of the principal, elected parent/community representatives, and an elected non-certificated employee representative and a student representative. The other 50% of the council shall be comprised of the UTLA Chapter Chair and elected certificated employees. Employee representatives will be elected according to the procedures established in Section 2.8 of Article XXVII of the UTLA agreement.
- *ELAC.* ELAC is composed of parents and other members, including school staff, English learner students, and community members. Parents should represent 51% of the composition of the committee and the committee shall be at least 9 members in size. Members are elected and the election must be publicly noticed at least 72 hours in advance; other election regulations are specified in LAUSD Bulletin BUL-4148.1.
- *CEAC.* The CEAC will be comprised of parents and community members, whereby parents must constitute a 51% majority of the membership. The overall size of the committee will be at least 9 members and shall be elected in a process similar to SSC, as delineated in LAUSD Bulletin BUL-4148.1.

## 11. School Leadership

**11a. 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.*

MLA has developed a framework for school leaders that encompass four high level competencies and 24 specific attributes we believe are critical to urban school leadership. These core attributes and competencies are derived from the California Professional Standards for Educational Leaders and leading national school leadership organizations, including New Leaders for New Schools and the Haberman Foundation. Please see page 214 for MLA's principal attributes. To drive change at a large urban secondary school, the principal must be a courageous instructional leader and someone adept at creating buy-in and collaboration.

MLA has adopted a transparent, competency-based process for selecting school leadership.

- **Committee Selection.** The process begins with the formation of a representative body of stakeholders who will participate in the selection process. For the purposes of selecting a principal, MLA recommends creating two committees, a screening committee that is responsible for selecting the top three candidates from the entire pool of qualified applicants and a selection committee, which is responsible for making the final selection among the top 3 candidates.
  - **Screening committee.** The screening committee is made up for four individuals. Two MLA representatives, one teacher, and one school administrator (typically an assistant principal). As an even number committee, MLA's CEO or designee will make the final recommendations to the selection committee if consensus is not reached.
  - **Selection committee.** The selection committee is made up of seven members, one student, one parent, one classified staff member, two teachers, one MLA representative, and 1 current school administrator (assistant principal).
  - We expect that all certificated and classified representatives are elected by their respective collective bargaining units. Also, MLA will work directly with Local District 7 to determine their level of participation in the process (which may include having LD7 leadership take an MLA representative spot in the screening committee and/or the current school administrator position in the selection committee).
- **Competency Training.** Once the committees are set, MLA provides training on the principal competencies and attributes. We work with committee members to add or customize attributes based on specific needs of Muir Middle School, if necessary. We

also train participants on the techniques of competency-based interviews and evaluations, as well as team norms and decision-making criteria.

- **Screening.** The screening committee uses an application package rubric to identify potential fit candidates from the list of qualified applicants supplied by LAUSD. The screening committee will make reference calls and do 30-minute interviews with potential fit candidates to arrive at the three best candidates.
- **Selection.** The selection committee designs an interview protocol for principal candidates based on the competencies. The interview protocol typically involves the following: a video taped lesson observation, a case question, and an interview guide. All selection committee members participate in a norming exercise facilitated by MLA to increase consistency in evaluating candidates. The committee drives for consensus decision-making to select the principal, but MLA reserves the right to make the final decision on the hiring of the principal.

For Muir Middle School, MLA will conduct an open principal selection process. The current principal of Muir Middle School may apply for the position.

**11b. 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 and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.*

Beyond the principal, there are many other individuals that make up the school leadership team, including assistant principals, instructional specialists, coordinators, PLE lead teachers, the school administrative assistant, union leadership, and the MLA site director (an MLA funded position). MLA's goal is to have this extended leadership team act in concert to move forward an ambitious instructional agenda for students. MLA supports the creation of a unified and effective team by: 1) clarifying roles, responsibilities and setting the appropriate context for team work; 2) facilitating a continuous cycle of planning, capacity building and evaluation consistent with our professional culture (see section 5a); and 3) providing oversight and management to ensure accountability.

- ***Roles, Responsibilities and Context.*** For any given instructional or school initiative, it is essential that individuals understand what work they are responsible for completing, how their efforts connect to others, and how the collective effort affects change. Getting the right individuals working on a strategy, keeping the right people informed of progress, and providing an avenue for input is critical. MLA utilizes best practices from the private sector (ex. the RAPID<sup>38</sup> methodology from Bain and Company) to help school leadership organize teams for success.
- ***Facilitating a Continuous Cycle of Improvement.*** MLA directly facilitates and also provides professional development to school staff on how to best manage complex,

<sup>38</sup> Who has the D? How clear decision roles enhance organizational performance  
Harvard Business Review 81/01/06 By Paul Rogers & Marcia Blenko

cross functional initiatives. Our methodology begins with a data-driven needs assessment that surfaces the root causes of a particular issue and the key metrics that demonstrate change. We facilitate the creation of SMART goals based on the needs assessment and engage all impacted stakeholders for feedback. The next step is planning, where resources, timelines and internal capacity are organized so that all stakeholders are aware of commitments. As the team moves into execution, we ensure consistent communication. Finally, we provide ongoing data to enable the team to adjust and evaluate successfully throughout the process.

- *Oversight and Management.* Through its MOU with LAUSD, MLA is accountable to the Board of Education for the performance of the school. As the principal of Muir reports to MLA, that accountability is expressed on the Muir campus through the direct reporting lines emanating from the principal. When performance is below standard, MLA works through the principal to ensure that supports can be provided. Ultimately, if additional supports and resources are ineffective, the principal of the school will hold individual members of the leadership team accountable.

**11c. Principal Evaluation:** *Describe the annual process by which the principal will be evaluated. Please be sure to include the persons responsible for evaluation.*

The principal will be evaluated annually by MLA's CAO as per terms of our MOU with LAUSD and as per terms of the collective bargaining agreement with the Associated Administrators of Los Angeles ("AALA"). The annual process begins with creating an initial planning sheet, which delineates specific activities, goals and professional development opportunities for the principal. The initial planning sheet should be finalized before the 6th week of the assignment. Throughout the year, the CAO is observing and providing feedback to the principal, typically through weekly coaching sessions. Consistent with successful practices from the private sector, MLA's CAO will hold a formal conference with the principal at the halfway point of the school year to provide formal documented feedback. A final evaluation, based on success towards the initial planning sheet, is completed by May 10th of each year, in keeping with the District's timelines.

MLA will work directly with AALA and LAUSD to align the principal evaluation process to the recommendations of LAUSD's Teacher Effectiveness Task Force, of which MLA was a member. MLA believes that the five recommendations for administrator evaluations (1. aligning principal evaluations with standards; 2. modifying principal evaluations to include multiple components; 3. using additional rating levels; 4. developing a rubric; and 5. implementing an evaluation process for local district administrators) are needed to help school leaders grow and better align principals to student achievement. MLA has already developed templates aligned to the TETF recommendations and has budgeted funds to create a differentiated compensation fund for MLA principals.



## 12. Staffing

**12a. 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. Discuss how your staffing model ensures adequate instruction and services to special education and EL students.*

MLA will work with Muir stakeholders, LAUSD, and collective bargaining partners to ensure that every professional on the Muir campus buys into the professional culture required to positively change educational outcomes at Muir (see section 5a.). MLA will leverage the autonomies granted through its iDesign MOU; work with LAUSD to realize the recommendations of its Teacher Effectiveness Task Force; seek the support and collaboration of existing school site staff; work within the guidelines set with our collective bargaining partners; and provide the professional development needed to increase the ability of school staff to positively impact student achievement. Because Muir is an already established school, MLA will begin its work with the existing staff configuration. Once the school budget is transferred from norm-based to PPF, MLA and will have greater flexibility to make staffing model changes. All adjustments will be made in accordance with collective bargaining agreements and QELA accountabilities. Please see Figure X. for a more detailed explanation of our staffing model and its alignment to our instructional program. The figure below is based on MLA's best estimate regarding Muir's current staffing model and budget (as reported by the CDE), and includes adjustments MLA expects to make over time.

### Key Positions/Staffing Model

Position	Est. #*	Timing/Rationale (Alignment to Mission)
Principal	1	A strong instructional leader and strategic manager is critical.
Assistant Principals (or Instructional Specialists)	4	1 assistant principal for each PLE; may open positions as instructional specialist positions.
Coordinators/Advisors	5	1 each Title I Coordinator, Bilingual Coordinator, Bridge Coordinator, Literacy Coach, Math Coach. Title I, Bilingual, Bridge Coordinator ensure adequate management & oversight of instruction and services to special education, EL and socio-economically disadvantaged students. Literacy and math coaches will focus on roll out of intervention programs.
Teachers	> 60	CDE reports 59 certificated teachers in 2009-2010, serving 1,818 students (30.8:1 student/teacher ratio). MLA will reduce class size based on QELA accountabilities. MLA will ensure the proper mix of teachers to accomplish its goals (ex. increased ELA and math intervention teachers). MLA will meet all instruction and service requirements for EL and special education students - we will maintain an appropriate amount of certificated staff to ensure this.

Position	Est. #*	Timing/Rationale (Alignment to Mission)
Counselors	4 - 8	CDE reports 3 pupil service employees for 2009-2010; a roughly 600:1 student/counselor ratio. Over the next two years, MLA will add 1- 2 additional counselor per year to ensure each PLE has at least a 250:1 ratio.
Office/Clerical Staff (Classified)	9	CDE reports 9 full time office/clerical staff. Our model will support this number of office/clerical staff.
Paraprofessionals	16	CDE reports 16 full time paraprofessionals. Based on service requirements for special education students and other factors, MLA will annually review staffing levels of paraprofessionals.
Other Staff	7	CDE reports 7 full time other staff. MLA will review other staff requirements with stakeholders and make adjustments as necessary. Maintaining a clean, well maintained campus is very important to MLA and the organization will support a strong building and grounds team.
Part Time Other Staff	6	CDE reports 6 part time other staff. MLA will review part time other staff requirements with stakeholders and make adjustments as necessary.
* Estimated # of employees per position. Estimates are based on 2009-2010 CDE reports for attendance and staff. Actual staffing model may vary based on actual PFF budget assigned to Muir as well as a more accurate assessment of school needs, which may only take place after MLA has been approved to manage the school.		

***12b. 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.

A teacher workforce that is effective and diverse is needed to improve student learning at Muir. MLA's goal is to have a highly effective educator in every classroom at Muir. Because MLA works within the LAUSD context to affect change, we realize that it may take several years to achieve this goal. Achieving this goal will require a critical focus on developing the teacher workforce at Muir, including a strategic approach to attracting, recruiting and retaining top instructional talent.

MLA will implement a system to attract, recruit, select and retain teachers that exhibit the characteristics consistent in successful urban secondary teachers. The core of this approach is use of the "Star" Teacher Selection process from the Haberman Foundation. The Star Teacher Selection process is the result of 30 years for research developed by Dr. Martin Haberman of the University of Wisconsin-Milwaukee. The process rates applicants against seven core teacher beliefs/characteristics (core characteristics, persistence, protecting learning, theory and practice, approach to at-risk, professional vs. personal, stamina/burnout, fallibility) highly correlated to success in multi-cultural

classrooms.<sup>29</sup> The Star interview system is used by over 170 districts and cities across the United States. We believe that the Star system will help Muir find the teachers that are most likely to be committed to the school's mission and professional culture. For instance, teachers that rate highly for their persistence, problem solving ability, and reflectiveness (fallibility) are very likely to respond well to our professional culture (see section 5a) of action orientation, continual improvement and results orientation.

**12c. Autonomy:** *How will you use staffing autonomy to create optimal learning-centered cultures for students?*

A high achieving school follows from the exceptional performance of all staff, especially teachers and leaders. MLA will collaborate with Muir stakeholders to establish a culture of high expectations, one in which all individuals hold each other and themselves accountable for student success. MLA will implement five critical components to drive and maintain this culture of high expectations and mutual accountability. These five components will be implemented in full or part during the 2011-2012 school year: 1) Spring 2011 Intent to Return for All Staff; 2) Improved/Expanded Teacher Evaluation; 3) Improved/Expanded Administrator Evaluation and Evaluation for Out-of-Classroom Personnel; 4) Expanded PAR Program for Struggling Teachers; and 5) Establishment of Master Teacher Cohort. These components are consistent with both the current collective bargaining agreements as well as the recommendations of the Teacher Effectiveness Task Force (TETF). Over time and following successful negotiation with bargaining units and critical planning with school stakeholders, MLA expects to implement policies and practice in line with all of the recommendations of the TETF.

*Spring 2010 Intent to Return Required for all Staff*

MLA will have all existing staff at Muir complete and sign Intent to Return (ITR) agreement forms to secure their assignments at Muir for the 2011-2012 school year. The ITR agreement will articulate the vision for Muir, as well as critical goals and professional expectations that all staff must understand and to which all staff must commit in order to return to Muir for the 2011-2012 school year. The ITR agreement will be based on commonly accepted best practice for improving low performing schools, and include input from Muir stakeholders including lead teachers, administrators, parents, students and others at focus groups that will take place immediately following a successful School Board approval of MLA's PSC application for Muir. MLA will work with Local District 7 and the iDesign office to facilitate transfers for all staff members who do not return completed and signed ITR forms by the appropriate deadline.

It is expected that the majority of Muir staff will return for the 2011-2012 school year, so the ITR will be a vital step to provide a fresh start and clear alignment for all staff to new expectations. The ITR timeline is as follows:

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<sup>29</sup> Haberman, Martin, *Star Teachers of Children in Poverty*, Kappa Delta Pi, (West Lafayette 1993)

- *February 15 to March 1:* ITR draft disseminated to stakeholder focus groups for input
- *March 1:* ITR disseminated to all stakeholders to be completed and signed
- *March 15:* Completed and signed ITR's due
- *March 16 to April 27:* Transfers out of Muir for all employees who do not complete/ sign ITR

#### *Improved/Expanded Teacher Evaluation*

Consistent with the recommendations of the TETF and in conjunction with District leadership, MLA and key Muir leaders (especially administrators) will create additional formal and informal evaluation tools to supplement the STULL and provide more frequent and relevant feedback to teachers. Many of these tools have already been successfully utilized at other MLA schools, and include: a self assessment for teachers; new observation protocols for evaluators; increased number of rating categories for evaluation; multiple measures including student achievement data;<sup>40</sup> and a new rubric based on the California Standards for Quality Teaching and specially tailored to the professional needs and expectations of Muir teachers (i.e., the John Muir Quality Teaching Rubric).<sup>41</sup>

Although the terms of utilizing student achievement data in the formal teacher evaluation has not yet been successfully negotiated with UTLA, MLA wants teachers and their evaluators to utilize multiple points of student data to help provide a more accurate and well-rounded view of teacher effectiveness. MLA will leverage LAUSD's MyData system to include these additional measures. Until LAUSD and UTLA have successfully negotiated new terms, this student data will not be a contributing factor in a teacher's evaluation, but will be used internally to give feedback and guide professional growth. MLA will work with Local District 7 and the iDesign office to facilitate different support options for teachers, including participation in an expanded PAR program. In the most extreme cases, where administrator observations reveal that a particular teacher's practice is consistently below standard performance, MLA and Muir administrators will work with LD7 and LAUSD staff relations to document and formally evaluate teachers to affect disciplinary action, up to and including dismissal from District service.<sup>42</sup>

To support more frequent and effective observation, MLA is investing in software that allows for the automated capture of teacher classroom observations. The McRel® Power Walkthrough enables MLA to address multiple issues related to observations. First, it allows MLA to standardize the protocols and focus areas for teacher observations.

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<sup>40</sup> Until the UTLA contract is successfully renegotiated to allow the use of student achievement data in the STULL evaluation, this data will be used in an informal capacity to assist individual teachers to understand the impact of their work.

<sup>41</sup> Teacher Evaluation Recommendation 2, LAUSD TETF

<sup>42</sup> Teacher Evaluation Recommendation 3, Tenure Recommendations 5, LAUSD TETF

Second, it eliminates the administrative/clerical burden of teacher observations that frustrate principals. Third, it provides trending and data analysis capabilities that enable MLA to better calibrate principals and assistant principals to a specific bar of performance. Finally, and perhaps most importantly, the increased observations allows MLA to prioritize teacher supports to improve practice.

#### *Improved/Expanded Administrator Evaluation and Evaluation for Out-of-Classroom Personnel*

Consistent with the improved/expanded teacher evaluation, MLA will pay special attention to developing a better system and practice for evaluating administrators and key out-of-classroom personnel. Although out-of-classroom personnel/coordinator positions are vital for effective school management, especially in areas related to instructional coaching and school finance (such as Title I), at some schools as many as half (or more) of school site employees are non-classroom positions. This may result in a significant number of non-essential positions and increased class size. In an effort to increase the number of classroom teachers and decrease wasteful spending and administrative inefficiency, MLA emphasizes frequent and relevant evaluation of administration and out-of-classroom/coordinator personnel. These positions are provided clear annual objectives that are consistent with overall school needs and goals. Personnel in these positions are evaluated annually relative to those objectives.

#### *Expanded PAR Program*

An often overlooked program for supporting teacher development is the Peer Assistance and Review Program established by LAUSD and UTLA. PAR provides instructional support to below standard teachers, beginning teachers and teachers who volunteer for assistance and teachers issued below standard evaluations are mandated to participate. As part of its increased support and evaluation of teachers, Muir will leverage the PAR program to ensure that every teacher that wants/needs individualized support can receive it.

#### *Establish Master Teacher Cohort*

Through review of current STULL evaluations, interviews with Muir administrators and extensive observation of Muir teachers during Q1 and Q2 of the 2011-2012 school year, MLA and Muir administrators will formally identify exemplary teachers - or "Master Teachers." These Master Teachers, after specialized training, will observe and coach peers using the John Muir Quality Teaching Rubric. Teachers will use this feedback to inform their professional development choices, and ultimately improve their skill. It is expected that over time, and with successful negotiation with UTLA, Master Teachers will receive either increased pay, increased time, or both to fulfill this task. Additionally, contingent on successful negotiation with UTLA, it is expected that Master Teachers will play a formal role in support administration with the task of conducting formal teacher evaluation.

## FINANCES

### 13. Finances

**13a. Financial Sustainability:** *Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.*

MLA's current schools, Manual Arts and West Adams Prep have both made significant progress towards achieving their goals relying solely on District funding via the Per Pupil Funding program. Muir Middle School will also be a PPF school as a part of MLA and iDesign. MLA plays an active role in helping the school better manage its financial resources. First, MLA staff provides tools that help decision makers better analyze financial data, communicate information and make resource tradeoffs. These tools are currently Excel-based models, which supplement the variety of tools and reports available through LAUSD systems. Second, MLA provides technical assistance to school staff, especially around PPF budgeting. As a new initiative in LAUSD, MLA maintains close contact with LAUSD budget division staff to provide the first level of support to school sites. Finally, Muir stakeholders will benefit from being part of the MLA network, with the ability to share practices with stakeholders from other MLA schools and the broader network of professionals that work in public school finance. Based on MLA's track record with existing PPF secondary schools, as well as the extensive support and guidance the organization provides, we are confident that Muir will reach its goals within District funds.

