



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 Associate Director of Peace Over Violence, I greatly value our partnership with MLA and have been very impressed with the potential of MLA's mission and vision for transforming public education.

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 currently partner with MLA schools to provide youth empowerment programs. Our mission as a feminist, multicultural, volunteer organization is to help people build healthy relationships, families and communities free from sexual, domestic and interpersonal violence. Due to MLA's support and collaborative nature, we have been able to successfully implement our programs at both schools.

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 life 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,

Cathy Friedman
Associate Director

2010-2011 School Year - 100% 100%
Los Angeles, California 90017

213. 355. 3000 ext. 1000
213. 355. 3000 ext. 1000
213. 355. 3000 ext. 1000

2010-2011 School Year - 100% 100%
Los Angeles, California 90017

213. 355. 3000 ext. 1000
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2010-2011 School Year - 100% 100%



FOX ENTERTAINMENT GROUP, INC.
A VIACOM CORPORATION COMPANY

P.O. Box 900
Beverly Hills, California 90213-0900
Phone 310 560 3330 • Fax 310 560 8210
e-mail: gerald.alkantar@fox.com

Gerald J. Alcantar
Vice President
Diversity Development

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:

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 Vice President of Diversity Development at Fox, 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. Fox has supported MLA schools through the Fox Journey to Excellence Program. Additionally, MLA students have received CAHSEE tutoring from Fox employees and hundreds of MLA students have participated in our annual Career Day event at the Fox studios. Our initiatives are directly in line with MLA's academic and extracurricular goals for their students. We are very pleased with our partnership with MLA. Due to their support and collaborative nature, we have been able to implement our programs at both school sites with great success.

Their proposal for John Muir 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.

We look forward to continuing and strengthening our partnership by bringing our program to all future MLA schools. 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,


Gerald Alcantar



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 826LA, I highly value our partnership with MLA and have been very impressed with the potential of MLA's model for transforming public education.

826LA and MLA currently partner to provide college access and literacy services to students. Our tutors provide West Adams Prep and Manual Arts High School students with one-on-one support for their college admission essays. Additionally, we recently held a community wide personal statement workshop for high school seniors at West Adams Prep. We are very pleased with our partnership with MLA. MLA is a collaborative partner who is committing to providing students with the best resources and services. We have had the privilege of working closely with the faculty, staff and students and due to their caliber and MLA's support and collaborative nature, we have been able to implement our programs at both school sites with great success.

MLA has shown their innovative work can produce strong results. Their proposal for John Muir 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.

We look forward to continuing and strengthening our partnership by bringing our program to all future MLA schools. I hope you will consider their 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,

Joel Arquilla
Executive Director



December 1, 2010

College of Letters,
Arts and Sciences

Joint Educational Project

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 submitted by MLA Partner Schools. As the Executive Director of the USC's Joint Educational Project (JEP), I highly value our partnership with MLA and have been very impressed with the potential of MLA's model for transforming public education.

JEP is a service-learning program based in the College of Letters, Arts and Sciences designed to serve as a broker between academic courses and schools and service agencies in the community surrounding USC's main campus. Since 1972, JEP has partnered with local elementary/ secondary schools, annually placing some 2000 students as mentors, mini-course instructors, translators and assistants to teachers, and other helping professionals.

Over the past few years, JEP and MLA have worked together to offer youth at West Adams Prep and Manual Arts, as well as our USC students, an exciting educational experience by which they learn from each other. This experience is valuable for the students, provides extra support for the teacher, and gives the college students the chance to see the practical application of what they are learning in their courses.

I've observed and appreciate MLA's work at West Adams Prep and Manual Arts High School. They have demonstrated that their innovative work can produce strong results. Their proposal for John Muir builds upon their 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.

University of
Southern California
801 West 34th Street
Los Angeles,
California 90089-0471
Tel: 213 740 1837
Fax: 213 740 1825
e-mail:
jephouse@usc.edu
web page:
<http://www.usc.edu/jep>

Ramon C. Cortines
December 1, 2010
Page 2

The JEP staff looks forward to continuing and strengthening our partnership with MLA. I hope you will consider their worthy application to bring their effective programming to John Muir Middle School. This expansion of services will certainly benefit the children and families of South Los Angeles.

Sincerely,

A handwritten signature in cursive script, appearing to read "Tammara Anderson".

Tammara Anderson
Executive Director



CCEJ

The California Conference for Equality and Justice

formerly known as The National Conference for Community and Justice (NCCJ)

444 West Ocean Blvd., Suite 940
Long Beach, CA 90802
Tel: 562.435.8184
Fax: 562.435.8318
www.ccej.org

December 1, 2010

Margaux Kohut
President

Officers
Willy Walker, Ph.D., Chair
Virginia Baxter, Ed.D.
David Bowman
Stephen Gordon
Gene Leshner
Suzanne Minow
Reuben Phillips
Robert Shuler
Mort Stadelberg

Mr. 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 MLA's Public School Choice proposal for John Muir Middle School. As President of The California Conference for Equality and Justice (CCEJ), I highly value our partnership with MLA and have been very impressed with the potential of MLA's model for transforming public education. The California Conference for Equality and Justice is a human relations, eliminating all forms of bias, bigotry and racism. Providing over 300 programs annually to schools, law enforcement and in the workplace throughout southern California, CCEJ breaks down the distance between people by promoting understanding and respect among all races, religions and cultures.

In a short time period, MLA has shown their innovative work can produce strong results. CCEJ currently partners with MLA to implement a youth, staff and parent leadership development programs at Manual Arts High School. I am very impressed with their commitment to implement programs that provide equal access in support of student achievement to all members of the Manual Arts High School community. The type of support and collaboration MLA provides has been critical for programs like ours, to be successful in improving student outcomes. MLA is an organization that values partnership and creates a culture of shared accountability.

MLA's proposal builds upon their 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. I hope you will grant MLA's application to support and improve John Muir Middle School.

Sincerely,

Margaux Kohut
President

Our Mission

The California Conference for Equality and Justice, formerly known as The National Conference for Community and Justice (NCCJ), is a human relations organization dedicated to eliminating bias, bigotry and racism in America. CCEJ breaks down the distance between people by promoting understanding and respect among all races, religions, and cultures through education, conflict resolution and advocacy.

ASIAN PACIFIC AMERICAN
LEGAL CENTER



MEMBER OF
ASIAN AMERICAN CENTER
FOR ADVANCING JUSTICE

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 MLA Partner Schools. As Executive Director of the Asian Pacific American Legal Center (APALC), a member of the Asian American Center for Advancing Justice, I highly value our partnership with MLA and have been impressed with the potential of MLA's model for transforming public education.

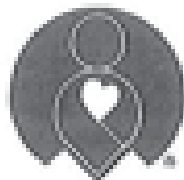
In a short time period, MLA has shown their innovative work can produce strong results. I have observed with admiration their work at West Adams Prep High School where we have a number of partnerships with them.

MLA has an ambitious plan to grow its family of schools in South Los Angeles and deepen its connection with the community. These plans for rich partnerships with particular geographic areas of the city offer a transformative potential for the schools and the neighborhood.

I hope that MLA can prove its efficacy and build upon it in the coming years through Los Angeles. It is a unique moment locally and nationally in the world of education reform. The MLA model has great promise to seize this moment for the good of all students.

Sincerely,

Stewart Kwok, Esq.
President and Executive Director
Asian Pacific American Legal Center
Member of the Asian American Center for Advancing Justice



Los Angeles Child Guidance Clinic

A nonprofit community-based agency which has served the needs of children and families in Central and South Los Angeles since 1924. For more information, visit our website at www.lacgc.org

UNIVERSITY PARK OFFICE

3851 S. Vermont Avenue
Los Angeles, CA 90007

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Ph. (323) 766-2376

ADMINISTRATIVE OFFICE

Ph. (323) 373-2423

DEPT. OF EDUCATION

Ph. (323) 373-2402

DEPT. OF EDUCATION

Ph. (323) 373-2442

DEPT. OF EDUCATION

Ph. (323) 766-2437

DEPT. OF EDUCATION

Ph. (323) 373-2446

DEPT. OF EDUCATION

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ADMINISTRATIVE OFFICE

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ADMINISTRATIVE OFFICE

FAX (323) 766-2636

ADMINISTRATIVE OFFICE

Ph. (323) 766-2340

FAX (323) 766-2359

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(323) 766-2360

Elizabeth W. Plummer, M.A., MPA

Executive Director

A Charter Agency of the

United Way of Greater Los Angeles

A Direct Care Contractor of the

County of Los Angeles

Affiliate of USC South School of Education,

Division of Child and Adolescent Psychiatry

Approved by

The Rehabilitation Association Committee

for Job Development and Placement Services

A Non-Public School Contractor of the

Los Angeles Unified School District

November 30, 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.

For 86 years, Los Angeles Child Guidance Clinic has provided quality mental health services to children and families of Central and South Los Angeles. In that time, the Clinic has pioneered innovative programs tailored specifically to the needs of our community's infants, children, youth and families. Our programs have been awarded both the American Psychiatric Association's Advancing Minority Mental Health Award, as well as American Academy of Child & Adolescent Psychiatry National Rieger Service Program Award for Excellence.

As demographics and needs evolve in South Los Angeles, we continue to innovate our service models to stay in the forefront of our field. In that context, we are very proud to have just completed a \$300,000, three-year Robert Wood Johnson funded model program to improve access to immigrant children at Norwood Elementary, which we look forward to presenting together with LAUSD staff at upcoming national conferences. Previously, we partnered with LAUSD's Early Childhood Division to bring on-site mental health services to eleven early education centers in South Los Angeles over a five-year period. More than \$4.5 million in grants and philanthropy was secured by the Los Angeles Child Guidance Clinic for the highly successful collaboration with LAUSD.

Our roots run deep in the community, and as such we are highly engaged in key public and private efforts to create success for South Los Angeles' children - from implementation of the County's Mental Health Services Act Prevention and Early Intervention plan to The California Endowment's South Los Angeles Building Healthy Communities initiative. In these and all of our efforts, we focus on integrating mental health as a central element in empowering our community's children and young adults to get on track to success - to reach goals in school, build healthy relationships, and enjoy emotional well-being.

Our capacity to serve 3500 individuals annually includes services provided not only at our three sites and at clients' homes, but also on campus at 22 LAUSD schools.

Los Angeles Child Guidance Clinic

A nonprofit community-based agency which has served the needs of children and families in Central and South Los Angeles since 1924. For more information, visit our website at www.lacgc.org

Given our depth of knowledge and understanding of community and student needs, we are pleased to have engaged with MLA at both West Adams Prep and Manual Arts High School, and highly value their invitation to work with them as a key partner in achieving student success. We have been very impressed with the potential of MLA's model for transforming public education, and share a deep commitment to supporting student success at each MLA campus – including John Muir should MLA's proposal be approved. At both West Adams Prep and Manual Arts High School, we are currently providing services in coordination with MLA. Our staff works closely with MLA school members, school counseling staff and administrators to address trauma, depression, anger, anxiety and other mental health issues that impede academic success. Our collaboration with MLA has given us a great deal of access and support at the school sites and has allowed our services – and LAUSD students – to flourish.

We are developing exciting and innovative plans with MLA to integrate health, mental health and academic programs to create highly supportive environments for students and their families. We hope such programming – including universal screening to support prevention and early intervention – will also be available to students at Muir.

MLA's proposal for John Muir builds upon a strong vision for the future. MLA has shared with us an ambitious plan to grow its family of schools in South Los Angeles and deepen its connection with the community. We are excited that this rich partnership for South Los Angeles offers transformative potential for the schools and the neighborhood.

We very much look forward to a continuing partnership to bringing our programs and services with MLA to Muir. We wholeheartedly support MLA's application for John Muir Middle School.

Sincerely,



Elizabeth W. Pfomm, M.S., MPA
President/CEO

cc: Linh Huynh, Chief of Staff
MLA Partner Schools

[illegible]

Manual Arts High School
John Muir Engagement Plan
Plan de Compromiso de John Muir
September 08, 2010

[illegible]

Manual Arts High School

John Muir Parent Volunteers / John Muir Padres Voluntarios

10:00a.m. - 11:00a.m. / 10:00a.m. - 11:00a.m.

September 30, 2010 / 30 de Septiembre del 2010

Parent's Name Nombre del Padre	Student's Name Nombre del Estudiante	Grade Grado	Telephone Telefono
1. Maria C. Flores			
2. Vivian Mejia	Marciel Rios		
3. Maria G. Castillo	Veronica Castillo		
4. Tilda Quintana	Grady Medina		
5. Varitza Friel			
6. Monica Cruz	Brian Hernandez		
7. Feliciano Alas	Gianella Alas		
8. Olga Rodriguez	Salvador E. Rodriguez		
9. Norma Flores	Nancy Franklin Ramirez		
10. Brigida Morales	Miguel, Janet, Luis Sanchez		
11. Maria Comberos	Alberto Comberos		
12. Teresa Garcia	Alejandro Garcia		
13. Haro Roca	Haro Jesus		
14. Lesly Hernandez	Guadalupe Hernandez		
15. Noemi Lopez	Isabel Lopez		

Manual Arts High School

John Muir Parent Volunteers / John muir Padres Voluntarios

10:00a.m. - 11:00a.m. / 10:00a.m.-11:00a.m.

September 30, 2010 / 30 de Septiembre del 2010

Parent's Name Nombre del Padre	Student's Name Nombre del Estudiante	Grade Grado	Telephone Telefono
1. Ruth Sutherland	Stephanie Frost		
2. H. Galiana	Karla Arhiga		
3. Horacio Campos	Campos Paul		
4. Cesar Sandoval	QUAR GARCIA		
5. Albad. Pissie	Marlene Hernandez		
6. Wendy Ayuso	Joshua A Ramirez		
7. Juan C.	Nuño F.		
8. Domingo Ruiz			
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Public School Choice Community Meeting/ Junta para escuelas de opción pública

6:00 pm - 7:00 pm

October 7, 2010 / 7 de octubre del 2010

Parent's Name Nombre del Padre	Student's Name Nombre del Estudiante	Student at Muir? Tiene estudiante en Muir?	Telephone Telefono
1. Nendy Ayuso	Jesusa Ramirez		
2. Eulalia Garcia	Byron Garcia		
3. Tania Quintana	Rafael Freddy Medina		
4. Dana Echandalar	n/a		
5. Patricia Hemphill			
6. Jose S. Garcia	Eduardo Guadalupe Garcia		
7. Vandora	Vandora Aguilar		
8.	Kenly Villafra		
9. Jesus Alejandro	Stephani Alejandro		
10. Yolisma Leon	Ashley Arina		
11. Maritza	Deborah de la Cruz		
12. Lora Diaz			
13. Jose GARCIA			
14. Lesly Hernandez	Guadalupe Hernandez		
15. German Granda	German Granda		

Public School Choice Community Meeting/ Junta para escuelas de opción pública

6:00 pm – 7:00 pm

October 7, 2010 / 7 de octubre del 2010

Parent's Name Nombre del Padre	Student's Name Nombre del Estudiante	Student at Muir? Tiene estudiante en Muir?	Telephone Teléfono
1. Caloria Gochis	_____		
2. Juan C.			
3. Roberto	Steven Sanchez		
4. Milagro	Katherine Flores		
5. Norma Flores	Roselin ^{Nancy} Ramirez		
6. Rosa Bonifacio			
7. Quinfield	_____		
8. Bianca Chapul	Kendra Chapul		
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Public School Choice Community Meeting/ Junta para escuelas de opción pública