**13b. 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.*

MLA will provide additional resources to Muir. First, MLA will hire a site-based team to support stakeholders at the school. The MLA site team generally consists of 4 individuals, including an MLA site director, who supports the principal and the school leadership team directly by helping project manage key instructional initiatives. Additionally, MLA site teams also include an associate director of parent & community engagement (supports the parent center, community partnerships and the 7-to-7 program), associate director of teacher development (provides direct support and coaching for teachers), and a college access administrator (who coordinates Go For College). Additionally, MLA provides additional financial resources to the school through its Teacher Innovation Grant program and support of other key school programs. Including personnel costs, the cost of the teacher innovation grant program, the cost of program support, and a pro-rata share of MLA overhead, the organization estimates it will invest more than \$750,000 in additional resources at Muir (or approximately \$417 per student per year).

One-hundred percent of MLA's work, personnel and the supports it will provide Muir are philanthropically supported. MLA recently announced a \$4.5 million donation from the Amgen Foundation, which will help fund its work at Muir. Excluding the recent Amgen gift, MLA has raised \$8.97 million dollars since its inception to fund its operations. MLA enjoys broad-based support from hundreds of individual contributors to large philanthropic foundations such as the Carson Foundation, Drown Foundation, and Weingart Foundation. With the Amgen Foundation grant, a successful annual fundraising gala that generates nearly \$1 million, and a growing internal fundraising/development team, MLA is well positioned to financially to support Muir Middle School.

**13c. Autonomy:** *Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.*

As a PPF school, MLA will align school financial resources to support the instructional program. Key priorities that will be funded include:

- Fund increased access to ELA and mathematics interventions, including teachers, technology costs and software licenses as needed. We anticipate phasing in implementation of this program beginning with 6th graders in 2011 and adding a grade level each year until the entire school is served.
- Funding for AVID summer institute (entire staff in Year 1, with ongoing support in following years)
- Increased investment in instructional technology, especially classroom SMART boards netbook carts
- Increased budget for substitute teachers to enable release time for regular assignment staff
- Increased field trip and transportation budget to ensure all students attend college visits
- Summer school/orientation
- Saturday school
- Annual portfolios
- Class size reduction teachers and additional counselors to meet QEIA accountabilities. Increased counselors will also support pyramid of interventions highlighted in this plan. (QEIA is a categorical fund, non PPF, but represents an important expenditure to highlight)

**13d. Budget Development:** *Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.*

MLA will begin budget development concurrently with the program evaluation process taking place with SSC, ELAC and CEAC. Beginning in December of each year, MLA will begin providing school stakeholders analysis of different initiatives from the SPSA,

together with student data to demonstrate impact. As part of program evaluation, stakeholders will be solicited for their feedback on how to prioritize funding for the following year. If the program is unsuccessful, then stakeholders will review student data to assess the overall need and allocate funds accordingly, even if the fundamental aspects of the initiative must be changed dramatically. We anticipate it will take three months to complete a thorough program evaluation of the SPSA. Once program review is complete, MLA will work with the school leadership to identify additional instructional needs based on student data. MLA staff and school leadership then use the results from the program evaluation and needs assessment to prepare a draft budget for school site council. Beginning in March, we anticipate rolling out the draft budget to school stakeholders in an open and transparent manner. This includes publicly noticed, open budget development meetings. All final budget recommendations and decisions will be made through appropriate, representative advisory councils and governing bodies (see Section 10c.).



## IMPLEMENTATION

### 14. Implementation

**14a. 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 3. Attach Appendix G.*

We believe it will take at least 3 years for the full MLA program to be implemented. Our implementation plan is divided into 2 parts, initiatives that will be phased-in by grade over 3 years and initiatives that will be implemented immediately. It should be noted that initiatives that will be implemented immediately may still take several years to completely take hold on campus.

For a summary of the implementation plan, please see the figure on the following page. A more detailed implementation plan is provided in the Appendix on page 223.

Program Element	Description	Year 1	Year 2	Year 3	Year 4	Year 5
8th Grade Algebra	To be phased in over three years with the 8th grade class of 2014 (i.e. curriculum and courses follow 2011 6th grade class)	Phased-in implementation Year 1: 6th grade only; Year 2: 6th and 7th grade; Year 3: 6th, 7th and 8th grade - complete			Evaluate and Adjust	
Expanded ELA and Math Interventions	To be phased in over three years with the 8th grade class of 2014 (may be faster based on increased fundraising to support FFE and software costs)	Phased-in implementation Year 1: 6th grade only; Year 2: 6th and 7th grade; Year 3: 6th, 7th and 8th grade - complete			Evaluate and Adjust	
School-wide Focus on Scaffolding	Will front load core concepts to staff in year 1 and revisit, adjust and refine in following years.	Implement in Year 1	Evaluate and Adjust			
AVID Advisory	Assuming budget flexibility, all teachers will be trained at the AVID summer institute in Year 1 so that all Muir students can benefit immediately	Implement in Year 1	Evaluate and Adjust			
Data-Driven Counseling	Counselor and advisory teachers will begin in Year 1 implementing the system. We believe it will take 2 years for the system to take hold.	Implement in Year 1, Build familiarity by Year 2		Evaluate and Adjust		
External Partnerships	We believe it will take 3 years to effectively integrate external partners into the support system across all needed areas	MLA will focus on thorough implementation of 2 key partners per year			Evaluate and Adjust	
Performance Management Aligned to TETF	MLA will implement informally and internally several initial recommendations. Full implementation requires collective bargaining.	Implement in Year 1, Build familiarity by Year 2		Wait for collective bargaining and LAUSD progress		
Embedded Support Structures	MLA will implement embedded support structures for workforce development immediately in year 1	Implement in Year 1	Evaluate and Adjust			
Safe and Welcoming Campus	Immediate implementation of dress code (uniforms), enhanced supervision routines	Implement in Year 1	Evaluate and Adjust			
Parent Engagement	MLA will implement in year 1 and evaluate and adjust accordingly in future years.	Implement in Year 1	Evaluate and Adjust			
Enrichment Programs	Based on MLA's track record with Manual Arts and West Adams, it takes at least 2 years to fully implement its 7 to 7 program	Implement in Year 1, Build familiarity by Year 2		Evaluate and Adjust		

## NETWORK PORTFOLIO AND PERFORMANCE

### **1. Portfolio of Schools**

#### **a. Number of school(s)/campus(es) and total number of students served**

MLA has a performance contract with LAUSD to operate two comprehensive high schools, West Adams Prep and Manual Arts High School through the iDesign Division. Through these two schools, MLA serves 6,200 students grades 9-12th.

#### **b. Cities or communities served**

MLA focuses its work in one geographic region: the enrollment zone that surrounds Manual Arts High School and West Adams Prep. The enrollment zone is 8.2 square miles and houses approximately 150,000 residents. (MLA and its partners call this zone "LA's Promise Neighborhood"). As the main feeder to Manual Arts High School, John Muir Middle School sits squarely within MLA's geographic focus. Boundaries of MLA's zone are Olympic (North), Gage (South), Arlington (West) and the 110 freeway (East).

#### **c. Grade levels served**

MLA currently services students grades 9-12.

#### **d. Unique school themes or models in your organization**

MLA believes in creating highly personalized learning environments that work to support the unique needs (personal, emotional and academic) of each individual students, foster in all students a genuine love for learning, and celebrate a uniquely rich school culture.

Whether autonomous or semi-autonomous small schools, grade-level "houses," or other models (e.g., adaptive or online learning models), MLA creates school environments that tailor learning to the unique needs of individual students. That means MLA schools include a high degree of personalization, regarding teaching, counseling, interventions and enrichment programs, but incorporate the diverse ideas of local stakeholders. At West Adams Prep, the school is organized into six small semi-autonomous schools. Each small school features a collegiate-style theme: (1) Education and International Studies, (2) Science and Technology (3) Invention, Design, Engineering and Architecture (IDEA), (4) Performing Arts and Literature, (5) Media, Film and Art and (6) Business and Enterprise. Each small school also features unique partnerships with organizations that are relevant to the small school theme. As a result, students are able to explore the themes through special electives and relevant programs. For example, through a partnership with the Network for Teaching Entrepreneurship, students in the school of Business and Enterprise learn how to write business plans and compete with other high school students throughout the city. MLA developed these small school themes through focus groups with hundreds of parents, students and other stakeholders before the school was opened in the spring of 2007.

Manual Arts High School features 9 SLCs. SLC themes include: (1) Performing and Applied Arts, (2) Business, Education, Specialized Arts and Technology, (3) College Prep Magnet, (4) Medical Sciences, Arts and Technology, (5) Communication and Global Awareness, (6) Arts, Leadership and Social Action, (7) Global Studies, (8) Environmental Studies and (9) Imaging Science and Technology. These SLC's were designed by teachers and implemented in accordance with LAUSD Bulletin 1600 in the summer of 2003. MLA is currently evaluating the effectiveness of these SLC's and is working with stakeholders to make necessary changes and adjustments to accelerate student learning through this model.

One such adjustment is the recent creation of the Freshman Prep Academy (FPA). In the summer of 2010, MLA and Manual stakeholders launched the FPA. FPA is a grade level school for every incoming freshman. All FPA students take classes all day in the same building, have a unique bell schedule, and participate in an advisory course that focuses on college preparation and relationship-building with their teachers and peers. Additionally, FPA has its own administrator, counseling staff and teachers. All teachers and staff in FPA went through a rigorous screening and selection process. FPA's small school design supports a more personalized learning environment and inspires student achievement through close connections with teachers, group learning and significant individual attention.

From its start, MLA has been known as an organization with a unique flare for creating a special school culture characterized by innovation and personalization.

**e. Types of schools in your portfolio**

MLA schools are Network Partner Schools.

## **2: Portfolio Growth**

**a. Proposed scope:** *Describe the organization's proposed scope of growth over the next five years both in LAUSD and nationally*

Over the next five years, MLA will expand its family of schools within an area it calls LA's Promise Neighborhood. LA's Promise is an endeavor of MLA and its partners to prepare thousands of children from one South Los Angeles community for college and a healthier, more successful life. MLA's goal is to go deep, not wide, by adopting the feeder schools and building a K-12 educational pipeline serving over 20,000 children. This pipeline will be built in stages, backwards from high school to middle school, then elementary school. MLA does not intend to expand to any other cities or geographic regions. Our goal is to see all the children of LA's Promise Neighborhood ready for college and life.

In addition to expanding its portfolio of schools, MLA will also expand its acclaimed model of school-based support services. Using the schools as community hubs, MLA will expand the resources available to students and their families, including college access programs, school support services, health and wellness programs, and tenant and legal support, among others.

The following are critical milestones in MLA's growth plan for the next five years, some of which are contingent on many factors, including effective parent mobilization, Superintendent support and majority school board votes:

### **Year One: September 1, 2010–August 30, 2011**

- Launch Freshman Prep Academy at Manual Arts High School
- Apply for John Muir Middle School through Public School Choice 2.0
- Launch LA's Promise Online Directory for Manual Arts and West Adams Prep
- Finalize program design for integration of health services within school day

### **Year Two: September 1, 2011—August 30, 2012**

- Begin management of John Muir Middle School
- Apply for "High School No. 3" through Public School Choice 3.0
- Expand LA's Promise Online Directory portal to include John Muir Middle School
- Finalize program design for integration of health services within school day

### **Year Three: September 1, 2012—August 30, 2013**

- Through iDesign contract provisions, adopt select middle school that feed West Adams Prep
- Launch medical clinic at West Adams Prep
- Begin management of High School No. 3

### **Year Four & Five: September 1, 2013—August 30, 2015**

- Integrate medical services at John Muir and other adopted middle schools

- Launch medical clinic at High School No. 3
- Design program for elementary school adoption

**b. Evidence of organization's capacity:** *Provide evidence of your organization's capacity to manage multiple schools/campuses.*

MLA has developed quickly since it was founded in 2003, responding to the need of its schools and school communities by becoming one of Los Angeles' first ever Educational Management Organization (EMO) focused on the operation of non-charter public schools. Over the last few years, MLA has significantly increased the capacity of its instructional team and has recruited top educational talent to fulfill the task at hand.

MLA's leadership team consists of educational professionals with a history of success at low performing schools with similar demographic characteristics as Muir Middle School. Both at MLA and in their previous roles, members of the leadership team have a proven track record of successfully opening new schools, transforming low performing schools and accelerating student achievement. (Please see resumes and bios of MLA's leadership in the Appendix on page 188)

Additionally, MLA has developed a sophisticated approach to successfully managing change in public schools, an approach built around five factors:

- *Domain Expertise:* MLA integrates effective practices from both private sector enterprise and traditional public education. For instance, MLA leverages its relationship with Fortune 500 company Amgen to support areas like management training and strategic planning.
- *Project Management:* MLA has developed a project management methodology that moves school site stakeholders towards agreement, productivity and success. Our approach focuses on work planning, teamwork, and delivering small quick wins to engage skeptical stakeholder groups and break the hold of "endless planning."
- *Political Management:* MLA manages the politics of schools and districts, guiding projects through a series of school site governing body votes, engaging collective bargaining partners, and district/elected officials. We also leverage relationships with school stakeholders strategically, to jump start projects or accelerate stalling initiatives.
- *Capacity Building:* Although MLA is the contracted EMO, its staffing model is based on a capacity building approach rather than a traditional top down management model. For example, the majority of MLA employees work full time at specific school sites as part of the local leadership team, providing on-going direct support to school staff.
- *Accountability/Authority:* As an EMO, MLA operates with shared-authority over school leadership, and is accountable for school outcomes through a performance contract. This clear role as school site manager helps to propel initiatives where appropriate, align leadership teams to school-wide goals, and mitigate the intrusion of certain district politics or practices into school management.

### **3. Performance Data**

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

The most important metrics for school achievement are grouped by MLA into three primary areas: School Retention, College-Readiness and College Matriculation.

#### *School Retention*

With regard to retention, MLA's goal is to increase the number of students who graduate in 4-four years. This is measured by many factors, including transiency, daily attendance rate, "high" attendance rate (i.e., the number of students who attend school 96% of the time or more), student transiency and school safety. West Adams continues to demonstrate both a high attendance rate and year-by-year gains in attendance. At 93%, the West Adams' attendance rate is one of the highest amongst LAUSD high schools, especially in Local District 7. More important is the percent of high attendance, 52.6% for West Adams, compared to 40% at similar schools according to preliminary report card data. Additionally, student transiency decreased 4.6%, from 34% to 29.4% during our most recent school year.

At Manual Arts High School, school attendance has increased to 90%, and students with 96% attendance skyrocketed from 35% to 46% in our most recent school year. Additionally that year, student transiency decreased from 49.1% to 44.3%. Fights and suspensions were reduced by 52%. With community support and input, MLA instituted a uniform policy at Manual Arts. More than 97% of students wear the uniform daily, and any non-compliant students receive increasing disciplinary consequences.

#### *College-Readiness*

MLA's highest level goal is that every student within LA's Promise Neighborhood will be ready for college. While not every student needs to obtain a college degree to be successful in life, every student should graduate high school with the skills necessary to perform at a college level. MLA measures college-readiness by overall school API, academic proficiency levels measured by the CST and CAHSEE, and other factors.

Over the past two years, West Adams Prep has increased its API by 62 points. This is more than double the LAUSD and state averages for a similar time period. West Adams also met its API targets for every subgroup with double-digit gains. Most notable is the 49 point increase for students with disabilities. Additionally, the percent of students

scoring advanced or proficient on ELA has grown 4% over the past two years, while the percent of students scoring BB or FBB has gone down by 9%. (LD7 students declined by 1%.) The percent of students scoring advanced or proficient in Math has grown by 4% and students scoring BB or FBB has declined by 5%. Tenth-grade students at West Adams also outpaced LD7 in Life Science. Scores at West Adams increased 8% over three years, whereas the district only grew 5%. A focused effort to analyze assessment results regularly led to an increase in scores on both history CSTs. West Adams students scoring proficient or advanced on World History increased by 13%, and US History by 11%, whereas the local district only grew by 6% total over three years. West Adams Prep is certainly making rapid gains in preparing its students for college.

Manual Arts completed its first year as an MLA school in June 2010. Its API increased three points that year. Students scoring advanced or proficient in English rose by 4% over the past three years, and students scoring BB or FBB declined by 8%. 11th grade students scoring advanced or proficient in English increased last year by 3%, whereas LD7 11th graders declined by 1% over the same time period. In Biology, the number of students scoring advanced on this test doubled.

Tenth grade students passing both parts of CAHSEE at West Adams Prep has increased by 12%, which is triple the growth of the district over the same time period. 10<sup>th</sup> Graders scoring proficient on CAHSEE in ELA rose 6%, and in math by 13.5% over three years. At Manual Arts, CAHSEE pass rates have been stagnant. This is a main area of focus for MLA. This past year, we saw minimal gains in ELA pass rates (2%), and a slight drop in math proficiency and pass rates (-2%). MLA has already implemented significant reforms in school design, student intervention strategies, and teacher support, observation and evaluation in order to drive more rapid academic gains.

#### *College Matriculation*

College Matriculation regards the number of students who enroll in an accredited institute of higher learning. A key metric related to college-matriculation includes the percent of seniors accepted into four-year colleges. On this measure, MLA's work is proving very successful: 9% of the West Adams' senior class was accepted into a four-year college or university in 2008. The following year, that number tripled to 24%. Students enrolled in various four-year colleges and universities including California Institute of Tech (Cal Tech), Colgate University and University of California, Berkeley (UC Berkeley). We do not yet have accurate data on this point for Manual Arts.



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

MLA is placing significant focus on accelerating student proficiency levels at both schools. To do this, MLA hired a highly accomplished Chief Academic Officer, Dr. Rupi Boyd. Dr. Boyd is a 17-year veteran of San Diego Unified, where she most recently served as an Area Superintendent. As a leader at Jackson Elementary, a high poverty school where 77% of students are English language learners, she increased the API by 204 points, and raised student proficiency levels in English and math five-fold, all within five years. Dr. Boyd will use her extensive experience as a leader in education reform to create a vertically aligned 6-12th grade curriculum and develop a comprehensive teacher support and evaluation system, among other key reforms.

MLA's main priority this year (2010-2011) is accelerating progress in both ELA and math at each high school, but especially Manual Arts. MLA launched the "Freshman Prep Academy" (FPA) at Manual Arts High School as a major step to accomplish this. FPA—a special ninth grade school—features an advisory program and a focus on intervention to ensure students are performing at grade level. Additionally, incoming 9th grade students from John Muir Middle School participated in a Summer Bridge program where they were able to meet their teachers and counselors and begin developing the skills needed to be successful in high school. To provide students additional support in math, Manual Arts High School partnered with the Algebra Project to implement a research-based curriculum which structures in review of basic skills (i.e., number lines, multiplication, etc.) while still working through Algebra standards.

At West Adams Prep, MLA increased the use of adaptive learning technologies (APEX) to design interventions to support students who need extra help. MLA also committed additional resources on getting our students college ready. West Adams Prep hired six additional counselors to cut counselor case loads in half and ensure that counselors are more equipped to provide essential support services to students, and aligned all counseling to a college-going expectation for all students. Over the summer, MLA launched a five-week Summer Bridge Program. Below Basic and Far Below Basic students were targeted during outreach, and students participated in ELA and Math remediation courses that were taught by West Adams Prep teachers.