6:00 pm – 7:00 pm

October 7, 2010 / 7 de octubre del 2010

Parent's Name Nombre del Padre	Student's Name Nombre del Estudiante	Student at Muir? Tiene estudiante en Muir?	Telephone Telefono
1. Maria Camberas	Alberto Camberas		
2. Teresa Garcia	Alejandro Garcia		
3. Tom Irving	Monica K. J.		
4. Mike McWalliard	" "		
5. Lucia Flores	Steven Sanchez		
6. Edgar Hernandez	Community		
7. Margarita Flores	Katherine Flores		
8. Sylvia Harris	<u>Katherine Flores</u>		
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Public School Choice Community Meeting/ Junta para escuelas de opción pública

3:30 pm – 5:30 pm

October 13, 2010 / 13 de octubre del 2010

Parent's Name Nombre del Padre	Student's Name Nombre del Estudiante	Student at Muir? Tiene estudiante en Muir?	Telephone Telefono
1. Lisa Campbell	Lucas Hernandez		
2. Patricia B. Lopez	Humberto Lopez?		
3. Mercedes Cordero			
4. Maria R. Thomas			
5. Patricia Guevara	Patricia Thomas		
6. Katerine K. Chao	Lee Anthony Katerine Chao		
7. Kenneth K. Chao	Lee, Erika, Anthony Katerine		
8. Nomsa Khalfani	_____ st. John		
9. Nemes Flores	N.F. Ramirez		
10. Milton Zabe	Muriel M.S.		
11.	Tremell Woods		
12. Wuang	Maria Arce		
13. Dan Ali	FAA Family History		
14. Maria Alvarez			
15. Sybil H. Hwang			

Public School Choice Community Meeting/ Junta para escuelas de opción pública

3:30 pm - 5:30 pm

October 13, 2010 / 13 de octubre del 2010

Parent's Name Nombre del Padre	Student's Name Nombre del Estudiante	Student at Muir? Tiene estudiante en Muir?	Telephone Telefono
1. Thelma Quintana	Freddy E. Medina		
2. Linh Huynh			
3. Angelina De La Rosa	MANS		
4. Clara Garcia	Angel Martinez		
5. Horacio Campos	Paul Campos		
6. COURTNEY WHITE	NA WORDCRAFT		
7. Ana Silva	Lina		
8. Ricardo Elora			
9. Mayra Hernandez			
10. EULIA GARCIA	Byron Garcia		
11. Lilia Aguilar	Byron Garcia		
* 12. Maria GONZALEZ	Leslie E. GONZALEZ		
13. Haydee Escapada	Laura		
14. Marcela Cruz	Brian T Hernandez		
15. Rosmary Limbo	Jana Contreras		

Public School Choice Community Meeting/ Junta para escuelas de opción pública

3:30 pm – 5:30 pm

October 13, 2010 / 13 de octubre del 2010

Parent's Name Nombre del Padre	Student's Name Nombre del Estudiante	Student at Muir? Tiene estudiante en Muir?	Telephone Telefono
1. <i>Monica Oros</i>	<i>11934 31 Dr</i>		
2. <i>LEILA GONZALEZ</i>			
3. <i>DELLIS ALARIN</i>			
4. <i>Orlando Gonzalez</i>			
5. <i>Florencia Campos</i>			
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Muir Community Meeting

9:30 am – 10:30 am

October 21, 2010 / 21 de Octubre del 2010

Parent's Name Nombre del Padre	Telephone Telefono	Student at Muir? Estudiante en Muir?	Email Address Correo Electronico
1. Sirodelys Viguera			
2. Maria Camberos			
3. Leslie Hernandez			
4. Teresa Garcia			
5. Zenaida Esparza			
6. Maria C Flores			
7. Linh Huynh			
8. Gloria Gato			
9. Juan Martinez			
10. Clementina Medina			
11. Thelma Quintana			
12.			
13.			
14.			
15.			

Muir Community Meeting

9:30 am – 10:30 am

October 21, 2010 / 21 de Octubre del 2010

Parent's Name Nombre del Padre	Telephone Telefono	Student at Muir? Estudiante en Muir?	Email Address Correo Electronico
1. Estelita Anguiano			
2. Melba Quintana			
3. Mayra Perez			
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11/3/10

PLEASE READ THIS STATEMENT/POR FAVOR LEA ESTE INFORME:

The Public School Choice applicants for Muir MS would like to begin collaborating with parents. In order to do so, the applicants would like to contact you directly. This information will not be shared with anyone else or used for any other purpose.

Mark the "YES" column if you would like the LAUSD to provide your contact information on this sheet to the applicant teams.

Mark the "NO" column if you do not want the LAUSD to provide your contact information on this sheet to the applicant teams.

Los solicitantes que están participando en el proceso de la Resolución Opción de Escuelas Públicas quieren colaborar con los padres y tutores legales de la Muir MS. La información que usted incluya en este documento no será compartida con nadie fuera de este proceso o utilizada para ningún otro propósito.

Marque la columna "SI", si le da permiso al LAUSD de compartir su información en esta hoja con los grupos solicitantes.

Marque la columna "No", si no le da permiso al LAUSD de compartir su información en esta hoja con los grupos solicitantes.

Name/Nombre	Signature/Firma	YES SI	NO	Address/Dirección	Phone Number/Numero de Teléfono	How did you hear about today's meeting? Como se informó sobre la reunión de hoy?
Larson, Christine	[Signature]	✓				
Woods, R.	[Signature]	✓				
[Name]	[Signature]	✓				
Adriana Gonzalez	[Signature]	✓				
Wanda Huiter	[Signature]	✓				
Esperanza	[Signature]	✓				
Jesse G.G.	[Signature]	✓				
VADA M.	[Signature]	✓				
[Name]	[Signature]	✓				
Richard Richards	[Signature]	✓				
AL Erby	[Signature]	✓				
Anna Lopez	[Signature]	✓				

Mark the "NO" column if you do not want the LAUSD to provide your contact information on this sheet to the applicant teams.

Marque la columna "No", si no le da permiso al LAUSD de compartir su información en esta hoja con los grupos solicitantes.

[illegible]

The Public School Choice applicants for **MUJE HS** would like to do

Mark the "NO" column if you do not want the LAUSD to provide your contact information on this sheet to the applicant teams.

Marque la columna "SI", si le da permiso al LAUSD de compartir su información en esta hoja con los grupos solicitantes.

Marque la columna "No", si no le da permiso al L4USD de compartir su información en esta hoja con los grupos solicitantes.

Name/Nombre	Signature/Firma	YES SI	NO	Address/Direccion	Phone Number/Numero de Telefono	How did you hear about today's meeting? Como se informo sobre la reunion de hoy?
Carmen Cruz	[Signature]	✓				
Iesly Ramirez	Iesly Flores	✓				
Hector Lopez	[Signature]	✓				
THOMAS	[Signature]	✓				
JUD/CARTER	[Signature]	✓				
Maria Torres	Maria Torres	✓				
[Name]	[Signature]	✓				
[Name]	[Signature]	✓				
[Name]	[Signature]	✓	✓			
[Name]	[Signature]	✓				
[Name]	[Signature]	✓				

Rony Jordan *Rony Jordan*

11/9/10

PLEASE READ THIS STATEMENT/POR FAVOR LEA ESTE INFORME:

The Public School Choice applicants for Muir MS would like to begin collaborating with parents. In order to do so, the applicants would like to contact you directly. This information will not be shared with anyone else or used for any other purpose.

Mark the "YES" column if you would like the LAUSD to provide your contact information on this sheet to the applicant teams.

Mark the "NO" column if you do not want the LAUSD to provide your contact information on this sheet to the applicant teams.

Los solicitantes que están participando en el proceso de la Resolución Opción de Escuelas Públicas quieren colaborar con los padres y tutores legales de la Muir MS. La información que usted incluya en este documento no será compartida con nadie fuera de este proceso o utilizada para ningún otro propósito.

Marque la columna "SI", si le da permiso al LAUSD de compartir su información en esta hoja con los grupos solicitantes.

Marque la columna "No", si no le da permiso al LAUSD de compartir su información en esta hoja con los grupos solicitantes.

Name/Nombre	Signature/Firma	YES SI	NO	Address/Dirección	Phone Number/Numero de Teléfono	How did you hear about today's meeting? Como se informó sobre la reunión de hoy?
HILARIO	Helo Hays	☒				
Carolina Pila	Carolina Pila	☒				
	Carolina Pila					
Caroline River	Caroline River	☒				
Robby Cooper	Robby Cooper	☒				
Charles Johnson	Charles Johnson	☒				
Vincent Martinez	Vincent Martinez	☒				
Mr. J. Feller		☒				

11/3/15

***PLEASE READ THIS STATEMENT/POR FAVOR LEA ESTE INFORME:**

The Public School Choice applicants for MHC YHS would like to begin collaborating with parents. In order to do so, the applicants would like to contact you directly. This information will not be shared with anyone else or used for any other purpose.

Mark the "YES" column if you would like the LAUSD to provide your contact information on this sheet to the applicant teams.

Mark the "NO" column if you do not want the LAUSD to provide your contact information on this sheet to the applicant teams.

Los solicitantes que están participando en el proceso de la Resolución Opción de Escuelas Públicas quieren colaborar con los padres y tutores legales de la MHC YHS. La información que usted incluya en este documento no será compartida con nadie fuera de este proceso o utilizada para ningún otro propósito.

Marque la columna "SI", si le da permiso al LAUSD de compartir su información en esta hoja con los grupos solicitantes.

Marque la columna "No", si no le da permiso al LAUSD de compartir su información en esta hoja con los grupos solicitantes.

Name/Nombre	Signature/Firma	YES SI	NO	Address/Dirección	Phone Number/Numero de Telefono	How did you hear about today's meeting? Como se informo sobre la reunion de hoy?
Debra Huer	Debra H.	✓				
Antonio Chavez	Antonio Chavez	✓				
John Salgado	John Salgado	✓				
[REDACTED]	[REDACTED]					
Marisa	Marisa	✓				
Nat	Nat					
Maria Condon	Maria Condon	✓				
[REDACTED]	[REDACTED]					
[REDACTED]	[REDACTED]					
[REDACTED]	[REDACTED]					
[REDACTED]	[REDACTED]					

Name/Nombre	Signature/Firma	Yes (SI)	No	Address/Direccion	Phone/Telefono
Rosa Ruiz		(SI)			
Encarnacion					
Blanca					
Grudencia Chavez		YES			
Dona Buell		YES			
Gloria Gutierrez		YES			
Aiden Aguirre		(YES)			

<u>Name/Nombre</u>	<u>Signature/Firma</u>	<u>Yes</u> <u>SI</u>	<u>NO</u>	<u>Address/</u> <u>Direccion</u>	<u>Phone/Telefono</u>
José pined		Yes			
R. Green		Yes			
W. E. ...					
G. ...					
Angela Vae		SI			
T. ...					
RENAUO MARTINEZ		SI			
Q. ...					
U. ...					
P. ...					
S. ...		NO			
A. ...		NO			
N. ...					
M. ...					

Name/Nombre	Signature/Firma	<u>Yes</u>	<u>No</u>	Address/Direction	Phone/Telefono
NELSON. González		X			
Maria I. Echeagaray		yes			
Noia A. Becerra		X yes.			
José Benavides					
Colonia Góndol		yes			
JUAN MARTINEZ		yes			

Public School Choice: 7th Muir Community Meeting
Saturday November 13, 2010 9:00 a.m. - 10:30 a.m. - Southern California Library

[illegible]

Public School Choice: A Muir Community Meeting

Saturday November 13, 2010 9:00 am - 10:30 am - Southern California Library

[illegible]

Public School Choice: John Muir Community Meeting
 Wednesday November 17, 2010 3:30 pm - 4:30 pm - Southern California Library

Name/Nombre	Address/Domicilio	Phone #/numero de telefono	Student at Muir Estudiante en Muir		
1 Graciela Ramos			☒ Yes	or	☐ No
2 Arlene Arnold			☒ Yes	or	☐ No
3 Lida Fuentes			☒ Yes	or	☐ No
4 Patricia Anguian			☒ Yes	or	☐ No
5 Jose Alvarez			Yes	or	☒ No
#6 Rosalinda Uffers			☒ Yes	or	☐ No
#7 Hilaria Cruz			Yes	or	☐ No
8 Juan P. Carrion			Yes	or	☒ No
9 Claudia Molina			☒ Yes	or	☐ No
10 Campos Horacio			☒ Yes	or	☐ No
11 Juan Martinez			☒ Yes	or	☐ No
12 Gloria Godoy			☒ Yes	or	☐ No
13 MARIA CEBALDO			Yes	or	☐ No
14 Julia Avila			☒ Yes	or	☐ No
			Yes	or	☐ No
			Yes	or	☐ No

Public School Choice: John Muir Community Meeting
 Tuesday November 23, 2010 3:30 pm - 4:30 pm - Southern California Library

	Name/Nombre	Address/Domicilio	Phone #/numero de telefono	Student at Muir Estudiante en Muir		
1	Ilmaria P. Cortez			☒ Yes	or	☐ No
2	Hermelinda Herrera			☒ Yes	or	☐ No
3	María E. Salazar			☒ Yes	or	☒ No
4	Rita Rodriguez			☒ Yes	or	☒ No
5	Linda Diaz			☒ Yes	or	☒ No
6	María Guadalupe Romero			☒ Yes	or	☐ No
7	David Fernandez			☒ Yes	or	☒ No
8	Henry Diaz			☒ Yes	or	☐ No
9	Celina Garcia			☒ Yes	or	☐ No
10	Tina Martinez			☒ Yes	or	☐ No
11	Hermelinda Medina			☒ Yes	or	☐ No
12	Maria Dias			☒ Yes	or	☒ No
13	Yolanda Lopez			☒ Yes	or	☐ No
14	David S. Lopez			☒ Yes	or	☐ No
15	Theresa Hernandez			☒ Yes	or	☐ No
				☒ Yes	or	☐ No

Public School Choice: John Muir Community Meeting
 Tuesday November 23, 2010 3:30 pm - 4:30 pm - Southern California Library

	Name/Nombre	Address/Domicilio	Phone #/numero de telefono	Student at Muir Estudiante en Muir		
16	Delia			Yes	or	No
17	Caroline Aguirre			Yes	or	No
18	Yvonne Davis			Yes	or	No
19	Paula Lopez			Yes	or	No
20	Teresa Lopez			Yes	or	No
21	Isabel Martinez			Yes	or	No
22	Christy Alvarez			Yes	or	No
23	Yvonne Davis			Yes	or	No
24	Yvonne Davis			Yes	or	No
25	Yvonne Davis			Yes	or	No
26	Yvonne Davis			Yes	or	No
27	CHRIS Hicks			Yes	or	No
28	ENRIQUE Reyes			Yes	or	No
29	Haydee Escobar			Yes	or	No
30	Carlos Rivera			Yes	or	No
				Yes	or	No

SUPPORT JOHN MUIR MIDDLE SCHOOL

We, the parents and community stakeholders of the John Muir school community, support John Muir Middle School joining the Manual Arts High School family, with M.A. Partner Schools as the operator of the school.