## Organizational Capacity

### **1: Organizational Responsibilities and Goals**

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

MLA manages and supports the day-to-day operations of its schools through both onsite and offsite teams. A four-member team works on-site at each school to support MLA's programs and initiatives. The site-team works alongside of school personnel to support key areas including: instruction, data management, strategic planning, college access, academic intervention, school partnerships and community engagement. These five positions, which are full time school-based positions and serve as key partners to school stakeholders, include:

- *Site Director*– supervises the activities of all MLA site staff, oversees key programs and initiatives, and works directly with the principal to ensure the school is on track to meet its established targets. Each school's Site Director report to MLA's CAO.
- *Associate Director of Curriculum and Instruction*– ensures that the academic program of MLA schools is of the highest quality and that the professional staff receives the support and training they need to be successful. Specifically, the AD of Curriculum and Instruction works with lead faculty and Master Teachers<sup>1</sup> to develop coherent curriculum that is aligned vertically and to standards; designs large-scale intervention programs to get students to performance at grade level; and oversees the peer-driven professional development program.
- *Associate Director of Parent and Community Engagement*– creates extensive opportunities for parents to meet with teachers and administrators for detailed discussion of their children's academic progress; creates volunteer opportunities for families; develops adult and family activities to be conducted at school; oversees school based partnerships and ensures that the school communicates frequently with families and neighborhood residents.
- *College Administrator*– works with students, teachers, the college counselor and counseling staff to ensure that all students have equal access to information, opportunities and support regarding college matriculation. This position develops and manages intervention programs that promote college awareness such as the annual Go for College Fair and local college visits for every student. Additionally, this person works to align existing college prep programs, partners and resources to ensure equal access for all students in MLA schools.

Because every school site is unique in its challenges and strengths, MLA works with

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<sup>1</sup> see section 12c of the primary application for more information on Master Teachers

school administrators to alter exact job descriptions to best meet the needs of the school community.

MLA has also formed a team to support delivery of non-academic services to school sites. Duties of the operations team include the brokering services in the areas of facilities, safety, technology and HR. The operations team ensures the school follows all applicable federal and state education laws and lobbies for the school locally and at the state and federal levels when it comes to resources, personnel issues, academic policies and out-of-the-box practices that support student achievement. This team includes:

- *Chief Operating Officer* – oversees the overall operations team. Specifically, the COO and his team are responsible for supporting activities regarding facilities, safety, technology, budgets and human resources.
- *Director of Budgets and Strategic Planning* – oversees school budget and allocation; works with school stakeholders to facilitate a collaborative, results-oriented strategic planning process for schools. Works with school leaders to develop performance targets, instructional strategies and resource allocations.
- *Director of Data*– manages school-site data, produces customized reports and dashboards for faculty members at all levels, and assists the District with improving its primary data systems.
- *Talent Development Director* – supports the COO by recruiting high quality school leadership and teachers, and ensuring they are well-trained. This person oversees and provides best practice guidance in the areas of employee relations, recruitment, performance management, training and development and compensation. Additionally, this position establishes partnerships with leading teacher training programs to develop a pipeline of educational leaders. MLA is currently hiring to fill this open position.

MLA also has a “wraparound services” department which focuses on leveraging high impact partnerships to address the needs of the whole child. This department is led by MLA’s Chief of Staff and is supported by Associate Directors of Parent and Community Engagement. MLA’s wraparound team screens and manages community partners with clear service agreements, leverages additional partnerships for the school site based on identified needs and facilitates the delivery of fundamental services to every student. For example, the wraparound team will work with LAUSD and its key health service providers to provide on-campus health clinics at its schools. Universal screenings are built into the school day, and every MLA student will receive a free annual physical and mental health assessment.

Please see MLA’s organizational chart in the Appendix on page 228.

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

*Academic Goals:* MLA's long term academic goal is for every student who enters an MLA school in the 6th grade to graduate high school ready for college. This means having completed an A-G course-load with a C or better, having scored proficient or advanced on CSTs, passing math and ELA sections of the CSU EAP test, and scoring competitively on the SAT or ACT. While not every student needs to obtain a college degree to be successful in life, every student should graduate high school with the skills necessary to perform at a college level. In the short-term, MLA's goal is to make rapid gains in academic proficiency. In the 2010-2011 academic year, MLA's goal is to increase the Manual Arts' API score to 600. This 61 point jump in API would be triple the average API growth amongst LAUSD high schools. At West Adams Prep, we expect to see a 72 point increase, which will bring the school's API to over 650 and place West Adams squarely in line with some of its higher-performing counterparts nation wide. We are also setting ambitious goals to increase our CAHSEE proficiency and pass rates so our schools can meet federally defined safe harbor standards. We are working to achieve a ten percent increase in student proficiency on both parts of CAHSEE at both schools. It is our goal that long-term, 95% of our 10th graders will pass CAHSEE on their first try. Given that CAHSEE tests many of the standards taught in the middle grades, our success with this ambitious goal will be largely dependent on our success in establishing a high-quality middle school math and English program.

*Financial and Operational Goals:* MLA recently secured a \$4.5 million grant from the Amgen Foundation. Additionally, the organization has received funding commitments from the Carson Foundation and Weingart Foundation, which will be finalized this fiscal year. These financial commitments take care of the organization's short and intermediate financial outlook. In the long term, MLA's goal is to broaden it's base of charitable funders to fully realize LA's Promise Neighborhood. Within the next 12 months, MLA will launch a 5-year \$30 million fundraising campaign to enable the organization's further growth in South Los Angeles. As described in the previous section, our growth plans include supporting additional LAUSD schools (High School #3, Berendo Middle School, and feeder elementary schools). Operationally, MLA will continue to enhance the quality of support that it provides schools and increase the number of external social service partners providing direct service to our students. To accomplish this, we anticipate growing our staff approximately 20% in each of the next 5 years. Specifically, our plans call for added capacity in talent management, information technology, budget/ fiscal services, and development as well as additional instructional and program management personnel.

*c. 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.*

MLA oversees the overall performance of its schools and is fully accountable to the Board of Education, the Superintendent and most importantly, to parents and students. To assess overall performance at its schools, MLA works closely with its school leadership team to review monthly and quarterly dashboards and develop relevant, data-driven interventions. MLA groups its metrics in three primary areas consistent with MLA's overall objectives, as discussed in sections above.

Using systems such as SIS, ISIS, and MyData, MLA currently tracks indicators including attendance, safety, pass/fail rates in core classes, and CAHSEE pass rates at both school sites. Data is sorted by SLC/Small School as well as by sub groups and put into dashboards which indicate growth towards goals. MLA then reviews the monthly and quarterly dashboards with the school leadership team and tracks movement on key metrics. This type of data analysis has been critical in assisting school-site staff decision-making as well as informing MLA about areas requiring support.

MLA is currently working with each of its schools to increase implementation of common formative assessments across every major content area and grade level. Both Manual Arts and West Adams high schools have begun using the Core K-12 assessment system—a web-based testing system that allows groups of teachers to create tests, process student score sheets, and review individual student performance. Concurrent with the implementation of Core K-12, both school sites will also implement LAUSD's ISIS grade book application, so that student assignment data will be up to date on a weekly basis. Standards-aligned, common formative assessments, together with more timely student grade data, will give teachers the ability to adjust teaching to ensure a greater number of students master the content.

This information, along with other key metrics already tracked by MLA, is critical for the school leadership team to make data driven decisions based on leading indicators. Teachers will be able to assess student progress at multiple periods within the quarter, adjusting instruction based on comprehension levels; counselors will be able to intervene with high need and "at-risk" students earlier by seeing the academic and social picture of a student's experience at the school, and school administrators will be able to design professional developments and systems of support for teachers based on the needs identified in the data.

## 2: Organizational Leadership

*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.*

MLA is led by a President and Chief Executive Officer (CEO), Mike McGalliard. Reporting to the President/CEO is: a Chief Academic Officer (CAO) who supervises the personnel and overall academic program at MLA schools; a Chief Operating Officer (COO) who oversees MLA's internal operations (e.g., HR, finance, IT) as well as supports the effective delivery of these and other services at MLA schools; a Vice President of Development, who oversees organizational fundraising efforts; and a Chief of Staff, who oversees MLA's extensive network of social and health services. (Please see resumes and bios of MLA's leadership in the Appendix on page 188)

MLA's CAO is Dr. Rupi Boyd. Dr. Boyd leads and is accountable for the high performance of all MLA schools through the implementation of a progressive and dynamic instructional program. MLA school principals report directly to the CAO. All LAUSD staff members in MLA schools report to the school principal. Additionally, The CAO supervises MLA's school site-based team, which specializes in critical areas including curriculum design, instructional practice, and various programs that accelerate student performance and college-readiness.

MLA's operations team is led by the COO. In addition to managing MLA's internal operations, the COO manages a school operations team. The school operations team works closely with key school site personnel including the Title I coordinator, Plant Manager and school administrators, and also works with District departments. The MLA school operations team provides key support (rather than management) for the successful delivery of a school's non-academic services. Please see MLA's organizational chart in the Appendix on page 228.

*b-d. 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. c. Board Structure: Describe the structure of the Governing Board at the proposed school, and identify any proposed Board committees and their roles. 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."*

MLA is led by a 12-member Board of Directors which is responsible for sound fiscal management, fundraising, networking on behalf of the organization, administering institutional policy, and ultimately overseeing the work of the President/CEO and the success of MLA schools. Trustees serve for three years, with the option for additional renewable three-year terms. The board meets four times a year to review academic, operational and fiscal progress of the schools. These meetings are open to the public to ensure transparency in decision making and to ensure that community voices are heard.

The Executive Committee of the Board includes:

- *Megan Chernin* is the chair of the board of MLA. As a strong advocate for the welfare and education of children, Ms. Chernin leads MLA's fundraising efforts and works directly with the CEO to drive MLA's overall performance and growth.
- *Elizabeth Mann* is a partner in Mayer Brown's Los Angeles law office. As secretary of the board, Ms. Mann oversees policy and legal compliance for MLA, as well as helps MLA secure critical legal services when/if needed.
- *John H. Kissick* is a founding partner of Ares Management. As treasurer of the board, Mr. Kissick oversees the overall financial health of the organization, sound fiscal management and a clean yearly audit of the organization's finances.
- *Brian McNamee* is senior vice president of global human resources for Amgen. Brian plays a key role in building the capacity of MLA's leadership and ensuring highly effective management of the overall organization and its schools.
- *Tom Rander Ark* is a partner in Revolution Learning and previously served as the Executive Director of Education for the Bill & Melinda Gates Foundation where he developed and implemented more than \$3.5 billion in scholarship and grant programs. Prior to that, Tom was a public school district superintendent. Tom guides the instructional design and policy development for MLA and its schools.

Please see Appendix on page 264 for a full list of board members and their biographies. Additionally, please see Appendix X on page 230 for the By-laws, Articles of Incorporation and proof of MLA's 501(c)3 status.

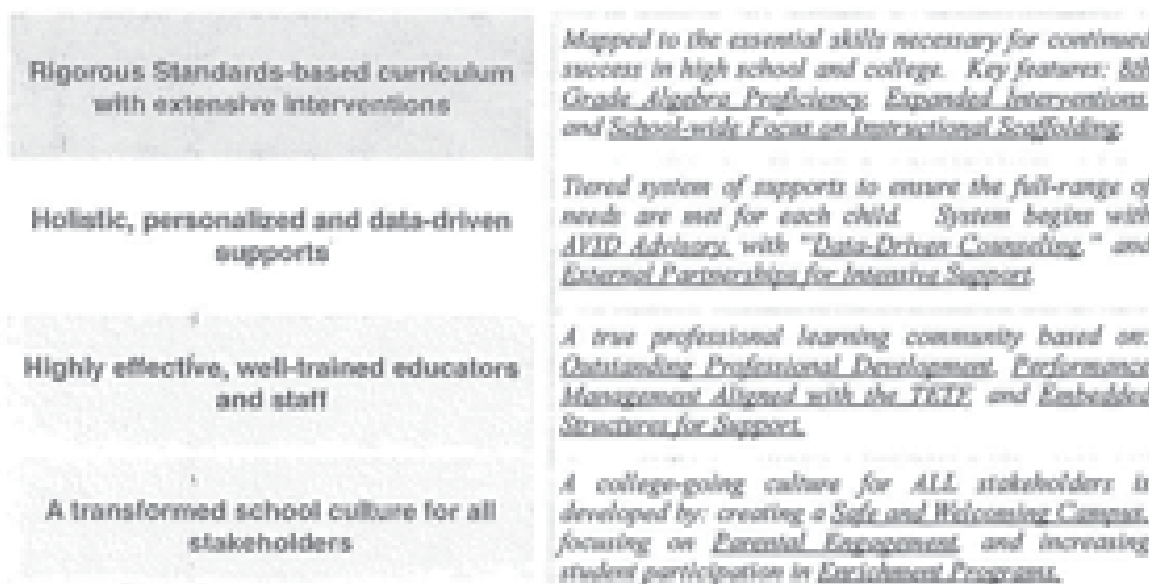
In addition to its Board of Directors, MLA is forming a Community Advisory Board to help drive the organization's work and vision. The Community Advisory Board is comprised of key partners, parents, teachers and other stakeholders, who will serve rotating terms. This board will meet quarterly. As representatives of the neighborhood, the parents and community stakeholders on this board are expected to assess the needs of our families and advise on the design of the MLA's service continuum, the service delivery model, and community outreach efforts. Additionally, members are expected to advocate for the needs of students and families and ensure that our work is aligned with the greatest challenges impeding our families.

## Instructional Program

**1. Curriculum:** *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.*

Led by MLA's Chief Academic Officer (CAO), MLA is developing a vertically aligned curriculum from 6th through 12th grade. MLA believes that in order for students to be college-ready, they must first be high school ready. MLA is developing a cohesive instructional program connecting high schools and their feeder middle schools. See the figure below for an overview of MLA's Instructional Model.

### *Overview of the MLA Instructional Model*



### ***Rigorous Standards-based Curriculum with Extensive Interventions***

Based on MLA's experience working with Manual Arts and West Adams Prep, it has identified the essential skills that students must possess to succeed in high school and eventually college. These outcome skills include effective: Critical thinking and analysis; Oral and written communication; Problem solving; Collaboration; Cross Cultural literacy; and New media/technology fluency. MLA will work with 6-12th grade teachers to develop a core curriculum that addresses these skills, design appropriate interventions to support skill building, and ensure that the every classroom is rigorous. See section 2 of primary application for more information.

### ***Holistic, Personalized, Data-driven Interventions***

MLA will implement a tiered system of student support at all of its schools to ensure students have their social, emotional, physical and mental health needs met. We call this



a system of “holistic, personalized, data-driven student supports.” The tiered system of interventions begins with an AVID Advisory class—where every student will have a deep, meaningful relationship with a certificated adult on campus. The second tier is data driven counseling. Counselors and advisory teachers will meet bi-weekly to review student data and identify students needing additional attention. Finally, for student support needs that go beyond that the school itself can offer, external partners will provide intensive student support. MLA has built a network of over 50 partners that serve MLA students and, in addition, has created an online referral system that greatly improves access to services. This tiered system of interventions will be built into every MLA school, to ensure that students are supported throughout their academic career. See section 2 of primary application for more information.

#### *Highly Effective, Well-Trained Educators and Staff*

To create a high performing school, where all adults are working together to not only prepare students for college, but respond to each student’s holistic needs, extensive training and capacity building is required. A cornerstone of MLA’s partnership is its commitment to building the capacity of all school site staff through implementation of holistic performance management aligned with the recommendations of LAUSD’s Teacher Effectiveness Task Force (TETF). See section 2 of primary application for more information.

#### *A Transformed School Culture for All*

Before any academic improvements can take root, the school culture must be transformed, every adult must be aligned to the same goals, and every student held to the same high standards. To promote a calm, effective learning environment for all students and create culture where a student’s path towards college drives every decision, MLA relies upon a handful of key strategies: creating a safe and welcoming campus, engaging strong parent partnerships, and extending the school day with expanded enrichment opportunities. See section 2 of primary application for more information.

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

MLA is an organization with a strong sense of internal culture and values. MLA's corporate values are five focal points to consistently calibrate the relevance of our work and programs. The five focal points - aka "what matters most" - are:

- **Results Matter-** our bottom line is student achievement.
- **Urgency Matters-** every moment we postpone doing what's best for children, we send another class into an uncertain future.
- **Neighborhood Matters -** schools and neighborhoods rely on each other. What happens outside of school is intimately connected to what happens inside, and good school have the power to revitalize communities.
- **People Matter-** the people currently working at our schools are a valuable resource that needs to be developed, strengthened and utilized.
- **Pedagogy Matters-** we must deconstruct and apply a "critical consciousness" to help people not only understand the conditions surrounding them, but to take action to change them.

In its transition to leadership at any school with a preexisting staff and student body, MLA will erect policy and practice to instill similar values as those listed above. Of primary importance is an environment where collaboration and collegiality are the norm, and a high sense of mutual accountability is a daily driver of individual productivity.

MLA's first and primary goal is to establish alignment between MLA, the principal, key administrators, and leading teachers along with leading parents and students. The goal is to have stakeholder leaders at all levels embrace core values and practices. The principal becomes, without question or exception, the primary campus leader to model these core values and practices every day.

MLA will meet with every teacher, counselor, administrator and faculty member at John Muir Middle School to understand their role, their needs and their vision for students. This process is critical to ensure that all staff members are aligned in the school's mission, vision, values and goals. Prior to the start of the 2011-2012 school year and in order to align all Muir staff members, MLA will utilize an "Intent to Return" (ITR) agreement so that staff can make an informed decision about whether they want to return to Muir and commit to the school's new goals. (For more information on the Intent to Return agreement, see 12c of the primary application.)

Because MLA knows that a key component of a smooth transition for Muir is clear and consistent communication, throughout each school year, MLA will lead Muir

stakeholders to evaluate primary school goals, ensuring they are measurable, specific, time-bound and most importantly, focused on student learning. MLA will also hold regular meetings with stakeholder groups – teachers, certificated staff, counselors, coordinators and others - to discuss the school's key strategies and academic and operational progress. These meetings will be critical in establishing a collaborative culture where groups are working together on a single vision for the school community.

Parents will play one of the most important roles in the successful transition of Muir Middle School. MLA has already established positive relationships with hundreds of Muir parents and community members. In October 2010, MLA launched a massive, grassroots parent outreach campaign to inform Muir parents about MLA and Public School Choice. Volunteers knocked on over 1,030 doors through regular community walks. Over 300 parents and community members have already attended MLA's weekly meetings. (See community meetings sign-in sheets in the Appendix on page 158.) These parents and other community members will be critical in mobilizing additional parents and have already provided MLA a strong foundation in the local community immediately surrounding Muir. Through targeted and consistent outreach, MLA will continue its weekly community meetings especially during the school's transition, working with parents to discuss the school plans and progress on key initiatives to improve student outcomes.

**3. Data-Driven Instruction:** *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.*

MLA takes full accountability for school academic performance. MLA tracks numerous metrics, across all school sites, to assess student and school progress. MLA groups its metrics in three primary areas consistent with MLA's overall objectives: Retention, College-Readiness and College Matriculation.

MLA believes that accurate, timely data provides the foundation for performance management at MLA schools. MLA hired a FTE position to manages school-site data, produces reports and dashboards, and assists the district with improving their data system. Under the guidance of MLA's Chief Academic Officer, this position will study data across school sites, and continuously evolve how MLA and its schools use data to drive improvement.

During the 2009 – 2010 school year, MLA began systematizing management dashboards for school leadership to review school progress. Version 1.0 of MLA's school dashboards provided very granular views of key frequently reported metrics (attendance, truancy, discipline, etc.) for monthly review by school administrators and teacher leaders (see below). Data is aggregated manually by extracting information from LAUSD legacy information systems and then formatting the information in Excel spreadsheets.

Over the next two school years, significant changes will be made to both the type of data available for review as well as the process by which data will be acted upon. In response to the district's request for specific reporting of key data points, all the current dashboards have been updated to reflect district-requested data across SLCs, grades, and subgroups.

To provide ongoing data about student academic performance, MLA is working with school sites to increase implementation of common formative assessments across every major content area and grade level. To accomplish this, both Manual Arts and West Adams high schools began using the Core K-12 assessment system - a web-based testing system that allows groups of teachers to create tests, process student score sheets, and review individual student performance. MLA's Chief Academic Officer and MLA school site personnel are currently facilitating the implementation of this system across school departments. Concurrent with the implementation of Core K-12, both school sites will also implement LAUSD's ISIS grade book application, so that student assignment data will be up to date on a weekly basis.

With common formative assessments and weekly grade data, school leadership will track the leading indicators for student performance. Also, timely grade data will be combined with current attendance and student discipline data to provide greater case management

for individual students. This will allow counselors to intervene in a timely way to support high need students. MLA will implement Core K-12 and LAUSD's ISIS grade book application at all schools to ensure that the school leadership team has leading indicators of student performance. Of particular importance is the 8th grade student data from Muir that will be shared with 9th grade teachers and counselors to better prepare for the individual student needs of the incoming class.

An additional area of significant expansion in the collection and use of data regarding teacher observation. MLA is investing in observation software that allows for the automated capture of teacher classroom observations. The McRel Power Walkthrough enables MLA to address multiple issues related to observations. First, it allows MLA to standardize the protocols and focus areas for teacher observations. Second, it eliminates the administrative/clerical burden of teacher observations that frustrates principals. Third, it provides trending and data analysis capabilities that enable MLA to better calibrate principals and assistant principals to a specific bar of performance. Finally, and perhaps most importantly, the increased observations allows MLA to prioritize teacher supports to improve teacher practice.

#### 4. Professional Development

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

Led by the Chief Academic Officer, MLA provides frequent and relevant professional development for all MLA schools. MLA manages professional development on two levels; first, by providing direct, individual professional development for staff based on specific needs (accurately assessed by improved protocols and increased frequency of teacher observation - see section 3 above - and through MLA's improved/expanded teacher evaluation process - see section 12c in the primary application); second, by managing a coherent overall professional development plan by department and by Small School/SLC/PLE.

Professional development for teachers and school site leaders that focuses on reflective practice, collaboration and use of meaningful data, is a critical component of MLA's school program. Scheduled into the daily routine at MLA schools, professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. Specific professional development activities that MLA uses to support the diverse needs of teachers include:

- *1:1 Coaching.* The leadership team at MLA schools will dedicate several hours daily towards observing and working directly with teachers, students and support staff. Admin staff are also supplemented by MLA's site staff (e.g., its Site Director or Associate Director of Teacher Development) who also may work directly with teachers on request to support specific need areas identified by the teacher him/herself.
- *Common Planning Time.* MLA will implement a master schedule at all of its schools that will enable teachers within departments common prep periods to plan together.
- *"Teacher Partner" Observations.* Additional sub coverage will be built into the school's budget to enable every teacher to be released to visit high performing classrooms (either on campus or at partner schools).
- *A Master Teacher Cohort:* This utilizes exemplary teachers to mentor less experience or accomplished teachers.

Additionally, a critical component of MLA's professional development plan will be the establishment of a program between high school teachers and feeder middle school teachers. Facilitated by MLA's CAO, select 6-12th grade teachers will spearhead the creation of an aligned 6-12 curriculum in English, math, science and social studies. As a result of this common design, Muir and Manual teachers will use a shared language and implement similar techniques in classrooms across all grade levels at both schools.

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

MLA promotes best practice at both the school leadership level as well as the teacher level. This is accomplished by aligning key job roles and responsibilities across sites and creating common planning and professional enrichment opportunities. For example, the leadership teams of Manual Arts and West Adams Preparatory high schools participated in several conferences this year to study the most effective education reform models nationwide. Every conference includes a briefing and debrief (including reflection questions) facilitated by MLA's CAO and school Site Directors.

Administrators at both school sites also work together on implementing key MLA initiatives. For example, the administrators overseeing professional development meet regularly to share ideas and feedback on a new classroom observation system. Administrators conduct focused site visits of each others schools, share ideas and improve practices.

Collaboration and sharing of instructional practices occurs among teachers through structured MLA events, classroom observations within the same department and through the use of technology. MLA hosts a monthly Teachers' Lounge event. Through this event, teachers are connected to each other and to a larger network of educators. Each month the event features the work of an enterprising teacher, a community-based organization or other leaders in education reform. Teachers' Lounge is a nontraditional forum for teachers to discuss ideas, support each other, and network. Additionally, teachers are encouraged to visit other MLA schools and observe classrooms in the same department. For example, science teachers at Manual Arts High School and West Adams Prep meet together to plan and support implementation of the Amgen biotech program and an award winning robotics program.

Technology has also been a powerful tool for collaboration between MLA teachers. MLA launched a teacher networking website at West Adams Prep using an online platform called "Ning." Teachers post and rate Advisory curriculum, syllabi and lesson plans. The website also features a discussion board for teachers to ask questions, provide feedback and share ideas. MLA will expand its use of technology to ensure collaboration and sharing of best practices across school sites.

## **Finances**

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

MLA expects to provide approximately \$1 million in personnel and direct support to Muir. MLA is well positioned to financially support Muir Middle School through its continued successful fundraising activities.

MLA will hire a site-based team to support stakeholders at the school. The MLA site team generally consists of 4 individuals, including an MLA site director, who supports the principal and the school leadership team directly by helping project manage key instructional initiatives. Additionally, MLA site teams also include an associate director of parent & community engagement (supports the parent center, community partnerships and the 7-to-7 program), associate director of teacher development (provides direct support and coaching to teachers), and a college access administrator (who coordinates Go For College). Along with site-based personnel, MLA provides financial resources directly to the school through its Teacher Innovation Grant program and other programs. The cost of support personnel and programs, combined with a pro-rata share of MLA overhead, the organization estimates it invests over \$1 million in additional resources per school site.

One-hundred percent of MLA's work, personnel and the supports it will provide Muir are philanthropically supported. MLA recently announced a \$4.5 million donation from the Amgen Foundation to fund its work Muir. Excluding the recent Amgen gift, MLA has raised \$8.97 million dollars since its inception from philanthropic sources to fund its operations. MLA enjoys broad-based support from hundreds of individual contributors to large philanthropic foundations such as the Carson Foundation, Drown Foundation, and Weingart Foundation. With the Amgen Foundation grant, a successful annual fundraising gala that generates nearly \$1 million, and a growing internal fundraising/development team, MLA is well positioned to financially to support Muir Middle School.

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

MLA has built a successful development department focused on raising funds to support MLA's schools. MLA will reach its fundraising goals through: (1) support from foundations (2) an annual gala event (3) board-driven major gifts program.

*Foundations:* 100% of MLA's work, personnel and the supports it will provide Muir, are philanthropically supported. MLA recently announced a \$4.5 million donation from the Amgen Foundation to fund the expansion of its work. Excluding the recent Amgen gift,



MLA has raised \$8.97 million dollars since its inception. MLA enjoys broad-based support, from hundreds of individual contributors to large philanthropic foundations such as the Carson Foundation, Drown Foundation, and Weingart Foundation.

*Annual Gala Event:* As a result of strong private sector support and MLA's committed Board of Directors, MLA's annual gala event (called LA's Promise Gala) has been critical in reaching MLA's yearly fundraising goals. This year's LA's Promise gala raised \$1.2 million (in line with previous galas despite the weakened economy) for MLA schools. With the continued success of LA's Promise Neighborhood and MLA's schools, we believe our annual gala will grow to raise close to \$2 million each year.

*Board-driven Major Gifts Program:* MLA has a 12-seat Board of Directors who is committed to reaching MLA's fundraising goals. Representing top private sector companies including Fox, Amgen and Ares Management, MLA's Board of Directors have the political and financial capital to ensure MLA achieves its financial goals.

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

Please see MLA's audit report in the Appendix on page 269.

**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.*

MLA is 100% philanthropically supported. Historically, the organization has two primary sources of revenue, foundation grants and proceeds from its annual gala dinner. Figure X shows MLA's overall revenue and net income/net loss for its last three fiscal years. Losses in FY2010 and FY2009 reflect the fact that all the revenue from a 3-year, \$4 million dollar capacity grant from the Amgen Foundation was booked in early FY2008, instead of spread out evenly over the 3-year grant term. In August 2010, MLA received another 3-year grant from the Amgen Foundation for \$4.5 million, which will be recorded in FY2011 and thus not shown in Figure X below. MLA's annual gala generates, on average \$1 million in net proceeds. All the revenue sources are used to support school sites directly, to enable MLA to continue to raise philanthropic funds, and to sustain the organization's central office. Program expenses, funds used to directly support Manual Arts and West Adams Preparatory High Schools were, on average, 81% of total organization expenses for the last three fiscal years. Central organization and fundraising expenses represent 19% of expenses.

*Figure X. MLA Revenue and Net Income/-Loss, FY2008 - FY2010*

	FY2010	FY2009	FY2008
Revenue	\$948,013	\$1,633,356	\$4,227,008
Program Expenses	\$2,201,982	\$2,076,982	\$1,574,399
Management/ General	\$367,909	\$380,950	\$219,675
Fundraising	\$252,114	\$91,216	\$32,760
Total Expenses	\$2,822,005	\$2,549,148	\$1,826,834
Net Income/- Loss	-\$1,873,992	-\$915,792	\$2,400,174
% Program Expenses	78%	81%	86%

**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.*

Several layers of fiscal and legal compliance control will be in place for Muir. First, as Muir remains an LAUSD school, it will continue to operate using LAUSD standard financial and compliance operating procedures. This includes support from Local District 7 and various LAUSD central office departments including iDesign, the Federal and State Education Programs Branch, the Language Acquisition Branch, and many others. With MLA, there will be no disruption to the policies, procedures or services the school already receives from LAUSD. MLA provides an additional layer of direct support to Muir's financial manager, Title I and bilingual coordinators. In addition, MLA actively supports the various governing bodies at the school with increased training and transparent budget information, which enhances the capacity of those bodies to provide oversight. All budgetary reports for Muir will be generated with LAUSD internal systems, including, FRDB, School Front End, BTS and other systems. Reports will be generated according to the existing District schedule and protocol, and on an ad-hoc basis as requested by various LAUSD departments. Muir's existing fiscal staff and LAUSD fiscal and compliance staff, all of whom are experienced, qualified and well trained in LAUSD, state and federal protocols and systems, will be responsible for creating reports.

MLA's support staff brings similar financial and management expertise. MLA's Chief Operating Officer has a Masters in Business Administration and is a former investment banker. MLA's Chief Academic Officer has nearly 20 years of experience at the San Diego Unified School District and provides additional expertise in state and federal compliance. MLA's board of directors, and especially it's audit committee, has several finance professionals who are actively engaged in providing guidance and oversight of MLA's operations. MLA also contracts with AFJ Consulting, an accounting firm that specializes in serving non-profit organizations. AFJ Consulting provides general ledger, accounts payable, accounts receivable, payroll and budgeting services to MLA. Financial reports for MLA are generated and reviewed every month. On a quarterly basis, these reports are also reviewed by the audit committee of MLA's board of directors. Each year, the board of directors retains an independent audit firm to audit the organization's financial reporting and internal controls. We are proud of our record of sound fiscal management, as demonstrated by our audits over the last three years. Internal MLA financial controls are detailed in its accounting manual, which is available upon request.

The party responsible for generating these reports is MLA's Chief Operating Officer. Please see the Appendix on page 188 for a copy of the COO's resume and qualification.

# Appendix

■ Pupil Free Days Friday,  
August 13, 2011 and  
Monday, June 4, 2012

\* If a school observes Monday,  
January 3, 2012 as a Pupil Free  
Day, then Monday, June 4, 2012  
becomes an Instructional Day



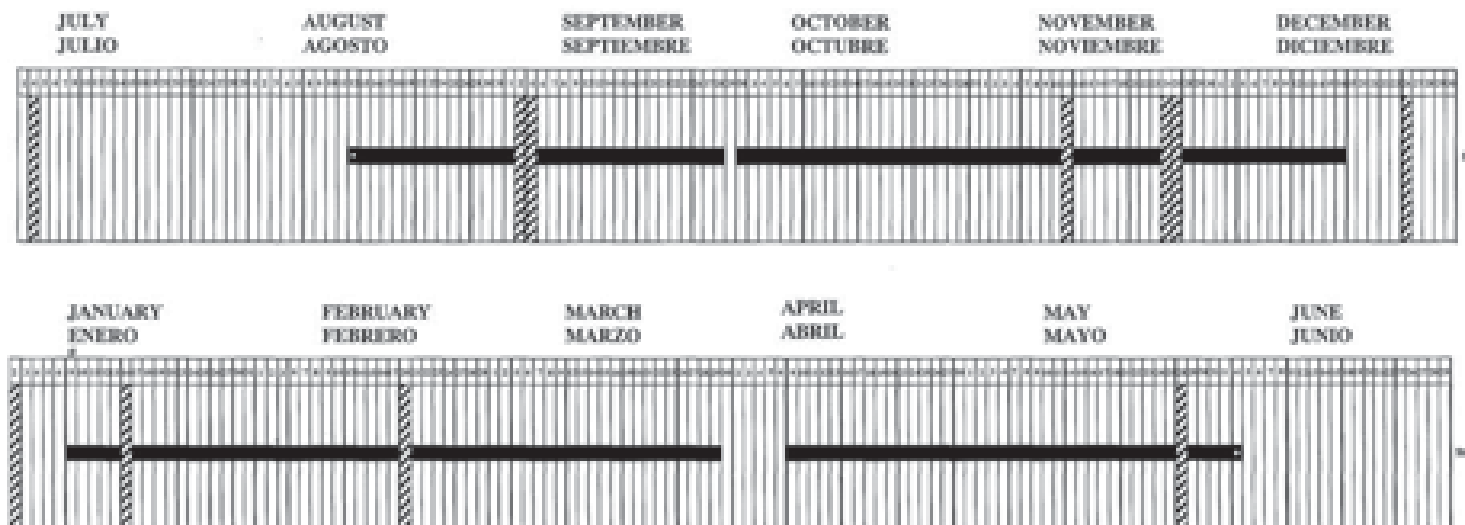
**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES**

HOLIDAY  
DÍA DE FIESTA

DATE  
10/18/2010

TENTATIVE

**SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2011-2012**  
**CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN**



**IMPORTANT DATES:**

07-04-2011	Independence Day	11-11-2011	Veterans Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	11-24 & 11-25-2011	Thanksgiving Holiday		Observed, Unassigned Day
08-15-2011	First Day of Instruction	12-19-2011 thru 01-06-2012	Winter Recess	04-02 thru 04-06-2012	Spring Recess
09-02-2011	Admissions Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday Observed	05-18-2012	Memorial Day Observed
09-05-2011	Labor Day	* 01-09-2012	Second Semester Begins	06-01-2012	Last Day of Instruction
09-29-2011	Unassigned Day	02-28-2012	Presidents' Day	* 06-04-2012	Pupil Free Day

School Management Services

**Muir Middle School**  
**Proposed Bell Schedule (DRAFT)**

<b>A Days</b>	<b>Start</b>	<b>End</b>
Period 1	8:00 AM	9:30 AM
Nutrition (incl. passing)	9:30 AM	9:50 AM
Period 3	9:50 AM	11:20 AM
Lunch (incl. passing)	11:20 AM	11:55 AM
Period 5	11:55 AM	1:25 PM
Passing	1:25 PM	1:30 PM
Period 7	1:30 PM	3:00 PM

<b>B Days</b>	<b>Start</b>	<b>End</b>
Period 2	8:00 AM	9:30 AM
Nutrition (incl. passing)	9:30 AM	9:50 AM
Period 4	9:50 AM	11:20 AM
Lunch (incl. passing)	11:20 AM	11:55 AM
Period 6	11:55 AM	1:25 PM
Passing	1:25 PM	1:30 PM
Period 8	1:30 PM	3:00 PM

<b>Professional Development Tuesdays</b> <i>(5 minute passing period between all periods)</i>		
	<b>Start</b>	<b>End</b>
Period 1	8:00 AM	8:35 AM
Period 2	8:40 AM	9:15 AM
Period 3	9:20 AM	9:55 AM
Nutrition	9:55 AM	10:15 AM
Period 4	10:15 AM	10:50 AM
Period 5	10:55 AM	11:30 AM
Lunch (incl. passing)	11:30 AM	12:00 PM
Period 6	12:00 PM	12:35 PM
Period 7	12:40 PM	1:15 PM
Period 8	1:20 PM	1:55 PM

DRAFT

<b>Heir Middle School</b>			
<b>Proposed Professional Development Calendar</b>			
<b>JULY</b>			
<b>Instructional Focus: 2011 - 2012 Kickoff</b>			
<b>Date</b>	<b>Teachers</b>	<b>Counselors</b>	<b>Classified</b>
11-Jul			
12-Jul	Intro to scaffolding, AVID/advisory	Intro to "data-driven counseling," interventions, the new master schedule	Supervision norms; student discipline/positive behavior support, dress code policy, PLE structure, new office processes, customer service
July 27 - 29	3 - day AVID Summer Institute	NA	NA
<b>AUGUST</b>			
<b>Instructional Focus: Scaffolding Focus Area 1 - Lesson Planning</b>			
<b>Date</b>	<b>Teachers</b>	<b>Counselors</b>	<b>Classified</b>
12-Aug		Prepping for opening day, All Staff	
16-Aug	All Cert Staff (All Staff, then by PLE): Planning to scaffold; Counselors Breakout on RTI and MyData		NA
23-Aug	By Department: Best practice scaffolded lesson plans by content area	Understanding interventions and partner student supports	NA
30-Aug	By PLE: Review Month 1 PLE Data	By PLE: Review Month 1 PLE Data	By PLE: Review Month 1 PLE Data
Weekly Routine (Prep Time)	Review data by department; meet w/ counselors	Meet w/ advisory teachers	NA
<b>SEPTEMBER</b>			
<b>Instructional Focus: Scaffolding Focus Area 2 - Activating Prior Knowledge</b>			
<b>Date</b>	<b>Teachers</b>	<b>Counselors</b>	<b>Classified</b>
6-Sep	All Cert Staff (All Staff, then by PLE): Activating Prior Knowledge; Counselor breakout on AVID		NA
13-Sep	By Department: Best practice activating prior knowledge by content area	7 to 7	NA
20-Sep	Roundtables	Roundtables	NA
Roundtable Topics	Roundtable Topics: classroom management, new teacher cohort, differentiated instruction, sheltered instruction, HLA open session, using My Data, Supporting SPED students (topics may vary month to month)		NA
27-Sep	By PLE: Review Month 2 PLE Data	By PLE: Review Month 2 PLE Data	By PLE: Review Month 2 PLE Data
Weekly Routine (Prep Time)	Review data by department; meet w/ counselors	Meet w/ advisory teachers	NA