John Muir MS is the main feeder to Manual Arts HS. To ensure that our children graduate college and career ready, we believe that they first must be high school ready. We support MLAs plan to provide every student, grade 8 through 12, a college preparatory education.

Nosotros, los padres y miembros de la comunidad de John Muir, apoyamos que John Muir Middle School se una a la familia de Manuel Arts High School, con MIA Partner Schools como el operador de la escuela.

John Muir MS es la escuela generadora principal de Manuel Arts. Para asegurar que nuestros estudiantes se graduen preparados para la universidad y estén listos para sus carreras, Apoyemos el plan de MLA y creemos que todos los estudiantes del grado 8 al 12 merecen una educación que los prepare para la universidad.

Phone / Número de Tlx/N

[illegible]

Monday November 30, 2010 5:00 pm - 6:00 pm - Southern California Library

[illegible]

Public School Choice: John Muir Community Meeting
Monday November 30, 2010 5:00 pm - 6:00 pm - Southern California Library

Name/Nombre	Address/Domicilio	Phone #/numero de telefono	Student at Muir Estudiante en Muir		
10 Haracio Campos			☒ Yes	or	No
11 Patricia Hemphill			Yes	or	☒ No
12 Rosmary Prieto			Yes	or	☒ No
13 Celoria Ceballos			☒ Yes	or	No
14 Juan Martinez			☒ Yes	or	No
15 Carol Black			Yes	or	☒ No
16 Hilaria Cruz			☒ Yes	or	No
17 Lesly Hernandez			☒ Yes	or	No
18 Alfonso Hernandez			☒ Yes	or	No
19 Wendy Montei			Yes	or	☒ No
20 Norma Flores			Yes	or	No
21 Salazar Antonio			☒ Yes	or	No
			Yes	or	No
			Yes	or	No
			Yes	or	No
			Yes	or	No

Public School Choice: John Muir Community Meeting
Monday November 29, 2010 3:30 pm - 4:30 pm - Southern California Library

Name/Nombre	Address/Domicilio	Phone #/numero de telefono	Student at Muir Estudiante en Muir		
1 ANA D. CARRION			Yes	or	☒ No
2 IONA DIGGS			Yes	or	☒ No
3 CAROL BLACK			Yes	or	☒ No
4 Patricia Kestner			Yes	or	☒ No
5 CLAUDE THORNTON			☒ Yes	or	No
12 Etana Shakur			Yes	or	☒ No
13 LARLAA K.			Yes	or	☒ No
14 CLEVELAND T. WACO			Yes	or	☒ No
			Yes	or	No
			Yes	or	No
			Yes	or	No
			Yes	or	No
			Yes	or	No
			Yes	or	No
			Yes	or	No
			Yes	or	No

Monday November 29, 2010 3:30 pm - 4:30 pm - Southern California Library

[illegible]

Mike McGalliard

Title: President/CEO

Bio

Serving LAUSD schools since 1995, Mike McGalliard is a pioneer in public education, consistently utilizing an unconventional approach to bring exceptional opportunities to students and families in LA's most underserved communities. Mike's programs have set a high standard of excellence for thousands of students, helping transform some of the most challenging public high schools and earning Mike a reputation for progressive thinking and innovation. After spending two years as an English teacher, Mike co-founded a model program for school-based educational reform in 1995. The College Pathways Project (CPP) utilized a unique, student-centered approach to teaching, with the goal to foster a love of learning, critical conscience and the skills needed to create positive change in the world. In 1998, CPP became part of the Fulfillment Fund.

Starting in only two high schools and working out of the co-founders' homes, CPP grew to serve over 1,000 students at ten high schools with an operating budget of \$1.2 million. CPP has generated a high school graduation rate of over 90% and a college matriculation rate of 65% for students in Los Angeles' most disenfranchised schools. Accordingly, CPP has earned a reputation at a local and national level for a creative and effective approach to student achievement.

Mike left CPP in early 2003 to start his next venture, the Center for Innovative Education (i.e.), which he co-founded with long time college friend, John Holcomb. Inspired by the charter school movement but retaining a focus on LA's legacy high schools, Mike and John sought to bring charter-like innovations to schools serving students with the greatest need. i.e. launched a model "school within school" at Manual Arts High School in South Los Angeles. i.e. was re-incorporated as Mentor LA (MLA) and promptly launched West Adams Prep, a unique comprehensive high school serving 2500 students. MLA became the first community-based nonprofit in Los Angeles to participate in the operation of non-charter public high schools. With the launch of West Adams Prep, MLA's first partner school, Mentor LA became popularly known as MLA Partner Schools.

Mike is a trustee of the New Visions Foundation. He received his B.A. in English from Reed College and completed extensive graduate work at Regent College in Vancouver, Canada in the areas of religion, literature and philosophy.

Rupi K. Boyd, Ed. D

EDUCATION

Doctor of Education, Educational Leadership, SDSU, May 24, 2010

ELDA Tier II, Educational Leadership Development Academy, USD, 2003

Master of Science in Educational Administration and California Administrative Credential, National University, San Diego, CA, 1997

Fellow, California Science Project Leadership Academy, San Diego, CA 1996-1997

Fellow, New Standards, University of Pittsburgh, 1996 – 1998

Representative district (SDUSD) Science Standards Committee

Teaching Credential and CLAD certification, National University, San Diego, CA 1994

Bachelor of Science in Urban Studies and Planning with emphasis in Public Health UCSD, San Diego, CA, 1988

Associate of Science in Physical Science, Imperial Valley College, Imperial, CA, 1984

EXPERIENCE

School Improvement Officer

July 2008-Present

San Diego Unified School District

Support and supervise 23 elementary schools and their principals, serving 12,750 students. Build a trusting and collaborative culture with my team of principals, a culture that facilitates our work and focuses on student achievement. Provide leadership to principals in curriculum implementation, monitoring of instructional practices, and analysis and interpretation of California Standards Test (CST) and benchmark data aimed to provide a high quality and rigorous education.

Team with principals to conduct classroom observations and gather data using focus questions to identify specific teaching and learning strategies. Use data collected to engage principals in conversations that focus on strengthening instructional practices. Coach principals and build their capacity to create and nurture professional learning communities in their schools. Provide targeted and systematic assistance to low-performing schools in the implementation of strategies and programs that lead to continuous improvement of student achievement.

Serve on a district work group, focusing on reorganizing and restructuring special education, to streamline services to students with special needs. Serve on the District Contract Administration Committee, whose purpose is to solve issues arising from differences in interpretation of the terms of the Collective Agreement.

As a member of the senior management team, participate in budget reduction discussions and provide input on saving measures to be considered by the Board of Trustees. Implement spending control guidelines within my community of principals in order to promote school and district solvency. Serve on the district team collaborating with McREL Project consultants to identify and agree on research-based leadership criteria to revise the principal evaluation. Participated in developing district English-Language Arts and math SMART goals based on the Board of Trustees goals for student achievement.

Provide assistance to the instructional program and operations of area schools including building, maintenance, finance, human relations, transportation, parent communication, employee communication, food service, and any other management issue. Visit schools and provide instructional and technical support and direction to school personnel to ensure the successful implementation of the best instructional and management practices. Select, train, and evaluate performance of principals. Serve as central administration contact for parents and attend staff

meetings. Ensure compliance of schools with all pertinent federal and state regulations and requirements related to school operations. Organize resources and personnel to ensure a direct connection to improvement of school management. Establish and maintain cooperative and effective working relationships with others.

Accomplishments

In 2009,

- Four out of the 15 schools I supervised received a "California Distinguished Award".
- Three out of the 15 schools I supervised received a "California Business for Education Excellence Honor Roll Schools".
- Four out of the top five district schools with the highest gains in academic performance were schools I supervised.
- 13 out of the 15 schools I supervised met their state achievement targets.
- Five of the six schools that were either on the watch list or in program improvement achieved Adequate Yearly Progress (AYP).
- all 15 schools increased attendance rates by at least 0.5%
- In 2009 & 2010, every school I supervised remained within their budget limitations.

**Principal, Mann Middle School of Expression
San Diego Unified School District**

2007-2008

Administered programs that supported students with special needs, English learners, and gifted and talented students. Established more rigorous curricula in science, math and English. Provided support and professional development to staff to accelerate student academic performance in all grade levels. Utilized data to monitor and guide student placement. Worked collaboratively with staff and community to promote a positive working environment for all. Provided leadership and direction in combining three small schools into one. Worked closely with the district superintendent, project architect, and facilities administrator to suggest and recommend changes for smooth transition. Managed and coordinated the school budget, purchased furniture and equipment, recruited and hired staff, implemented curricula, monitored the instructional program, and oversaw the physical plant.

Accomplishments:

- Decreased student suspensions and expulsions and increased student attendance
- Increased the percentage of students scoring proficient and advanced in all subject areas and met state achievement targets

**Internal Consultant Area IV for Low-Performing Schools
San Diego Unified School District**

2007

Provided leadership and assistance to principals in assessing school needs based on data analysis. Worked with staff and leadership team to identify students in each achievement band and determine instructional needs to move them up at least one band. Provided staff development to support improvements in classroom instruction. Determined next steps to ensure student success. Assisted in the effective implementation of the curricular programs. Provided leadership and assistance in the adjustment of the school's instructional program. Assisted principals in developing an effective plan to monitor student growth.

**State English Language Advisory Committee
State Department of Education**

2007 - 2008

**Principal, Andrew Jackson Elementary
San Diego Unified School District**

2003 -2007

Supported and supervised 60 staff members in a school serving over 800 students in pre-K to fifth grade. 71% of the students were English language learners and 100% were economically disadvantaged. Provided leadership in academic achievement, site management and building the school's culture. Lead staff in the interpretation of student achievement and behavioral data. Planned and implemented staff development regarding best practices. Planned and coordinated effective parent involvement by actively inviting parents to participate in identifying topics of interest and organizing structured activities and workshops related to health and nutrition, community resources, supporting their children's education at home, etc.

Selected and assigned all school personnel and supported the staff in creating and developing a shared-vision leading them to provide powerful learning experiences for all children. Implemented board policy, supervised the staff evaluation process, and oversaw all aspects of public and employee relations. Built strong professional relationships with staff and effectively created and sustained innovative programs and practices designed to foster continuous improvement of student achievement.

Established partnerships with various non-profit community organizations to bring services to students and parents at both Jackson Elementary and Mann Middle School. For instance, created a partnership with Mid-City Collaborative to create collaboration with parents and community. Worked with City College and UCSD to provide additional tutors to support literacy and math instruction. Worked with the City of San Diego to provide before and after-school childcare and tutoring services at the school and the City's Neighborhood House. Created a partnership with "Save a Smile," an organization that offered free dental screening and treatment to students.

Accomplishments

- Jackson received the California Distinguished School Award
- Jackson received the Title I Academic Achievement Award
- Rebuilt staff by hiring 45 of 60 teachers
- Increased the percentage of Proficient and Advanced students in ELA from 8% to 46.8% and reduced the percentage of Below and Far Below Basic students in ELA from 61% to 25.8%.
- Increased the percentage of Proficient and Advanced students in Math from 8% to 49.4% and reduced the percentage of Below and Far Below Basic students in Math from 68% to 23.8%.
- Increased base school's Academic Performance Index from 504 to 763

Vice Principal, Andrew Jackson Elementary
Vice Principal, Zamorano Elementary School
San Diego Unified School District

2002-2003
2001-2002

Provided instructional leadership and instructional programs, including Special Education and Gifted and Talented Education (GATE). Supervised and evaluated certificated staff. Developed master program for the school. Planned, organized and implemented a school-wide program for the supervision and control of pupils, and supervised the safety and security of pupils. Planned, organized, and supervised extracurricular activities and school auxiliary services. Conferred with parents and community members regarding pupil support and school programs.

Accomplishments

- Increased the percentage of proficient and advanced students in Math from 8% to 19%

Intern Support Provider
Urban Teacher Initiative Program
San Diego Unified School District

2000 - 2001

Science Lead Teacher, Marshall Middle School,
Taft Middle School, Kearny High School

1995 - 1999

PRESENTATIONS:

- Keynote speaker and presenter at various community events
- Board Presentations
- Staff Development Presentations (Content Reading Strategies, Literacy Training, SADIE training, Constructive Approach, Peer Coaching, USI Physics (Workshop at SDSU), writing project in New York & UCSD, & etc.)

SPECIAL TRAINING

- AB 75 Curriculum and Instruction Training
- McRel Training
- Springboard Leadership Training - PLC's
- Response to Intervention
- CASBO: CBO Boot Camp, SACS, Revenue Limit, Year End Closing
- Educational Development Leadership Academy at University of San Diego
- Cognitive Coaching

PRESENT AND PAST COMMITTEE EXPERIENCE

- Contract Administration Committee
- Special Education Reorganization
- Kindergarten Task Force
- School Site Council, PTSA

PROFESSIONAL MEMBERSHIP

- Association of California School Administrators (ACSA)
- Phi Delta Kappa

Daniel L. Chang

PROFESSIONAL EXPERIENCE

Green Dot Public Schools

Los Angeles, CA

A non-profit charter school management organization with 17 charter high schools in Los Angeles.

Vice President of New School Development

2006 - 2009

- Led the transformation of Alsin LeRoy Locke High School, restructuring the 40-year old traditional public high school into a cluster of seven autonomous charter schools.
- Developed the Locke conversion high school charter petition and organized stakeholders in South Los Angeles leading to approval by the LAUSD Board of Education.
- Negotiated memorandum of understanding with LAUSD staff that included the provision of offsite facilities for new school incubation. Oversaw negotiations for Locke's general purpose block grant.
- Worked with the California Department of Education to create separate school codes and accountability systems for each Locke school. Retained full QRIA funding for all Locke schools.
- Managed Green Dot's growth from 2 schools serving approximately 560 students to 17 schools serving nearly 8,000. Responsible for all expansion activities with focus on district partnerships, charter petition development, facilities, and community outreach.
- Successfully developed 21 charter petitions approved by LAUSD; coordinated the renewals and extensions of 11 schools.
- Oversaw Green Dot's real estate development department and the organization's 630,000+ square feet of educational facilities.

Director of Operations

2003 - 2006

- Directed a \$1 million media and grassroots marketing campaign during the 2005 Los Angeles mayoral election that influenced education policy in Los Angeles.
- Grassroots marketing campaign resulted in over 10,000 signatures of support; TV and print advertising campaign generated a 3.6x return on original investment.
- Helped secure over \$8 million in fundraising to support the organization's growth.
- Ensured that all schools received high quality support in areas such as facilities, technology, food service, transportation, student enrollment and maintenance.

Model N, Inc.

South San Francisco, CA

Enterprise software company providing "revenue management" solutions to Fortune 500 corporations.

Vertical Solutions Manager

2002 - 2003

- Developed a \$4 million pipeline of sales in the CPG and transportation industries.
- Led a team of developers in creating industry-specific software extensions for company's base software suite. Defined product features and requirements through focus groups with top customer prospects.