Hair Middle School Proposed Professional Development Calendar			
<b>OCTOBER</b>			
<b>Instructional Focus: Scaffolding Focus Area 3 - Modeling</b>			
<b>Date</b>	<b>Teachers</b>	<b>Counselors</b>	<b>Classified</b>
4-Oct	All Cert Staff: Scaffolding (Modeling Strategies); Counselors breakout on Student, health, social and emotional supports		NA
11-Oct	By Department: Best practice modeling strategies by content area	Intervention deep dive (ELA intervention)	NA
18-Oct	By PLE: Review Month 3 and Q1 PLE Data	By PLE: Review Month 3 and Q1 PLE Data	By PLE: Review Month 3 and Q1 PLE Data
25-Oct	Periodic Assessment Data Review	Periodic Assessment Data Review	NA
Roundtable Topics	No Roundtables this month		
Weekly Routine (Prep Time)	Review data by department; meet w/ counselors	Meet w/ advisory teachers	NA
<b>NOVEMBER</b>			
<b>Instructional Focus: Scaffolding Focus Area Review</b>			
<b>Date</b>	<b>Teachers</b>	<b>Counselors</b>	<b>Classified</b>
1-Nov	By PLE: Teacher feedback on Scaffolding Focus Areas 1 - 3	Intervention deep dive (Math intervention)	NA
8-Nov	All Cert Staff: Review Results of Implementation and Teacher Feedback	All Cert Staff: Review Results of Implementation and Teacher Feedback	NA
15-Nov	Roundtables	Roundtables	NA
Roundtable Topics	Roundtable Topics: classroom management, new teacher cohort, differentiated instruction, sheltered instruction, MLA open session, Using My Data, Supporting SPED students (topics may vary month to month)		
22-Nov	By PLE: Review Month 4 PLE Data	By PLE: Review Month 4 PLE Data	By PLE: Review Month 4 PLE Data
Weekly Routine (Prep Time)	Review data by department; meet w/ counselors	Meet w/ advisory teachers	NA
<b>DECEMBER</b>			
<b>Instructional Focus: Semester 1 Review</b>			
<b>Date</b>	<b>Teachers</b>	<b>Counselors</b>	<b>Security</b>
6-Dec	Roundtables	Roundtables	NA
Roundtable Topics	Roundtable Topics: classroom management, new teacher cohort, differentiated instruction, sheltered instruction, MLA open session, Using My Data, Supporting SPED students (topics may vary month to month)		
13-Dec	All Staff: Semester 1 Data Review		
Weekly Routine (Prep Time)	Review data by department; meet w/ counselors	Meet w/ advisory teachers	NA



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Muir Middle School Proposed Professional Development Calendar			
JANUARY			
Instructional Focus: Scaffolding Focus Area 4 - Student Participation			
Date	Teachers	Counselors	Classified
10-Jan	All Cert Staff, then by PLE: Scaffolding (Student Participation)		NA
17-Jan	By Department: Best practice student participation by content area	Go for College!	NA
24-Jan	Roundtables	Roundtables	NA
Roundtable Topics	Roundtable Topics: classroom management, new teacher cohort, differentiated instruction, sheltered instruction, HLA open session, Using My Data, Supporting SPED students (topics may vary month to month)		NA
31-Jan	By PLE: Review Month 6 PLE Data	By PLE: Review Month 6 PLE Data	By PLE: Review Month 6 PLE Data
Weekly Routine (Prep Time)	Review data by department; meet w/ counselors	Meet w/ advisory teachers	NA
FEBRUARY			
Instructional Focus: Test taking strategies & AVID			
Date	Teachers	Counselors	Classified
7-Feb	All Cert Staff, then by PLE: Test taking and AVID		NA
14-Feb	By Dept: best practice test taking strategies by department	Clubs and Activities	NA
21-Feb	Roundtables	Roundtables	NA
Roundtable Topics	Roundtable Topics: classroom management, new teacher cohort, differentiated instruction, sheltered instruction, HLA open session, Using My Data, Supporting SPED students (topics may vary month to month)		NA
28-Feb	By PLE: Review Month 7 PLE Data	By PLE: Review Month 7 PLE Data	By PLE: Review Month 7 PLE Data
Weekly Routine (Prep Time)	Review data by department; meet w/ counselors	Meet w/ advisory teachers	NA
MARCH			
Instructional Focus: Scaffolding Focus Area 5 - Scaffolding Instructional Materials			
Date	Teachers	Counselors	Classified
6-Mar	All Cert Staff, then by PLE: Scaffolding (Instructional Materials)		NA
13-Mar	By Department: Best practice scaffolding instructional materials by content area	Intervention deep dive (ELA intervention)	NA
20-Mar	Periodic Assessment Data Review	Periodic Assessment Data Review	NA
27-Mar	BY PLE: Review Month 8 and Q3 data	BY PLE: Review Month 8 and Q3 data	BY PLE: Review Month 8 and Q3 data
Roundtable Topics	No Roundtables this month		NA
Weekly Routine (Prep Time)	Review data by department; meet w/ counselors	Meet w/ advisory teachers	NA

DRAFT

Muir Middle School Proposed Professional Development Calendar			
APRIL			
Instructional Focus: Scaffolding Focus Area Review			
Date	Teachers	Counselors	Classified
10-Apr	By PLE: Teacher feedback on Scaffolding Focus Areas 1 - 5		NA
17-Apr	By Dept: Teacher feedback on Scaffolding Focus Areas 1 - 5	Partner deep dive (UPC)	NA
24-Apr	All Cert Staff: Review Results of Implementation and Teacher Feedback		By PLE: Review Month 9 PLE Data
Roundtable Topics	No Roundtables this month		
Weekly Routine (Prep Time)	Review data by department; meet w/ counselors	Meet w/ advisory teachers	NA
MAY			
Instructional Focus: Testing			
Date	Teachers	Counselors	Classified
1-May	All Cert Staff: Testing		NA
8-May	Roundtables	Roundtables	NA
Roundtable Topics	Roundtable Topics: classroom management, new teacher cohort, differentiated instruction, sheltered instruction, MLA open session, Using My Data, Supporting SPED students (topics may vary month to month)		
15-May	By Department: Program Evaluation	Career Planning	NA
22-May	By PLE: Testing Review	Partner deep dive (St. John's Well Child & SACSCS)	NA
29-May	BY PLE: Review Month 9 -10 data	BY PLE: Review Month 9 -10 data	BY PLE: Review Month 9 -10 data
Weekly Routine (Prep Time)	Review data by department; meet w/ counselors	Meet w/ advisory teachers	NA
JUNE			
Instructional Focus: Year in Review			
Date	Teachers	Counselors	Classified
4-Jun	All Staff: Year in Review		

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SERVICE PLAN FOR SPECIAL EDUCATION**

**APPENDIX D**

**Applicant Team Name:** MLA Partner Schools: John Muir Middle School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	Upon enrollment, or with initial referral for special education assessment, Muir will provide the parent a "Request for Reasonable Accommodations" form and will maintain a copy in the student's folder. With the assessment plan, Muir will provide the parent with "A Parents Guide to Special Education Services." At least 10 days prior to the IEP, Muir will provide parents with "A Parents Guide to Special Education Services," "Notification to Parent to Participate in Individualized Education Program Meeting," and "The IEP and You" booklet. At the IEP meeting, Muir will provide and explain to the parent, "A Parents Guide to Special Education Services," "Least Restrictive Environment" brochure and the Parent Input Survey." If there is a dispute at the IEP meeting, Muir will provide the parent with and explain the "Informal Dispute Resolution for IEP Disagreements" brochure. Muir will display the "Compliant Response Unit/Parent Resource Network" poster as well as the monthly "Special Education Parent Training Calendar" in a common area. John Muir will distribute to all parents and students the Parent-student handbook containing the District's nondiscrimination statement and sexual harassment policy, written notice regarding Uniform Complaint Procedures or a similar complaint process. This notice will be in any form that will reach the school community, e.g. newsletter, handbook, memorandum or brochure. In addition, Muir will distribute "Section 504 and Students with Disabilities brochure and the "Are You Puzzled by Your Child's Special Needs?" brochure at the beginning of the school year. Muir will distribute the CRU/PRN "Notification Letter", "Complaint Response Unit/Parent Resource Network" brochure and the "Special Education Parent Training Calendar" to all parents of students with special needs.
Outcome 2	Intervention Programs	The academic intervention program is intended to address the needs of those students who demonstrate significant academic deficits that are not most effectively addressed within the context of the larger classroom environment. Participating students will attend intervention classes to receive remedial support in reading, mathematics, or Spanish language development due to the demands of the bilingual program. The goal of the intervention program will be to address students' skill or learning deficits as quickly as possible to support access and mastery of grade level standards. A student's academic success is affected

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## APPENDIX D

Applicant Team Name: MLA Partner Schools: John Muir Middle School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>by a variety of factors including, nutrition, mental and physical health, study habits, neighborhood influences, attendance and motivation. With the majority of our students likely qualifying for free and reduced lunch and the low literacy and high poverty and crime rates in the neighborhood surrounding our school community, we will make every effort to ensure that our students receive an excellent education that will allow them to be college and career ready in the future. Given the many challenges that will undoubtedly face Muir's student population, students not meeting grade level expectations will be required to receive intervention, within or outside of the classroom. At Muir, teachers will be responsible for differentiating lessons to accommodate all learners. If students are not meeting grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, and anecdotal observations, an instructional plan will be developed for how to best meet the needs of the student. The framework for how we approach students who are not meeting grade level expectations will be best described as a "problem solving approach" within the Three Tiered Response to Intervention Model. Tier 1 interventions occur at the classroom level. A classroom teacher may identify students who are having difficulties with their coursework and implement modifications or use other instructional strategies to help meet students' needs. The student will be referred to the Coordinated Support Team, which will be responsible for following up with all Tier I stakeholders. Teachers will provide opportunities for students to engage in cooperative groups, learning centers, peer discussions, and teaching through the use of multiple learning modalities. Because a majority of our students will be English Learners, teachers will employ a variety of SDAIE (Specially designed academic instruction in English) strategies and targeted ELD instruction to meet students' diverse language development needs. To aid the problem solving approach, teachers may meet as grade level teams, to find new ways to address a student's needs. Teachers will carefully monitor student progress, gather information on the student and determine whether or not the interventions have successfully met student needs. If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student will be referred for supplemental, (Tier II) intervention outside of core</p>

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## APPENDIX D

Applicant Team Name: MLA Partner Schools: John Muir Middle School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>instruction. At this time a Student Success Team (SST) will be called to discuss what type of interventions may benefit the student. The SST, comprised of classroom teachers, parents, administrators, parent coordinators, and any other concerned parties, will meet to develop a plan for the student's progress. An action plan may include modifications and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. The SST may find that a student has needs beyond academics. For example, an SST may also address student health, attendance, work and study habits, behavior, or language needs. If language is identified as an area of need, a Language Acquisition Team (LAT) may be called. In all SSTs the immediate outcome will be a structured plan for how to improve in one or more of these areas and then a follow up meeting will be scheduled to review parent and teacher feedback to determine if progress is made on the SST plan. The SST plan outlines actions, timeline, multiple checkpoints and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level expectations. Parents will be asked to provide insight into how their child is doing at home, classroom teachers will provide knowledge about how students are progressing on grade level standards, and intervention class teachers will provide data to show students progress in supplemental intervention classes. If a student is not meeting the determined goals set forth in the SST, follow up meetings may be held to consider other modifications. A student may also be referred to be pre-screened for a learning disability. If the Student Success Team determines that a student should be pre-screened for a possible learning disability, then the SST would move into a Tier III category. Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes were reviewed with the parent and consent was sought to evaluate if a child meets the criteria for receiving additional support from the Resource Specialist. Ultimately, if a Specific Learning Disability is diagnosed, then the child will have an IEP that will be implemented by the classroom teacher as well as the Resource Specialist.</p>

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## APPENDIX D

Applicant Team Name: MLA Partner Schools: John Muir Middle School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	At the beginning of the year, Muir will provide all parents and students (both general education and special education) with a Parent-Student Handbook, which outlines the school's Discipline code and expectations. Muir will establish school-site procedures and practices consistent with the "Discipline Foundation Policy: School Wide Positive Behavior Support" to reduce the number of suspensions for students with disabilities. For a student that has been suspended the first time, Muir will convene a Disciplinary Review Team meeting to address the student's behavior or will convene an IEP meeting to review, modify, or develop a behavior support plan. For a student that has been suspended a second time, Muir will convene an IEP meeting to 1) review the student's instructional program, 2) review, modify or develop a Behavior Support Plan or Behavior Intervention Plan, and 3) if appropriate, recommend a behavioral assessment. When a behavior emergency intervention is used for a student with a disability, Muir: 1) will complete the "Behavior Emergency Report for Individuals with Disabilities", notify the parents within 24 hours of the incident, file the report in the student's cumulative record, and submit copies to the Support Unit Administrator, and the Division of Special Education Behavior Support Office, and 2) will develop an IEP that addresses the behavioral emergency and documents the review, revision or development of a Behavior Support Plan (BSP), Behavior Intervention Plan (BIP) and if appropriate, will make a recommendation for a Functional Analysis Assessment (FAA). Muir will use the following recommended practices in classrooms where special education students receive the core curriculum: implementation of classroom management procedures, availability of core curriculum materials, instruction guided by content standards, evidence of instructional planning, academic rigor, provision of IEP supports, and ongoing assessment of student progress. Muir will have at least one Behavior Intervention Case Manager (BICM) on campus. All staff is responsible for implementing a student's Behavior Support Plan as written in their IEP and will have access to hard copies of the student's IEP and BSP. Muir will provide all accommodations recommended in the student's IEP, both academic and behavioral.

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## APPENDIX D

Applicant Team Name: MLA Partner Schools: John Muir Middle School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Necessary for Planning, will be provided	Description of Student Population	<p>John Muir is located in a densely populated community of South Los Angeles. The median household income is \$29,327. 45.9% of adults 25 or older have not completed high school. 34.8% of families are headed by a single parent. 23% of students at John Muir Middle School are African-American. 76% are Latino. 12% of students are Special Education and 5% are gifted and talented.</p> <p>As a public, neighborhood LAUSD school, we will not discriminate based upon race or ethnicity, religion, gender, culture, disability or sexual orientation. All special education students at John Muir Middle School will have Individual Education Plans and will receive special education services on the mild to moderate spectrum, provided by our Resource Specialist and related service providers.</p> <p>Students on this spectrum qualify as having specific learning disabilities, other health impairments, speech and language delays, autism and mild mental retardation among other eligibilities.</p>
Outcome 2	Special Education Program Description	<p>Muir will offer special education services to students who qualify per their IEPs. Muir will have a highly qualified Resource Specialist to provide academic services for students who require this support in a collaborative model. To provide students with the Least Restrictive Environment, the Resource Specialist will assist the general education teachers in meeting students needs through a combination of co-teaching, consultation, collaboration, in the general education classroom, as well as pull out models when necessary, in the school's Learning Center to assist student's in achieving their IEP goals and accessing grade level standards. Services will be provided on a regular basis as per each student's IEP and will be regularly tracked in Welligent with the "RST Tracker" tool. Both special education and general education staff will be given professional development time to collaborate and plan for the inclusion of students with special needs into the general education population on a weekly basis. General education teachers, special education teachers, and related services providers will instruct from a multi-tiered approach, utilizing differentiation on a daily basis to meet the needs of all students as well as scaffolding lessons for students who need more support. Both summative and formative assessments will</p>

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		be used to measure progress towards grade level standards as well as IEP goals and will be reported to parents quarterly and at IEP meetings. The Resource Specialist will work with a full time special education assistant to ensure that all students are receiving their provided service minutes, and will track these services by logging on to Welligent on a daily basis. All teachers and aides will assist students in accessing grade level material with assistive technology and other support provided in their IEPs. All students with IEPs at Muir will spend the majority of their day alongside their grade level peers in the general education classroom setting. In order to access the grade level standards, general education teachers will provide all accommodations and modifications that are described in the student's IEP in order for the student to have the same level of educational access as a student without a special need. Common classroom accommodations and modifications could be, but are not limited to the following: extra time on assignments and tests, access to a calculator, shortened assignments, peer assistance, preferential seating, use of a timer, access to writing templates, a personal dictionary and word wall, access to math manipulative, small group instruction, access to quiz and test retakes, frequent checks for understanding, repeated and clarified directions, etc. All staff, including substitute teachers, will have access to hard copies of the student's IEP in order to provide the necessary accommodations.
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	When a student has been referred for a special education assessment, Muir will follow all federal, state, and local district timelines. Muir will document the "Request for Special Education" form and maintain a copy in the student's folder. Muir will provide the parent with a Welligent-generated "Special Education Assessment Plan" in the language requested by the parent, unless clearly not feasible to do so, within 15 calendar days of the written request for assessment. If requested by the parent, Muir will provide copies of the assessment reports to the parents at least 4 working days before the date of the IEP meeting. Muir will develop an IEP within 60 calendar days of receipt of written parental consent to the assessment plan unless the parent agrees in writing to an extension. Muir will follow appropriate timelines for conducting annual and three year review IEPs, will convene an IEP meeting within 30 days of parent written request, and will develop an IEP within 30 days of enrollment when an out-of-District IEP transfers in. For initial and three-



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		<p>year assessments, Muir will conduct vision and hearing screenings within the previous 12 months of the IEP meeting date and will document the screening dates in the IEP. Muir will monitor the identification of students with an eligibility of Emotional Disturbance (ED) and has a system for tracking their records. Muir will schedule IEP meetings far enough in advance to coordinate and facilitate IEP team member preparation and participation and will use the "Notification to Parent/Guardian to participate in Individualized Education Program Meeting" to document attempts to get parents to attend IEP meetings. Muir will use strategies, such as individual or conference telephone calls when parents cannot attend the meetings. Muir will maintain a roster of staff eligible to interpret at IEP team meetings and the Welligent "Missing and Old IEP Report" will indicate there are not missing or old IEPs. All staff responsible for implementing the student's program, including substitute teachers, have access to, or a copy of, the IEP and a clear understanding of the supports and services required for the student. Muir will provide all instructional and behavioral accommodations, modifications, supports, and services that are documented in the student's IEP. The Resource Specialist Teacher uses the Welligent "RST Monthly Service Log" to document provision of services and will regularly update in Welligent the "IEP Report of Progress and achievement from Current IEP" and distribute it to parents at the same time progress reports are issued. For staff that has left Muir, changed positions, and/or acquired different roles as Welligent users, the school will update Welligent account information. Modified Consent Decree Review Team will meet regularly to discuss the monthly MCD progress reports and make improvements and adjustments when needed.</p>

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Outcomes 10, 18	Procedures for Identification and Assessment of Students	As previously described, Muir will implement a multi-tiered, research based, and comprehensive intervention program for students performing below grade level. After a student has participated in several rounds of documented interventions without progress, the Student Support Team will make a recommendation for special education assessment when appropriate. Parents can also request an assessment in writing. Once the request has been received by the Special Education Coordinator, an assessment plan is created. For English language learners, the assessment plan documents the student's primary language and language proficiency status. When standardized tests are considered invalid for the student, the assessment plan documents alternative assessments. Initial assessment reports document the following required elements: Use of multiple assessment measures, results of tests administered (including primary language tests), tests given were valid for the student, test results were a valid reflection of student's skills and aptitudes, if an interpreter was used, a statement regarding validity of assessment, whether the student may need special education/related services, basis for making the previous determination, relevant behavior noted during observation of student in appropriate setting and relationship of that behavior to academic and social functioning, students social, emotional, behavior status as appropriate, educationally relevant health, development and medical findings, and determination concerning effects of environmental, cultural or economic disadvantage. The school psychologist's report will include whether there is a significant discrepancy between achievement and ability that cannot be corrected without special education or related services for students with learning disabilities. For students with low incidence disabilities, the need for specialized services, equipment, and materials will be documented. For a student with Emotional Disturbance disability, Muir will conduct a comprehensive reassessment for a three-year review IEP.

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Outcome 2	Instructional Plan for students using grade level standards	<p>Muir will create a guaranteed and viable curriculum by initiating a formalized process to create standards-based pacing plans. The process will build upon the Understanding By Design, (Wiggins and McTighe, 2005) backwards planning approach:</p> <ul style="list-style-type: none"> <li>• We will analyze current pacing plan formats to determine the components of a Muir pacing plan template.</li> <li>• Group California standards into units around big ideas and essential understandings.</li> <li>• Write measurable objectives to teach each standard.</li> <li>• Document classroom resources that should be used in instruction.</li> <li>• Document ways to assess individual objectives and each unit.</li> </ul> <p>These standards-based pacing plans will provide the foundation for creating a guaranteed and viable curriculum. They will also allow us to engage in meaningful and lasting vertical analysis of our curriculum. Ultimately, these standards based pacing plans will provide the foundation from which all teachers can create rich unit plans that address a diverse and ever-changing student body. With the standards-based pacing plans as our guide for a "guaranteed and viable" curriculum, we will implement high quality frameworks for instruction to facilitate learning. The following structures make up the framework of the instructional design at John Muir Middle School. These common cross-curricular structures will be utilized to ensure consistency and academic excellence:</p> <p><u>Thinking Maps</u> Thinking Maps will be used school-wide as a "common visual language" in the Muir learning community for transferring thinking processes, integrating learning, and for continuously assessing progress. In summary, Thinking Maps are eight visual learning tools (similar to graphic organizers) that teachers and students use to articulate eight key thought processes: (define, describe, classify, sequence, compare/contrast, cause/effect, identify part-to-whole and whole-to-part relationships, and define analogies).</p>

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		<p><u>Building Blocks/ Four Blocks Framework</u> MLA strongly believes that students should engage in purposeful, authentic reading and writing each day. We also believe that all students deserve access to becoming readers and writers. Based on this philosophy, we move away from a "scripted curriculum" in favor of implementing the Four Blocks Framework for Literacy Instruction. Based on the research and over eight years of successful classroom implementation in similar schools.</p> <p><u>CURRICULUM</u></p> <p><u>Language Arts Curriculum Overview</u> At MLA, our instructional vision expects us to produce students that have the ability to engage in authentic, rigorous reading, writing, and critical thinking. In each grade writing units will be crafted based on the California English Language Arts Content Standards. The standards will be grouped into units in our pacing plans, using the Reading/Language Arts Framework for California schools as their guide. Teachers will work together in grade level teams to develop standards-based units centered on deep, essential questions, which culminate in writing projects.</p> <p><u>Mathematics Curriculum Overview</u> The goal of mathematics instruction will be to produce students who will be fluent with numbers, have built mathematical reasoning skills and have the ability to formulate and solve problems. In this model computational fluency will be a critical foundation for higher-level mathematics. In order to mathematically reason students must learn the vocabulary to communicate ideas and synthesize concepts. "Problem solving includes being able (a) develop a clear understanding of the problem posed, (b) translate the problem from everyday language into a precise mathematical question, (c) choose and use appropriate</p>

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		<p>methods to answer the question, and (d) interpret and evaluate the solution in terms of the original problem." In order for students to acquire the ability to reason and apply problem-solving skills, they need both conceptual and procedural knowledge of mathematics. Therefore, our math program will be designed to both support students in obtaining computational fluency while also allowing them to discover why formulas and proofs work rather than just how to memorize and follow them. The emphasis on conceptual understanding shifts students' thought processes from gaining absolute knowledge to increasing mathematical reasoning skills.</p> <p><u>Assessment</u></p> <p>Assessments at all grades will range from publisher-designed unit tests to teacher created unit tests. All students will also be assessed quarterly through standardized grade level benchmark assessments that will be aligned to standards-based pacing plans to ensure essential standards will be taught to mastery. Teachers will use benchmark assessment results to adjust pacing plans to re-teach standards and provide intervention to those students in need. Student progress will also be assessed on a daily/weekly basis through quizzes and daily informal assessment strategies such as "thumbs checks," choral response, white board responses, and exit slips.</p> <p><u>History Curriculum Overview</u></p> <p>The Social Studies curriculum will be based on a holistic approach to developing the students' critical understanding of history and of their own identity. Out of this dynamic, historical understanding, the goal of social studies and humanities instruction will be to foster a culturally sensitive perspective rooted in civic-mindedness and democratic principles, and to help students develop an ethical empathy towards social justice and act according to these ethics within their community. These competencies will be developed in active learning classrooms and community-based projects that further the development of the whole student. Teachers will strive to connect the content standards to students' personal context. All of the following instructional strategies will assist in the comprehension of the content material for ELL.</p>

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		<p>students and students with special needs. Students will also tap into the curriculum through the use of primary sources, such as photographs, interviews, artifacts, and other neighborhood resources. Field trips will be planned to neighborhood historical landmarks and museums to study the evolution of their community. Teachers guide students through an Understanding by Design (UbD) unit on calendars, historical holidays, historical places and figures involved in history.</p> <p><u>Science Curriculum Overview</u> The goal of the science curriculum will be to provide a comprehensive curriculum that includes the essential skills and knowledge students will need to be scientifically literate. The implementation of the standards-based curriculum will be driven by the constructivist belief that students learn best in an inquiry-based, hands-on investigative environment that builds upon the knowledge of previous grade levels. Language arts (expository reading and writing) and math skills will be critical components that will be incorporated into the science curriculum.</p> <p><u>Assessment</u> Assessment of content knowledge in Social Studies and Science will be both formative and summative. Informal assessments, such as teacher observations, student participation, journal writing, and student discussions will assist teachers in understanding students' progress and where interventions will be necessary. Formal assessments will include performance tasks at the conclusion of specific units, student presentations, collaborative group tasks, self/peer-assessments, and other response writing tasks.</p> <p><u>Visual and Performing Arts</u> The goal for the visual and performing arts curriculum at Muir will be to expose students to different art forms and to encourage them to appreciate art as a form of communication and to express ideas with confidence and aesthetic effectiveness. The arts program will be aligned with state standards. Muir is</p>

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		<p>committed, through instruction and exploration, to providing students with many artistic avenues for creative self-expression.</p> <p><u>Physical Education and Health</u></p> <p>The goal for the physical and health education curriculum will be to promote healthy lifestyles among students and their families through the development of positive physical and mental habits. The physical education and health curriculum will cover the following strands: movement skills and knowledge, self-image and personal development, and social development. Standards-based, age-appropriate health education lessons will be incorporated into the academic curriculum wherever possible. As part of health education, students in grades 6-8 will learn about maintaining proper health by developing responsible lifelong habits in and out of the classroom. Students with special needs will be exposed to all of the core material in all of the subject areas for their grade level and will access the material with the help of their provided accommodations and modifications (listed in Special Education Program description), which teachers and staff will be responsible to implement. All students with special needs will participate in state and district wide assessments, and have access to the testing accommodations and modifications as determined by the IEP team at their annual IEP meeting. The test they are recommended to take (CST or CMA) as well as all necessary accommodations will be listed in Section K of their IEP documents.</p>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>N/A</p> <p>All students will be taught grade level standards.</p>

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Outcome 13	Plan to provide Supports & Services	Many of Muir's special education population will qualify for related services, such as Speech and Language, Occupational Therapy, Adapted PE, and Physical Therapy as provided on their most recent IEPs. Muir will provide student services in the areas of articulation, fluency and language goals. Speech therapists, school psychologists and other key support staff members will attend all IEPs for students with this service and provides parents full and translated copies of their reports, as well as tracks service minutes into Welligent. MLA will work with LAUSD for the following services: health and nursing, psychology, recreational therapy, vision therapy, and deaf and hard of hearing services as provided on student's IEP and as determined by the IEP team. All related service providers attend IEP meetings and provide present levels of performance statements, goals, and an offer of the LRE for the student as it pertains to their service. Muir will work to ensure that as many of these services will be provided in the general education environment, to minimize the possibility of missing valuable instructional time and to help the student generalize their skills into the classroom.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	N/A. John Muir Middle School is a middle school
Federal requirement	Access to Extra-Curricular/Non academic activities:	MLA believes in educating the whole child, therefore, all students at Muir including all students with special needs, will have full access to the after school, extra curricular and non-academic programs that MLA will provide. Students with special needs will be supported in doing this with necessary accommodations and modifications provided to the program leaders to ensure that all students have opportunities to explore the world outside of the classroom. Participation in these activities and supports that will be required for access will be documented on the student's IEP, as determined by the IEP team.



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Federal requirement	Providing Extended School Year	Extended school year services will be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of a pupil's educational programming may cause regression, when coupled with limited recumbent capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition. Extended school year services will be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of a student's IEP. Muir will indicate in each student's IEP, whether or not the student will receive ESY services. If in the IEP team meeting, it is determined that a student is not eligible for ESY, the student may be referred to the general education/intersession program. General education programs are available to all students, including students with disabilities, who meet program guidelines. Muir will offer at least 20 days of added instructional time for students who qualify to receive ESY.
Federal Court requirement	MCD Outcomes (to be woven among others)	Woven throughout
All	Professional Development	MLA provides direct professional development to school staff and coordinates with school leadership to create a professional development plan aligned to achieving the school's goals. We manage professional development on two levels. First, we provide direct, individual professional development for school staff.

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		<p>Second, we manage professional development the school's three main organizational groupings, school-wide, by department and by PLE. High-performing urban school leaders improve student achievement by providing focused professional development, aligned to student and teacher needs. Opportunities are created for staff to plan, learn, and work together to address instructional issues. Resources and training are directed to areas of need. Staff is provided with professional development, based on the students and staff needs. Implementation of standards-based instruction is carefully monitored and continually measured. Plans for improving student achievement are developed and examined collaboratively by administrators, faculty, and staff. (Barth et al, 1999; Cotton, 2003; Kannapel et al., 2005; Ragland et al, 2002).</p> <p>Professional development is provided through activities such as peer coaching, mentoring, collaborative opportunities, visitation to other classrooms, conferences, and site-specific workshops, which are aligned to student needs and school-wide goals (Killion, 2000; Richardson, 2003). Teacher-directed learning opportunities require staff to be reflective and examine student work and instructional practices for continuous improvement. In grade-level meetings, the staff reflects and examines student work through collaborative problem-solving data, and conversations. The teacher-directed learning opportunities examine instructional practices for continual improvement. Curriculum and assessments developed during these meetings are valued by teachers and more likely to result in professional improvement and genuine reflection (Killion, 2000; Richardson, 2003). Teachers at high-performing schools are more likely to report that professional development improves their teaching (Lauer, 2001). Professional development that occurs at high-performing urban schools is directly linked to improving instructional practices, which positively impact student achievement (DuFour, 2004).</p> <p>MLA's Chief Academic Officer ("CAO") works directly with school site administrators (principals and assistant principals), via weekly 1:1 coaching, monthly leadership development trainings, and site visits to other high performing schools.</p>

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		<ul style="list-style-type: none"> <li>• <b>1:1 Coaching.</b> On a weekly basis, the CAO will meet with the principal or other members of the school administrative team to focus on various aspects of the school leadership. The topics covered run the gamut, from developing observations protocols to staff evaluation. The coaching is differentiated for each administrator based on his/her specific needs as well as the needs of the school.</li> <li>• <b>Monthly Leadership Development Meetings.</b> Once a month, the CAO convenes the principals of MLA schools as well as selected members of their staff for an afternoon professional development session. These larger development sessions cover “big picture” topics relevant to all MLA schools, they also provide time for school leaders to share successful practices between school sites.</li> <li>• <b>Site Visits:</b> Half and full day tours of other high performing schools are facilitated by the CAO to see specific instructional practices in action. For example, MLA school leaders recently visited a Mann Middle School in San Diego to where they visited classrooms to see rigorous instruction in action with environment supports. They also observed classrooms were clean and organized which is conducive to learning for all students. The staff met with Mann’s leadership team to further understand how the transformation occurred. These visits provided the team a vision of what we want to achieve at our current school.</li> </ul> <p>For individual teachers, MLA supports professional development through its site-based team. At both Manual Arts and West Adams Prep, MLA has instructional personnel on campus that provide direct support to classroom teachers. Furthermore, MLA will work with school leadership to embed various structures within the school to enable greater collaborations and sharing of practices between teachers. These structures may include:</p> <ul style="list-style-type: none"> <li>• <b>1:1 Coaching.</b> The leadership team at Muir will dedicate several hours daily towards observing and working directly with teachers, students and support staff. Admin staff are also supplemented by</li> </ul>

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		<p>MLA's site staff (ex. its Site Director or Associate Director of Teacher Development) who also may work directly with teachers on request to support specific need areas identified by the teacher him/herself.</p> <ul style="list-style-type: none"> <li>• Common Planning Time. MLA will implement a master schedule at Muir that will enable teachers within departments' common prep periods to plan together.</li> <li>• Teacher "Buddy" Observations. Addition sub coverage will be built into the school's budget to enable every teacher to be released to visit high performing classrooms (either on campus or at partner schools).</li> </ul> <p>MLA works closely with school staff to plan and deliver professional development through the school Tuesday afternoon professional development time. The typical cycle of development is based on introducing a school wide professional development topic at on the first Tuesday of each month, and then tailoring the implementation and further refining practices over the successive two Tuesday in department, then PLE professional development meetings. Typically, the final Tuesday of each month consists of round table PD's, where teachers select specific topics from a list of presenters organized well ahead of time based on teacher input. Each month, roundtable PD's offer support on several areas from classroom management to creating culturally relevant pedagogy. Planning professional development begins in the summer with a review of all available school data, including grades, attendance, and periodic assessments. Based on this, school leadership (including lead teachers), build a hypothesis or framework of strategic professional development topics to be rolled out over the course of the next school year. When CST results are released in August, the school leadership team analyzes the data to confirm the starting hypothesis, re-prioritize topics, or introduce new ones based on the data. Using the school retreat and the first week of school to solicit feedback from the staff, the PD calendar is set by late September for the school year.</p>

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Outcomes 6, 8, 16	Staffing/Operation	<p>MLA will work with Muir stakeholders, LAUSD, and collective bargaining partners to ensure that every professional on the Muir campus buys into the professional culture required to positively change educational outcomes at Muir (see section 5a.). MLA will leverage the autonomies granted through its iDesign MOU; work with LAUSD to realize the recommendations of its Teacher Effectiveness Task Force; seek the support and collaboration of existing school site staff; work within the guidelines set with our collective bargaining partners; and provide the professional development needed to increase the ability of school staff to positively impact student achievement. Because Muir is an already established school, MLA will begin its work with the existing staff and make adjustments to the staffing model once the school budget is transferred from norm-based to PPF. All adjustments will be made in accordance with collective bargaining agreements and QEIA accountabilities. Please see Figure X. for a more detailed explanation of our staffing model and its alignment to our instructional program. Figure X is based on MLA's best estimate regarding Muir's current staffing model and budget (as reported by the CDE), and includes adjustments MLA expects to make to that model. (Please see 12a for a chart of MLA's staffing model).</p> <p><u>Teacher Recruitment Procedures:</u> A teacher workforce that is effective and diverse is needed to improve student learning at Muir. MLA's goal is to have a highly effective educator in every classroom at Muir. Because MLA works within the LAUSD context to affect change, we realize that it may take several years to achieve this goal. Achieving this goal will require a critical focus on developing the teacher workforce at Muir, including a strategic approach to attracting, recruiting and retaining top instructional talent.</p> <p>MLA will implement a system to attract, recruit, select and retain teachers that exhibit the characteristics consistent in successful urban secondary teachers. The core of this approach is use of the "Star" Teacher Selection process from the Haberman Foundation. The Star Teacher Selection process is the result of 30</p>

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		years for research developed by Dr. Martin Haberman of the University of Wisconsin-Milwaukee. The process rates applicants against seven core teacher beliefs/characteristics (core characteristics, persistence, protecting learning, theory and practice, approach to at-risk, professional vs. personal, stamina/burnout, fallibility) highly correlated to success in multi-cultural classrooms. The Star interview system is used by over 170 districts and cities across the United States. We believe that the Star system will help Muir find the teachers that are most likely to be committed to the school's mission and professional culture. For instance, teachers that rate highly for their persistence, problem solving ability, reflectiveness (fallibility) are very likely to respond well to our professional culture (see section 3a) of action orientation, continual improvement and results orientation.
	<b>Fiscal</b>	The school budget includes the special education staffing plan and student enrollment projections. The staffing plan will be developed to adequately meet the needs of the projected enrollment of students with special needs. Projected revenues will be determined by the allocation of AB602 and IDEA dollars minus the LAUSD SELPA encroachment. Expenditures will include all expenses related to meeting the needs of students as outlined in their IEPs.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	<p>Parents of students with IEPs will be fully informed, in the form of communication they best use, about their child's identification, evaluation, placement, instruction and reevaluation for special education services. To meet this intent, District forms, notices and procedural guides designed for parents of students with disabilities are to be developed to be readable and linguistically appropriate to the extent required by law. Generally, the forms, notices and procedural guides referenced by this policy include special education forms, notices and guides; Section 504 forms and notices, Student Success Team forms, and disciplinary notices and forms. (Specific form titles listed in "Search and Serve" section). So that parents are able to obtain further clarification of the content of any form, all such documents are to include a contact number for parents to call if they have any questions.</p> <p>Parents are entitled to reasonable accommodations to enable their participation in their child's educational decision-making. In addition to accommodations for parents with the need for mobile assistance, accommodations, which the parent may request in order to understand the content of the forms or meetings, also include oral translation and written translation in the parent's primary language. Muir will ensure that parents are offered special education forms, assessment reports, IEP documentation, and Section 504 forms in their primary language. Muir will provide an oral interpreter at all necessary IEP meetings, and will request written translation services from the District's Translation Unit. Muir sees parents as partners, and as such will make numerous attempts through written notice as well as phone calls to schedule IEP meetings well in advanced and that coordinate with parents' schedules. All of the students at Muir's parents and guardians will have access to participate in not just their child's education decision making meetings, but are welcome to join committees, advisory groups, and will have access to leadership opportunities and trainings at the school and District level. When there is a dispute or disagreement over a child's eligibility, assessment, or amount or type of related services, Muir will follow District guidelines and timelines as well as seek support from their Local Support Unit (7). Muir will follow the outlined procedures in the Policies and Procedures Manual as it pertains to Informal Dispute Resolution (IDR), mediation, and due process. Muir will attempt to settle any disagreements through mediation or IDR as a</p>

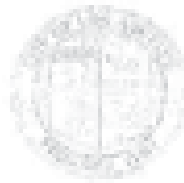
Los Angeles Unified School District  
PUBLIC SCHOOL CHOICE 2.0  
SERVICE PLAN FOR SPECIAL EDUCATION

## APPENDIX D

Applicant Team Name: MLA Partner Schools: John Muir Middle School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		first option and will provide timely and appropriate response to all parent concerns.