Corporate and Business Development Manager

2001

- Secured partnerships with complementary software providers to strengthen product development efforts and expand sales opportunities. Executed partnerships with over 10 technology companies such as BEA Systems, Mercator Software, WebMethods and others.
- Evaluated potential acquisition candidates for Model N. Led financial, technology and product due-diligence; advised executive team on merits of potential combinations.

Daniel L. Chang

Page 2 of 2

Desktop.com

San Francisco, CA

Venture-backed "dotcom" that provided a Windows-like graphical user interface for web browsing.

Product Manager

2000

- Managed development and release of new products including a streaming online radio module and Internet application directory.
- Identified, evaluated and negotiated partnerships with complementary technology providers. Led integration and ongoing account management of existing partnerships.

Broadview International, a division of Jefferies & Company

Porter City, CA

Investment bank focused on mergers and acquisitions for the IT, communications, and digital media industries.

Financial Analyst/Fairness Opinion Specialist

1998 - 2000

- Provided detailed financial analyses of mergers, acquisitions, private placements, and restructurings for over 20 transactions with an aggregate value of over \$5 billion.
- Successfully managed 9 transactions involving fairness opinions (legal opinions issued to the board of directors of companies engaged in merger transactions). Planned and supervised financial valuation and legal analyses, coordinated deal teams, and directed internal review processes.
- Developed industry thought pieces for the web-enabled business applications and web services segments by conducting primary and secondary market research. Received the Broadview Quality Award for work on the "Web Services Perspective."

EDUCATION

UCLA Anderson School of Management

Los Angeles, CA

M.B.A., General Management

June, 2007

University of California at Berkeley, Haas School of Business

Berkeley, CA

B.S., Business Administration

December, 1997

- Spring 1997, Haas Semester Abroad Program, Hong Kong University of Science and Technology.

ADDITIONAL

The Broad Residency in Urban Education

Los Angeles, CA

Associate Resident

2007 - 2009

One of 97 leaders selected for the Broad Residency, an intensive two-year management development program that trains emerging leaders for senior management positions in public education.

Interests: Playing basketball, following college football (especially the California Golden Bears), and staying current on pop culture.

Linh Huynh – MLA's Chief of Staff

Linh Huynh joined the MLA team in 2006 and currently serves as Chief of Staff to lead cross-organizational planning and special projects. In the last four years at MLA, Linh played a key role in evolving the organization's work from serving 500 students to serving 6,000 students and their families. Working directly with the Chief Executive Officer of MLA, Linh also grew the organization from a staff of four employees to 20 and a budget of \$250,000 to over \$3 million. Through the two schools that they operate, Linh and her team are responsible for 550 LAUSD staff members and the schools' \$42 million budget. In her former position as Director of Strategic Operations at MLA, Linh developed a groundbreaking resource management system that coordinates the efforts of school based partners, maximizing efficiency and building lines of accountability. Through this system, partners are rigorously screened to ensure quality, managed according to clear service agreements, and published in an online directory that is widely accessed by teachers, students and parents.

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). Additionally, she oversaw the implementation of various educational programs for youth in foster care.

Linh's family came to the United States during the Vietnam War. As a result of her parent's lack of formal education and inability to speak English, Linh was quickly exposed to the systemic issues impeding low-income communities. Today, those experiences continue to shape her long-term aspirations to empower disenfranchised communities and evoke social change. Linh completed her undergraduate work magna cum laude from the University of California, Los Angeles (UCLA) with a BA in sociology and education. She received her master's degree in social welfare with an emphasis in non-profit administration from UCLA.

LAURA HERNANDEZ-FLORES

EDUCATION

UNIVERSITY OF SOUTHERN CALIFORNIA

SPRING 2009

Doctor of Education (Ed.D.), Educational Leadership

Dissertation Theme: Partnerships among the University, K-12 schools, and Community

LOYOLA MARYMOUNT UNIVERSITY, LOS ANGELES, CA

MAY 2003

Master of Arts in Secondary Education

UNIVERSITY OF CALIFORNIA LOS ANGELES

SEPTEMBER 1998

Bachelor of Arts in English and Political Science

CREDENTIALS

Certificate of Clearance, Administrative Services Credential

DECEMBER 2007

Professional Clear Single Subject SCLAD Credential, English/Language Arts

MAY 2003

SELECTED CAREER HIGHLIGHTS

- Experience teaching diverse learners (special needs, ELL, GATE) from early adolescents to adults
- Coordinated reading intervention programs at middle school level
- Designed and implemented the structure and curriculum for Charter High School and Adult ESL programs
- Implemented College Club to provide college-going culture at middle school, which included workshops, parents/community members as guest speakers, and field trips to college campuses
- Designed and implemented a Professional Development Plan focusing on learner persistence at the adult level
- Performed need assessments in a variety of contexts: Strategic Planning Action Team, which developed a school-wide plan to increase parent involvement; facilitating ELAC meetings and conducting parent surveys; participating in school-site leadership team and assessing the needs of English Language Learners
- Provided teacher interns and experienced teachers with feedback and assistance as they grow in their professional practice through classroom visits and Structured Teacher Planning Time (STPT)
- Guided colleagues in analyzing standard and criterion referenced placement tests to inform instructional decisions
- Assessed and evaluated teacher interns to meet state standards for the teaching profession

K-12 PROFESSIONAL EXPERIENCE

ONTARIO-MONTCLAIR SCHOOL DISTRICT

2003-PRESENT

Oaks Middle School, Ontario, CA

Teacher -7th grade Language Arts, Reading, ELD, World History

- Planned instructional activities and intervention targeted at diverse student needs, primarily for students at least two grades behind grade level
- 7th grade Lead teacher responsible for organizing, coordinating, and facilitating Structured Teaching Planning Time (STPT) and serving as resource provider
- Co-chair of English Department responsible for collaborating with colleagues about best practices and decision-making for instructional programs
- Coached Girls' Soccer Team

SANIT MARY'S ACADEMY, INGLEWOOD, CA

2001-2002

A College Preparatory Catholic High School for Girls

Teacher – Grade 10-12 American Literature, Spanish 3, Spanish 3 Honors, Spanish 4

- Drafted year-long curriculum and designed weekly lesson plans for review and approval
- Planned instructional activities that were student-centered and fostered community-building in the classroom environment
- Served as advisor for United Latin American Society (ULAS) organization
- Organized community service events in Mexico with students
- Co-directed tutorial service center for students during lunch hour three times a week

ANIMO LEADERSHIP CHARTER HIGH SCHOOL, INGLEWOOD, CA

SUMMER & FALL 2000

8th grade English Teacher & Co-Founder

- Part of selective team of teachers chosen to start up a new high school for the Lennox community
- Taught diverse learners ranging from different cognitive and motivational levels
- Designed and implemented the structure and curriculum for the students along with charter school policy guidelines, parent handbook
- Assisted in designing parent handbook and parent participation events
- Implemented technology into classroom instructional activities for all students
- Served as Leadership student advisor

HIGHER ED & ADULT ED PROFESSIONAL EXPERIENCE

CLAREMONT GRADUATE UNIVERSITY

2007-PRESENT

Teacher Education Program

Faculty Advisor

- Facilitated academic excellence planning and advisory meetings for teacher interns
- Collaborated with teacher interns and fellow faculty advisor on best practices
- Provided teacher interns with feedback and assistance as they grew in their professional practice
- Assessed and evaluated teacher interns to meet state standards for the teaching profession

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

2002-2007

School of Continuing Education, ESL Program

ESL Instructor/ Private & Public sector

- Experience with teaching, curriculum development and assessment of all ESL adult levels instruction, including teaching Spanish to Disneyland management employees
- Designed and implemented a Professional Development Plan focusing on learner persistence
- As a computer lab instructor, assisted adult learners with English skills by creating unique learning modules that match individual needs