ANTONIO R. VILLARAIGOSA  
MAYOR

November 29, 2010

Ramon C. Cortines  
Superintendent  
Los Angeles Unified School District  
Office of the Superintendent  
333 South Beaudry Avenue  
Los Angeles, CA 90017

Re: Support of the MLA Partner Schools Model

Dear Superintendent Cortines:

I am writing in support of the MLA Partner Schools turnaround model. Like you, I am deeply committed to improving the education of our children in Los Angeles. And I believe in MLA – their passionate commitment to the schools and children of Los Angeles offers great promise to our city and our nation.

MLA shares my belief that Los Angeles will only succeed as a global leader if we provide all of our children a world-class education. MLA is a key partner to help us achieve that goal. Their motto is "a college-ready education for every neighborhood child," and they are relentless in their pursuit of that promise. I am especially impressed with their collaborative approach to education reform; they work productively with many different stakeholders, including teachers, parents and labor unions. And their educational model is holistic; they position schools as community hubs, offering comprehensive family support services integrated into the school day.

In a challenging environment, MLA has produced strong results in a short time period. Not only has the API growth at West Adams has been rapid and consistent, but so has their college-going rates; in one year, they tripled the number of seniors at West Adams attending four-year colleges. And having recently visited their second school, Manual Arts, I saw first hand the significant difference their leadership is making at this legacy high school.

Superintendent Ramon Cortines  
November 29, 2010  
Page 2

MLA has a strong vision for the future - to support a family of schools in South Los Angeles that work together to turnaround the educational and social outcomes for an entire community. I believe that the children of South Los Angeles will benefit from the MLA model.

Very truly yours,

A handwritten signature in black ink, appearing to read 'A. R. Villaraigosa', with a long horizontal stroke extending to the right.

ANTONIO R. VILLARAIGOSA  
Mayor

ARV:asm



**BOARD OF SUPERVISORS  
COUNTY OF LOS ANGELES**

300 KENNETH HALL HALL OF ADMINISTRATION LOS ANGELES, CALIFORNIA 90012-1000

**MARK RIDLEY-THOMAS**  
SUPERVISOR, SECOND DISTRICT

December 1, 2010

Ramon C. Cortines  
Superintendent  
Los Angeles Unified School District  
Office of the Superintendent  
333 South Beaudry Avenue  
Los Angeles, CA 90017

Dear Superintendent Cortines:

As a long time champion for children and families in South Los Angeles I am pleased to write this letter of support for MLA Partner Schools' Public School Choice application for John Muir Middle School. I have been encouraged by MLA's work and the potential of their model for accelerating educational outcomes for South LA students.

Since 2003, MLA has worked with teachers, parents, students, neighborhood leaders, businesses, and philanthropists to create two unique high school communities in South Los Angeles. Their work at both West Adams Prep and Manual Arts High School has demonstrated that a rigorous academic culture complimented by critical social services can raise student achievement and improve behavioral outcomes.

MLA's Public School Choice proposal for John Muir builds upon their achievements at Manual Arts High School and MLA's proposal continues to open the doors of change for children and their families. I am optimistic that MLA's infusion of resources in the form of human and fiscal capital will greatly contribute to changing the educational outcomes for children in South LA.

MLA has shown that innovation and courage can produce strong results in our public schools. This bold partnership within a particular geographic area our city offers hope to the children and families in our schools. As such, I respectfully urge you to consider this worthy application and allow them to expand the scope of their work for the benefit of all children in South Los Angeles.

With hope,

  
**MARK RIDLEY-THOMAS**  
Supervisor, Second District



VANDER ARK / RATCLIFF

December 1, 2010

Ray Cortines  
Los Angeles Unified School District  
333 S. Beaudry Ave  
Los Angeles, CA 90017

Dear Mr. Cortines,

I am on the board of MLA Partner Schools, which as you know is LAUSD's partner tackling the hardest work in public education - turning around schools and the neighborhoods that surround them so that every child receives the education and life they deserve. I want to endorse their work, and especially their application to adopt John Muir Middle School through LAUSD's Public School Choice program.

What distinguishes MLA from other turnaround efforts in LA and elsewhere is that they are zooming in on one community in South LA, not only turning around schools but using the schools to anchor an HCZ-like effort, where schools become the hub of wraparound services. MLA oversees two large high schools in the neighborhood, and they also manage a network of over 200 service providers. This dual strategy led them to cast their work as a "neighborhood turnaround." And John Muir, like Manual Arts, is a legacy school in this community: its turnaround, long overdue, is critical to the success of Manual and to the community as a whole.

Their expansion plan has a handful of compelling elements: they are expanding deep instead of wide as they build a pipeline downward from their current high schools into the middle and elementary school feeders; they are building medical clinics at each high school to integrate health services into the school day; and they have found a way to implement many of the important elements of Race to the Top within schools that still operate by traditional bargaining agreements.

MLA is a relatively young organization that's grown quickly, primarily due to visionary leadership and significant support from both the community they serve (their parent program at West Adams Prep is certainly a model for the district) and local funders (Amgen has pledged nearly \$10 million to their work). They are a relentless and ambitious team that is eager to see things work differently in South LA. The team and the plan deserve LAUSD's full support.

Best regards,

Tom Vander Ark



RAMON CORTINES  
Superintendent  
Los Angeles Unified School District

TODD BRYING  
Principal

ED ROELLARD  
Chief School Administrator  
MLA Partner Schools

November 30, 2010

To whom it may concern:

MLA Partner Schools has helped bring about positive change to Manual Arts High School. We now have smaller class sizes, a Freshman Prep Academy for all our ninth-graders, trainings and support for implementing culturally-responsive curriculum and pedagogy, Teacher Innovation Grants to support research-based projects proposed by teachers, improved articulation with Muir Middle School, and greater collaboration within departments. All of these changes have been possible because MLA follows through with plans to ensure that they are fulfilled.

For instance, we had serious discussions of creating a Ninth-Grade House before our partnership with MLA, but it never came to fruition. MLA not only helped make it a reality, but they did so by empowering faculty to be active participants in shaping its creation. They pushed us to think differently about what we were doing with the ninth-graders and asked us to come up with innovative solutions. When I suggested using the Algebra Project materials, I did not think there was much of a chance that our school would send our twelve Algebra I teachers to Illinois for two weeks for the training. MLA quickly set up a meeting with a local contact at USC to learn more and convinced the Algebra Project to set up a special training for us in LA. With their collaboration, responsiveness, and relentless pursuit of fulfilling stated plans, MLA has been able to help us make positive changes to our school that we only talked about before.

Sincerely,

  
Andre Hargunani



RAMON CORTINES  
Superintendent  
Los Angeles Unified School District

TOOD IRVING  
Principal

ED ROBILLARD  
Chief School Administrator  
MLA Partner Schools

November 19, 2010

To whom it may concern:

In my experience, as a PSA in now my 2nd partnership school, MLA Partnership Schools is exceptional. I have noticed how MLA Partner Schools has helped to increase Manual Arts High School's ability to be innovative, and highly responsive to the relevant needs of the community surrounding the school. A good example of the relevant support MLA Partner Schools provides is shown in their ability to make sure Manual Arts was one of the 1st schools to effectively implement the online credit recovery program provided through APEX.

The onsite support that the MLA Partner Schools provides helps to improve the school's ability to empower the staff and develop a sense of abundant support. The MLA Partner Schools demand for a higher level of performance from all staff is challenging but much needed as we work towards making our students college and career ready. The school seems to be a greater focal point that supports the community.

Sincerely,

Armond McDaniel Sr.

Pupil Services and Attendance Supervisor



November 30, 2010

Sarah R. Glasband  
Manual Arts High School  
4131 S. Vermont Avenue  
Los Angeles, CA 90037

To whom it may concern:

I write this letter to advocate for the transformative and powerful work I have witnessed as a result of Manual Arts High School's partnership with MLA Partner Schools. Over the past 3-½ years of my employment as a Social Studies teacher at MAHS, I have observed a sea change in campus wide collaboration, effectiveness in reform efforts, and a heightening of both student and staff morale. Upon my arrival at Manual Arts in early July 2007, students spoke often about their fear in coming to school, insecurities about the quality of their education, and saw little opportunity to become involved in the MAHS community outside of a few sports teams. Inspired teachers worked in small isolated pockets while others languished with their students in classrooms that received little support and even less accountability.

Over the past two and a half years that Manual Arts has partnered with MLA, student and staff have experienced qualitative differences in the educational experiences we at MAHS have the capacity to provide. This is evidenced by a dramatic increase in before and after school programming, the move to support student uniforms, the launching of the Freshman Preparatory Academy, college and career support for students through Go for College events twice each year, and teacher-supported innovation through MLA's Teacher Innovation Grants. As a teacher, I am supported by all of these reforms that impact my students inside and outside of the curriculum I offer.

Not only is my classroom supported by the MAHS-MLA partnership, also my voice and contribution have been more highly valued as a result of the collaborative modeling MLA has worked so hard to make systemic at Manual Arts. In support of teacher leadership and collaboration, I was invited as Social Studies Department Co-Chair to participate in UCLA Center X's Adaptive Schools training, in which we learned new strategies and methods for hosting discussions and decision-making processes amongst our colleagues to benefit our classrooms, students, and broader community. This Adaptive Schools training bridged to a strategic planning process amongst teachers to envision the most effective structures to host the Freshman Preparatory Academy, including launching a new Advisory program in which all students have access to nutrition and a more personalized education.

The key thread that weaves through all of MLA's change efforts at Manual Arts is equity. What can we make available for ALL of our students? How can we encourage collaborative and effective decision-making in ALL stakeholder bodies at Manual Arts? MLA Partner Schools perform in incredible service in our Manual Arts community, which has historically struggled with fractures and discontinuity, to form bridges and create access where before there was ineffectiveness and inequity.

Sincerely,

Sarah Glasband  
Social Studies Teacher



November 30, 2010

Audra L. Hollingsworth  
Manual Arts High School  
4131 South Vermont Ave.  
Los Angeles, CA 90037

To Whom It May Concern:

My name is Audra Hollingsworth and I am an ESL teacher and the AVID Coordinator at Manual Arts High School. I am writing this letter in regards to my experiences working with Mentor LA (MLA) at Manual Arts. I have been teaching at Manual Arts for seven years and we have had our many challenges during this time. However, once Manual Arts entered into I-Division and chose MLA as our partner the school began to change. In the past two and half years, working in partnership with MLA, Manual Arts has seen tremendous growth. These changes did not happen overnight; they were the result of organization, hard work and dedication by many stakeholders. By working together, teachers and the MLA site team, were able to formulate a vision for change and to make this vision a reality. For the success of our students it was necessary to transform the culture of our school. Student needs were put first. Without the constant support of our MLA site team we would not have been able to achieve the many successes Manual Arts has experienced in the last two and a half years.

The MLA site team has personally helped me a great deal in my role as the AVID Coordinator. We have been able to turn our program around and are achieving success school-wide. Laura Hernandez-Flores and Rupi Boyd have been instrumental in this process. Both of these site team members have always supported what is best for students and believe that change can occur. Manual Arts is a better school because of our partnership with Mentor LA. Our students deserve the best and MLA is helping make this possible.

Sincerely,

Audra L. Hollingsworth

ESL Teacher and AVID Coordinator





Los Angeles Unified School District  
*Manual Arts High School*  
*English Learners Office*  
4131 S. Vermont Ave.  
Los Angeles, CA 90037  
(323) 846-4022  
Fax (323) 232-0837



Ramón Cortínez, Superintendent

Todd Irving, Principal

November 30, 2010

To Whom It May Concern:

My name is Vanessa Canales and I have worked at Manual Arts High School as an ESL teacher for the past 6 years. Over the last two years, the MLA site team at Manual Arts has greatly helped the school. On a personal level, the autonomy that being a part of a partnership school has given us, has allowed the ESL department to explore the needs of our students and change curriculum from High Point (which is used in Middle School) to Edge. The Edge curriculum is more age-appropriate for our students. It not only challenges them, but it also prepares them to enter mainstream English classes. Without MLA's help, we would not have been able to make the transition between curriculums. Furthermore, Laura Hernandez-Flores greatly helped the ESL department by obtaining books for us, which in the past has been very difficult. With her help, the ESL department was able to start the new Edge curriculum this past July.

The MLA site team at Manual Arts has helped clarify the roles of administrators, teachers and parents at the school site. By serving bridge between teachers and administrators, the MLA site team at Manual Arts has created new partnerships which did not exist in the past. Through these partnerships, most of the staff has been working together more efficiently to create a better working environment for students and parents.

Currently, I am the English Learners Coordinator. During my transition, Ruby Guerrero was extremely helpful, serving as the liaison between the English Learners Advisory Committee (ELAC) parents and me. With Ruby's help, I was able to establish a relationship with the ELAC parents. Ruby's help made my transition to English Program Coordinator easier. Ruby has provided the ELAC parents and I support and guidance which has proven extremely helpful.

The MLA site team at Manual Arts has been an incredible asset in moving the school forward.

Sincerely,

Vanessa Canales

English Learner Coordinator  
Manual Arts High School  
vpc0092@lausd.net



RAMON CORTINES  
Superintendent  
Los Angeles Unified School District

TODD BRYNG  
Principal

ED ROBILLARD  
Chief School Administrator  
MLA Partner Schools

November 30, 2010

To Whom It May Concern:

The purpose of this correspondence is to articulate the support MLA has given my students in developing their civic agency and their powerful voice. MLA awarded me a grant that allowed my students to do a community asset mapping project that allowed students tell their counter narrative. Due to the grant I was able to facilitate students' community story through a multi media project which allowed a variety of learning styles to have access to the material. The same occurred when MLA granted the Freshmen Prep Academy Social Science teachers a grant to support the Community Action Research class. This class has allows students to do the same asset mapping, counter narrative and action research methods activities which furthers students opportunity to showcase their work. This support has been profoundly imp active in the showcasing of students' work that often feel silenced or ignored. MLA and especially the site team at Manual Arts High School has been a positive partner that has been invaluable to my students' academic growth.

Katie Ralinge-Briggs



RAMON CORTINES  
Superintendent  
Los Angeles Unified School District

TOMMY HUNG  
Principal

ED BONILLARD  
Chief School Administrator  
MLA Partner Schools

I am a parent and would like to thank you for the opportunity of having MLA Partnership with Manual Arts High School. The reason of this letter is because MLA brought in many academic programs to the benefit of my son here at this school. Specially the after school programs like computer lab, tutoring, and credit recovery. I feel my son is on a safe place while I'm at work and he is doing some productive education on his goals, preparing himself for future university, and become a good example for his brothers.

I'm appreciated again of having MLA at this school and would like to encourage of having them in other middle and high schools.

Thank You,



Gloria Fernandez



RAMON GENTILES  
Superintendent  
Los Angeles Unified School District

TOMMY BRYEN  
Principal

ED BOWLAND  
Chief School Administrator  
MLA Partner Schools

Dr. Cortes:

11/17/10

Bueno es mi primer año que mi hijo atiende en esta escuela y he podido ver el cambio que es que haya el apoyo de una organización en la escuela.

He tenido la experiencia de estar en los talleres de MLA y he visto el progreso en mis hijos.

La academia del 9<sup>o</sup> grado está enfocada en preparar a nuestros hijos para ir a la universidad. Tienen talleres muy importantes para nuestros hijos para motivarlos. Mis hijos están muy contentos con estar participando.

Como madre estoy satisfecha con los servicios que he recibido y la forma en que me han atendido. MLA

gracias  
Sorah Villalobos



RAMON CORTINES  
Superintendent  
Los Angeles Unified School District

TODD IRVING  
Principal

ED RORILLARD  
Chief School Administrator  
MLA Partner Schools

11-30-2010

SR. Ramon Cortines

mi nombre es EULIA GARCIA  
y quisiera informarle algo de mi experiencia  
que he tenido con MLA, desde hace 2 años  
desde que ellos empesaron aqui en Manual Arts  
mi hijo tubo un cambio muy positivo eso de  
Los uniformes y los Programas que han  
tenido les a alludado mucho a los muchach  
os, y tambien, yo personalmente he tenido  
muy buena Impresion de MLA, he convivido  
muchas horas y dias con ellas, yo soy madre  
voluntaria y me siento muy Orgullosa de  
tener a mi hijo aqui en Manual Arts  
y me siento muy Feliz de que MLA este  
agui, y me siento Orgullosa de que mi hijo  
se va a graduar este año 2011  
muchas gracias MLA att. Eulia Garcia



RAAON CORTINES  
Superintendent  
Los Angeles Unified School District

TOMMY BRYNG  
Principal

ED RICHARD  
Chief School Administrator  
MLA Partner Schools

Señor Cortines

Estoy agradecida con MLA  
por darnos tanto a mis hijos  
como a mi, la oportunidad  
de darnos el conocimiento de  
una mejor preparación para  
el colegio de mis hijos ahora  
entiendo mas lo que es involucrarse  
en la educacion de mis hijos  
pues participo en los talleres que  
nos brinda Manual Arts y MLA

Muchas Gracias  
maria de la puente.



RAMON CORTINEZ  
Superintendent  
Los Angeles Unified School District

TODD IRVING  
Principal

ED BORELLARD  
Chief School Administrator  
MLA Partner Schools

10/15/10

Estimado Sr. Cortinez:

Estoy muy contenta con el programa que tenemos en la escuela de Manual Arts ya que a mi hija le ha ayudado mucho en los programas de despues de escuela. La manera en que el personal de MLA nos ha recibido y cuando he tenido un problema me han ayudado.

Estoy satisfecha con este programa de MLA porque he hecho muchos cambios buenos.

Atentamente

Maria Gámez



11-30-10

RAMON CORTINES  
Superintendent  
Los Angeles Unified School District

TOOBY BIVENS  
Principal

ED BORELLARD  
Chief School Administrator  
MLA Partner Schools

Sr. Ramon Cortines

Mi nombre es Lilia Aguilar y tengo 2 hijos  
agui en manual Arts, y queria compartir mi  
experencia que he tenido agui en la escuela con  
MLA desde que ellos empezaron hace 2 años, la  
escuela se ve diferente hay muchos mas programas  
y el uso del uniforme alludo mucho a los  
estudiantes, y pues practicamente a todos  
MLA ha sido un buen apoyo para manual Arts  
Pues a tenido un cambio realmente visible  
La escuela mas limpia muchachos faltando  
menos a classes, muchos menos pleitos o  
peleas, no mas faltas a la escuela y mucho  
mas motivación para graduarse los  
jovenes ahora pues estoy muy  
agradecida con MLA

att. Lilia Aguilar





RAMON CORTINES  
Superintendent  
Los Angeles Unified School District

TORO DYING  
Principal

ED ROBILLARD  
Chief School Administrator  
MLA Partner Schools

Sr. Cortines

Soy la madre JOSELYN ESCOBAR.  
ME E INVOLUCADO EN ESTE AÑO MAS EN LA  
EDUCACION DE MI HIJO. YA QUE E SIDO PARTE  
DE LOS PROGRAMAS QUE LA ESCUELA OFRECE A  
LOS PADRES Y ESTUDIANTES.



RAMON CONTINOS  
Superintendent  
Los Angeles Unified School District

TERRY DYING  
Principal

ED SCHILLARD  
Chief School Administrator  
MLA Partner Schools

Sr. Continos,

Nov/17/10

Soy una mamá de la escuela Manual Arts Hs.  
he escrito estas líneas para compartir con  
usted. Mi experiencia personal con las personas  
del equipo de MHA.  
Como que están asiando muchos cosas para  
mejorar mi escuela. an traído Recursos para  
la escuela y tambien diferentes talleres en  
los que tambien podemos compartir con nuestros  
hijos. tambien tengo una niña que participa  
en el programa de Summer brige.  
tambien esta en el programa de la academia  
del 9º grado que ayuda a los niños en la  
transición de la escuela intermedia a la  
preparatoria.  
podiera compartir mas cosas con usted para  
tambien entiendo que es una persona muy  
ocupada y con mil cosas que resolver.  
Dare por su atencion Muchas gracias

 Norma Flores



RAMON CORTINES  
Superintendent  
Los Angeles Unified School District

TODD HYUNG  
Principal

ED BORELLARD  
Chief School Administrator  
MLA Partner Schools

Sr. Cortines

Me dirijo a usted de la manera mas atenta  
siendo una madre de 2 estudiantes que asisten  
a la escuela Manual Arts High School para exponer  
mi opinion referente al apoyo que MLA les a dado  
a mis hijos y a mi como madre, sobre todo a mis  
hijos para tener mejores metas en su vida profesional,  
contando con la tutoria y demas programas despues de  
clase, como tambien los talleres que nos motivan a  
seguir un futuro mejor.

Resalta la presencia que a tenido MLA en las  
escuelas sobre todo en Manual Arts High School  
ya no se ven las pelcas que usualmente se veian  
y la seguridad que los estudiantes tienen al ir a clases,  
lo mismo he visto en la escuela West Adams Preparatory  
que tienen los mismos programas y resulta que MLA esta  
apoyandolos, Pues ahi tengo 2 Sobrinos y lo he comprado todo.

Sinceramente

Ninfa Cedeno

Cedenogb@yahoo.com



RAMON CORTINES  
Superintendent  
Los Angeles Unified School District

TORO BYING  
Principal

ED BOWLAND  
Chief School Administrator  
MLA Partner Schools

Sr. Cortines

Soy una mamá de Manual Arts y quiero que sepa que el apoyo que hemos recibido de MLA, a sido muy bueno para nuestro hijos los programas que tienen para after school son muy buenas an ayudado a que mi hijo mejore sus calificaciones. Cuando tenemos cafe con el director siempre estan las señoritas de MLA ayudando y apoyan mucho a los padres.

El cambio en la escuela ha sido muy bueno con los uniformes y la seguridad. Ya no hay tantas peleas como antes y hay mas control en el personal porque ya nos atienden mejor.

Estoy contenta con este cambio en la escuela  
gracias.

Gultermina Estrada

Ramon C. Cortines  
Superintendent, Los Angeles Unified School District



Jose Iniguez  
Principal

November 29, 2010

Ramon Cortines  
333 S. Broadway Ave  
Los Angeles, CA 90017

Starting up a new school along side MLA Partner Schools in 2007 allowed me a unique perspective. It allowed me to see how having a Network Partner helped West Adams Preparatory High School blossom as an innovative educational campus generally, as well as inspire my classroom specifically: something I had not experienced in my 10 plus previous years in LAUSD schools.


Because of MLA Partner Schools my students and I were allowed curricular support through special grants, trips and programs. When needed I also had the privilege of collaboration and/or consultation with MLA staff.

Another benefit was their monthly Teacher's Lounges which allowed a specified time for pedagogical application and discussion with experts and fellow colleagues. Time that was crucial to the ongoing educational development and application of overall ideas and practices back on campus.

Just as importantly, yet on a more personal level, feeling part of the bigger mission of improving public education in Los Angeles while working with a respected Network Partner gave me a morale boost that continuously sparked me to keep pushing forward because we were in this challenging profession together: again, something that I had never felt in public education before.

MLA Partner Schools has made a huge difference in improving public education in Los Angeles. I am proud to be part of their team.

Sincerely,

  
Mario S. Galindo  
English/Language Arts Teacher  
School of Media, Film & Fine Art  
West Adams Preparatory High School

Ramon C. Cortines  
*Superintendent, Los Angeles Unified School District*



Jose Iniguez  
*Principal*

November 29, 2010

Ramon Cortines  
333 S. Beaudry Ave  
Los Angeles, CA 90017

I would like to express my appreciation for the support MLA Partner Schools has provided to West Adams Preparatory High School and myself. My son successfully graduated from West Adams in June of 2010. I am currently an active parent volunteer and Community Representative for West Adams.

Before we went out on summer vacation in June of 2010, Ms. Monica Cardona informed us that MLA Partner Schools would grant the redesigning of the West Adams Preparatory High School Parent Center. That was the most wonderful news we had heard and when I told the lady volunteers they were very excited. The redesigning of the Parent Center would allow us to make it a more welcoming and functional space for everyday activities such as parent classes and workshops. The Parent Center would really like to thank MLA for supporting us. Our Parent Center looks and feels more welcoming to potential and current parent volunteers.

MLA encourages and helps parent volunteers and myself feel involved and appreciated in many ways. Prior to our annual end of the year volunteer appreciation luncheon, we went to the MLA Site Director and expressed our needs for a volunteer t-shirt. MLA offered to help us design our volunteers t-shirts, so that we may be identified on campus they understood our vision and offered to help us. A t-shirt and luncheon seems like a small thing to most people, but gestures such as this are essential in keeping a school running. They make our volunteers feel that they make a difference in West Adams. MLA not only takes students needs into account, but also parents and community members.

I thank MLA for taking everyone into consideration during the hiring selection process. Parents are always involved when a position is in need of being filled. I thank MLA for allowing me to participate in any or every decision: big or small that is made for West Adams Preparatory High School. Thanks a million.

Respectfully,

Magdalena Pablo-Yaquez (Maggie)  
WAPHS Community Representative  
School Site Council - Member  
Share Decision Making - Secretary  
CEAC - Secretary  
Grant Decision Making Committee

Ramon C. Cortinas  
Superintendent, Los Angeles Unified School District



Jose Izquierdo  
Principal

22 de noviembre del 2010

Sr. Ramon Cortinas  
333 S. Beaudry  
LA, CA 90017

Mi nombre es Alfredo Rivera soy madre de dos estudiantes en la Preparatoria West Adams y voluntaria. Actualmente tengo a dos hijas en West Adams una en el 12º grado y 10º grado. Mi hija mayor se graduó de West Adams en el 2009 y esta asistiendo a la universidad. A mi hija mayor le ayudo mucho tener la oportunidad de participar en el Programa de American Field Services (AFS), cual fue disponible en la escuela el año que fue su inauguración en el 2007 con la colaboración proveída por MLA. Los estudiantes fueron a Philadelphia y Washington, DC a conocer la historia de la Casa Blanca y los Estados Unidos. Mi hija también tuvo la oportunidad con AFS de ir a Europa en el intercambio de estudios. El intercambio de culturas fue muy bueno para los muchachos porque les ayudo a sentirse mas independientes, seguros de ellos mismos y enfocados en sus vidas académicas y personales.

El personal que esta disponible en el plantel escolar por parte de MLA le brinda apoyo y ayuda a los maestros, estudiantes y padres. La colaboración entre la escuela y MLA les brinda mucho apoyo a los estudiantes. El uso de uniformes para la seguridad de los estudiantes también ha ayudado con la disciplina y reglas en la escuela. No se les hace tan fácil a los muchachos salirse de la escuela o a tener peleas. En mi opinión la escuela es mas segura porque los estudiantes se pueden identificar y sentirse parte de una comunidad.

Los talleres patrocinados por el Centro de Colegio y MLA me ha ayudado a tener conocimiento y entender el proceso de la admisión a la universidad. Tengo mejor conocimiento y puedo ayudar a mis hijas durante el proceso de la admisión a la universidad. Los estudiantes se sienten apoyados y con la confianza de pedir ayuda. Los talleres para los ensayos necesarios para la universidad y la ayuda para llenar las aplicaciones universitarias y FAFSA benefician no solo a los estudiantes pero también a los padres.

MLA ayudo a establecer al Centro de Padres durante la inauguración de escuela en el 2007. También a ayudado en el Centro de Padres previendo talleres para padres y clases de ejercicio y yoga. Estas clases y talleres nos ayuda para tener mejor conocimiento de sistema académico para mejor ayudar a nuestros hijos. Los talleres tocan temas como la importancia de estar involucrados en las vidas académicas de nuestros hijos, la salud y bienestar de nosotros los padres al igual de nuestras familias. Las clases de ejercicio y yoga a los ayuda a relajarnos y sentirnos mejor físicamente.

MLA nos ayudo durante la selección de nuestro nuevo director. Este proceso ayudo a seleccionar a un director que esta involucrado a todo nivel en la escuela. El nuevo director hace que los padres se sientan involucrados y tomados en cuenta. Esto ayuda a desarrollar a una buena relación entre los padres y el director, nos sentimos parte de la escuela y somos tomados en cuenta.

Sinceramente,



Alfredo Rivera

Ramon C. Cortines  
Superintendent, Los Angeles Unified School District



Jose Isiguro  
Principal

25 de noviembre del 2019.

Estimado Lic. Ramon Cortines:  
333 S. Broadway Ave  
Los Angeles, CA 90017

Por este medio, recomiendo ampliamente a la Asociación MLA Partner Schools que esta integrada por la Sra. Mónica Cardona la cual nos a dado información valiosa de cómo funciona esta asociación y como pueden los estudiantes formar parte ella, ya que tengo dos hijas en West Adams Preparatory High School, sus nombres son Maria G. Magos 9 grado y Alejandra Magos 10 grado, esta organización a favorecido en el crecimiento de mis hijas, motivándolas a utilizar su tiempo en actividades deportivas, que son de gran importancia para un buen desarrollo físico, mental y cívico entre los jóvenes.

Sin más por el momento quedo de usted como su más atento y seguro servidor.

Atentamente

Sra. Patricia Herrera  
Padre Voluntario





5701 S. Hoover Street  
Los Angeles, CA 90037  
(323) 541-1600 Fax (323) 541-1601

December 1, 2010

Ray Cortines  
Los Angeles Unified School District  
Office of the Superintendent  
333 S. Beaudry Ave  
Los Angeles, CA 90017

Dear Mr. Cortines:

I am pleased to write this letter in support of MLA's Public School Choice proposal for John Muir Middle School. As CEO of St. John's Well Child & Family Center, I have been very impressed with MLA's holistic approach to transforming public education.

In a short time period, MLA has shown their innovative work can produce strong results. I've observed with admiration their work at both West Adams Prep and Manual Arts High School.

St. John's has a strong partnership with MLA, anchored by the onsite teen clinic at Manual Arts High School. We began operating the teen clinic at Manual Arts High School in 2008, and MLA played a key role in ensuring a smooth transition. They have also assisted with student outreach and the implementation of key health services including physical exams, counseling and STD testing. MLA is a visionary, collaborative partner who understands the connection between health and academic success. We are in the process of constructing a new 1900 sq. foot community clinic that will offer increased services and extended hours. Health services will be integrated into the school day, and every 9th grade student at Manual Arts High School will receive a universal screening. We are grateful to have such a visionary partner whose work focuses on supporting the needs of the whole child.

I urge you to approve MLA's proposal for John Muir Middle School. We look forward to strengthening and growing this powerful partnership and continuing to improve the health outcomes for youth in South Los Angeles. It is a unique moment in the world of education reform and MLA's model promises to seize this moment for the good of all students.

Sincerely,

A handwritten signature in dark ink, appearing to read "Jim Mangia".

Jim Mangia  
Chief Executive Officer  
St. John's Well Child & Family Center

## Get Fit/Go Play

[www.getfitgoplay.com](http://www.getfitgoplay.com)

December 1, 2010

Ramon C. Cortines  
Los Angeles Unified School District  
Office of the Superintendent  
333 S. Beaudry Ave  
Los Angeles, CA 90017

Dear Mr. Cortines:

I am pleased to write this letter in support of the Public School Choice proposal for John Muir Middle School from MLA Partner Schools. As the founder of Get Fit Go Play, I highly value our partnership with MLA and have been very impressed with the potential of MLA's model for transforming public education, particularly as it relates to health and fitness.

I have had the opportunity to work closely with students, school faculty and MLA staff and am proud to be a part of their innovative approach to community engagement which I have seen lead to better lives for South Los Angeles' children.

MLA is a collaborative, committed partner who always has the students' best interest in mind. Through our partnership, we have been able to implement innovative approaches to fitness at both West Adams Prep and Manual Arts High School. We offer spinning, yoga, swimming, kickboxing and parent fitness classes through MLA's after school program, "7 to 7." Last year we trained a group of fifteen students for the Los Angeles Marathon and everyone that trained completed the race. We also taught over 100 students how to swim. None of this would be possible without the immense support from MLA. They assist with student outreach and the day-to-day logistics needed to successfully implement my programs. MLA is a responsive, supportive partner who has created a culture of high expectations and shared accountability.

I urge you to grant MLA the opportunity to expand their work and implement their plan for John Muir Middle School. MLA's work inspires me to continue this important work for the good of all students.

Sincerely,

  
James Milnes



December 1, 2010

Ramon C. Cortines  
Superintendent  
Los Angeles Unified School District  
Office of the Superintendent  
333 S. Beaudry Ave  
Los Angeles, CA 90017

Dear Mr. Cortines:

I am pleased to write this letter in support of the Public School Choice proposal for John Muir Middle School from MLA Partner Schools. As the Executive Director of the USC TRIO programs, I highly value our partnership with MLA and have been very impressed with the potential of MLA's model for transforming public education. In a short time period, MLA has shown their innovative work can produce promising results. Specifically, I've observed their hard work at Manual Arts High School.

The USC TRIO Programs provide middle and high school students with the academic tools and cultural opportunities required to excel in high school, enter and graduate from college. These goals are aligned with MLA's academic objectives for their students, and we are pleased to closely collaborate in these efforts. As a result, we have been able to implement our programs at Manual Arts with great success.

The MLA's proposal for John Muir builds upon their vision for the future. MLA has an ambitious plan to grow its family of schools in South Los Angeles and deepen its connection with the community. This rich partnership with a particular geographic area of the city offers transformative potential for the schools and the neighborhood.

As a part of the USC commitment to continue supporting our neighbor schools, our ties to the community are deep, allowing us to embrace MLA's great work in this neighborhood. I hope you will consider their worthy application for John Muir Middle School so they can expand the scope of their work for the benefit of everyone in South Los Angeles.

Sincerely,



Juan C. Arriaga, PhD  
Executive Director

Juan C. Arriaga, Ph.D.  
Executive Director

USC TRIO Programs

Central Educational  
Talent Search

Central  
Upward Bound

South Central  
Eda Talent Search

South Central  
Upward Bound

Southeast  
Upward Bound

Upward Bound  
Math/Science



Admission & Student  
Affairs

Pre-College Programs

December 1, 2010

Ramon C. Cortines  
Superintendent  
Los Angeles Unified School District  
Office of the Superintendent  
333 S. Beaudry Ave  
Los Angeles, CA 90017

Dear Mr. Cortines:

I am pleased to write this letter in support of the Public School Choice proposal for John Muir Middle School from MLA Partner Schools. As Director of the USC MESA program, I highly value our partnership with MLA and have been very impressed with the potential of MLA's model for transforming public education.

In a short time period, MLA has shown their innovative work can produce strong results. I've observed with admiration their work at both West Adams Prep and Manual Arts High School. We have worked with students from both schools to provide academic services to increase the number of these students who graduate with degrees in science, technology, engineering and mathematics (STEM). The USC MESA program serves its students with innovative academic, college and career counseling and hands-on science programs. MLA's support and collaborative nature has allowed us to implement our programs with great success.

This proposal builds upon MLA's strong vision for the future. MLA has an ambitious plan to grow its family of schools in South Los Angeles and deepen its connection with the community. This rich partnership with a particular geographic area of the city offers transformative potential for the schools and the neighborhood.

Our work with USC ties us deeply to the community (including our MESA program at John Muir MS) and we admire MLA's great work in this neighborhood. I hope you will grant their proposal for John Muir Middle School so they can expand the scope of their work for the benefit of everyone in South Los Angeles.

Sincerely,



Larry Lim  
Director, USC MESA

University of  
Southern California  
Ronald Tutor Hall 210  
Los Angeles,  
California 90089-2501  
Tel: 213 740 1000  
Fax: 213 740 6226  
<http://admits.usc.edu/>  
[csdpre-college](mailto:studentsundergoing@</a><br/><a href=)

# Start it up.

NETWORK  
FOR TEACHING  
ENTREPRENEURSHIP  
Greater Los Angeles

December 1, 2010

Ramon C. Cortines  
Superintendent  
Los Angeles Unified School District  
Office of the Superintendent  
333 S. Beaudry Ave  
Los Angeles, CA 90017

Dear Mr. Cortines:

I am pleased to write this letter in support of the Public School Choice proposal for John Muir Middle School from MLA Partner Schools. As the Executive Director of the Network for Teaching Entrepreneurship (NFTE) Greater Los Angeles, I highly value our partnership with MLA and have been very impressed with the potential of MLA's model for transforming public education.

I've observed with admiration their work at both West Adams Prep and Manual Arts High School. MLA is an organization that highly values their partners, and they have worked with us to implement meaningful programs for students. We currently train and support teachers to deliver entrepreneurship education to hundreds of students at West Adams Prep and Manual Arts High School. A big part of our success is the considerable support and insight MLA has provided.

MLA is a collaborative partner who has created a culture of shared accountability. We hope you will grant MLA's application for John Muir Middle School for the good of all students.

Sincerely,



Estelle Reyes  
Executive Director  
Network for Teaching Entrepreneurship, Greater Los Angeles



*"Our Town, Your Town, Koreatown. Improving Quality of Life for Over 35 Years."*

December 1, 2010

Ramon C. Cortines  
Superintendent  
Los Angeles Unified School District  
Office of the Superintendent  
333 S. Bessie Ave  
Los Angeles, CA 90017

Dear Mr. Cortines:

It is my pleasure to write this letter in support of the Public School Choice proposal for John Muir Middle School from MLA Partner Schools. As the Executive Director of the Koreatown Youth and Community Center (KYCC), I highly value our partnership with MLA and have been very impressed with the potential of MLA's model for transforming public education.

We currently partner with MLA to provide school based counseling services. Due to MLA's support and collaborative nature, we have been able to implement our programs at both school sites with great success. MLA is a collaborative, committed partner who always has the students' best interest in mind. Additionally, MLA has a holistic approach to transforming public education that is aligned with KYCC's mission and vision.

As an organization that has served this community for many years, we urge you to approve MLA's application for John Muir Middle School. We admire MLA's great work in the neighborhood and look forward to continuing and strengthening our partnership.

Sincerely,

A handwritten signature in black ink, appearing to read "John Ho Song".

John Ho Song  
Executive Director

Main Office  
1727 West 6th Street, Suite 300  
Los Angeles, CA 90015-5105  
(213) 385-7400  
(213) 927-0917 fax

Children & Family Services  
680 South Wilson Place  
Los Angeles, CA 90005-3000  
(213) 385-7400  
(213) 385-1280 fax

Children's Center  
1140 Crenshaw Boulevard  
Los Angeles, CA 90015-3146  
(323) 293-0008  
(323) 293-0042 fax

Environmental Services  
1329 West Pine Street  
Los Angeles, CA 90015-2428  
(213) 745-4758  
(213) 745-4759 fax