VARAS & RUTHERFORD CONSULTING GROUP

WINTER & SPRING 1997

SANTIAGO, CHILE

Teacher/Instructor

- Instructed and assisted adult professionals with proficiency in work-based English language skills and American culture
- Developed strategies for teaching second language learners

PROFESSIONAL SERVICE

- Assisted and provided feedback as a mentor for new on-site teacher
- Participated on search committee to hire a new Language Arts teacher
- Evaluated and participated in decision-making for school-site programs as member of Faculty Leadership Team
- Co-chaired Strategic Planning Action Team, which researched, developed, and implemented parent involvement programs
- Served as CELDT coordinator, which facilitated and organized testing procedures along with student placement decision-making

ASSOCIATIONS & AWARDS

PHI KAPPA PHI HONOR SOCIETY MEMBER

2008

FORD / MELLON FELLOW, PRINCETON UNIVERSITY

SUMMER 1996

Fellow Recipient of Minority Summer Research Exchange Program

- Undertook independent research project, which focused on the emergence of African-American literature

ADDITIONAL EDUCATION/SKILLS

CAL STATE UNIVERSITY, SAN BERNARDINO

2004

Reading Certificate Program

STANFORD UNIVERSITY, PALO ALTO, CA

JUNE – NOVEMBER, 1999

Graduate Student in STEP (Stanford Teacher Education Program)

Relevant Coursework:

- Literacy Development
- Curriculum and Instruction in English
- Teaching for Equity and Democracy
- Health & Adolescents
- Pedagogical Strategies: Teaching in Heterogeneous Classrooms
- Adolescent Development

UNIVERSIDAD DE CHILE, SANTIAGO

SPRING 1997

Educational Abroad Program Participant

Relevant Coursework:

- University-level reading and writing in Spanish
- History of Latin America
- One-month stay in Argentina for intensive language program and cultural awareness course.

BILINGUAL/ BILITERATE – ENGLISH & SPANISH

Dr. Catherine L. Belcher, PhD

EDUCATION

University of Pennsylvania, Philadelphia, Pennsylvania
 Doctor of Philosophy: Education, Culture, and Society
 Educational Leadership Division, December 20, 2006
 Dissertation: *Bordering on Success: The Calverton Unified School District Since Bilingual Education, 1963-2000*
 Areas of specialization: Mexican American Educational History and Culture, Urban Schooling and Community Development, Bilingual Education Policy, Critical Pedagogy, and Culturally Responsive/Multicultural Education
 Committee: Kathleen Hall, University of Pennsylvania, Chair
 Marvin Larson, University of Pennsylvania
 Ruben Donato, University of Colorado at Boulder

Stanford University, Stanford, California
 Master of Arts Degree - Teacher Education: June 1991
 Master's Portfolio: *Project Excel*
 Developed and directed an afterschool program to provide academic supports for eighth grade students at Ravenswood Middle School, East Palo Alto
 Bachelor of Arts Degree - History: June 1990
 Emphasis: American History

CREDENTIALS

California Single Subject Clear Credential: Social Studies

Pennsylvania Secondary Credential: Social Studies (pending renewal)

PUBLICATIONS

(Forthcoming) Belcher, Catherine L. & Herr-Stephenson R. (Spring 2011). *Teaching Harry Potter: The Power of Imagination in Multicultural Classrooms*. New York: Palgrave Macmillan.

Belcher, Catherine L. (Fall 2010). "On Joyous Teaching." *Penn GSE Perspectives on Urban Education*, online journal. University of Pennsylvania Graduate School of Education, Vol. 7, Issue 2, pp. 47-48.

Coccean, Tom, Susan H. Fuhrman & Catherine L. Belcher. (Sept. 2001). "The District Role in Instructional Improvement." *Phi Delta Kappan*, Vol. 83, No. 1, pp. 78-84.

CURRENT POSITION

Site Director, West Adams Preparatory High School, Los Angeles, California, 2010 - present
 MLA Partner Schools

UNIVERSITY TEACHING

Loyola Marymount University, Los Angeles, California, 2007 - 2010
 Assistant Professor, Language and Culture in Education
 School of Education

Courses taught:

Context of Schooling (TFA Urban Master's Program)
Research in Urban Education (TFA Urban Master's Program)
Cultural Paradigms of Education
Anthropological Analysis of Education

St. Joseph's University, Philadelphia, Pennsylvania, 1999

Adjunct faculty, Teacher education methods

Supervision: Teacher interns, middle and high school levels

**SECONDARY LEVEL
TEACHING**

Haverford Senior High School, Havertown, Pennsylvania, 1994-1998

*Western Civilizations, World Cultures, American History, Humanities and Senior
Project, grades nine through twelve*

Lead and Mentor Teacher: 1995-1998

Curriculum Development teams:

World Cultures, tenth grade, 1995-1998

United States History, eleventh grade, 1995-1998

District-wide K-12 Social Studies Curriculum, 1995

District-Wide Performance Assessment Development Team, 1995-1997

Block Scheduling Implementation Committee, 1996-1997

Social Studies Inservice Provider (Regional), 1996-1998

Director, Haverford Dance Company, 1995-1998

Ochoa Intermediate School, Hayward, California, 1992-1993

Gifted and Talented CORE and Language Arts, eighth grade

Mt. Eden High School, Hayward, California, 1991-1992

World History and United States History, grades ten and eleven

Ravenwood Middle School, East Palo Alto, California, 1990-1991

Student Teacher/Intern, United States History, eighth grade

RESEARCH

Consortium for Policy Research in Education (CPRE), University of Pennsylvania

Research Assistant to Tom Corcoran: 1999-2001

Research Assistant to Susan Fuhrman: 1998-1999

PRESENTATIONS

*Herr-Stephenson, Becky and Catherine Belcher. "Teaching Harry, Exploring Difference."
Workshop presented at Infinitus 2010 Conference, Orlando, Florida, July 2010.*

*Belcher, Catherine and Becky Herr-Stephenson. "Teaching and Learning with Harry Potter."
Workshop presented at Acatraz 2009 Conference, San Francisco, California, July 2009.*

*"Accountability, No Child Left Behind and the Consequences for Latino Self-Determination:
A Case Study of the Calexico Unified School District 1990-2005." Paper presented at the
American Educational Research Association Conference, San Diego, California, April 2009.*

"Crossing School Borders: Latino Immigrant Student Integration in Calexico, California." Presentation given at Boston College's 8th annual Diversity Challenge "Race, Culture, and Trauma." Chestnut Hill, Massachusetts, October 2008.

"Our Choices Make Us Who We Are: Teaching Harry Potter as a Moral Compass." Workshop presented at Portus 2008 Conference, Dallas, Texas, July 2008.

"*Traduciendo* [Translating] Harry: Exploring How We Make Sense of Harry Potter's World." Workshop presented at Enlightening 2007 Conference, Philadelphia, Pennsylvania, July 2007.

"Developing Border Success: Bilingual Education Policy and the Integration of Latino Immigrant Students in Calexico, California." Conference paper presented at Embracing Diversity: Latino Immigration and the Transformation of American Society, Harvard University, Cambridge, Massachusetts, October 2006.

"Bless Me Dumbledore: A Latina Educator's Perspective on the Harry Potter Universe." Paper presented at Lumos 2006 Conference, Las Vegas, Nevada, July 2006.

"The Emergence of Bilingual Schooling in Calexico, California." Invited presentation, Education Department, Wellesley College, Wellesley, Massachusetts, February 2006.

"Boedering on Success: Bilingual Schooling in Calexico, California." Invited presentation, Graduate School of Education, Stanford University, Stanford, California, March 2005.

"Culture, Community, and Schooling on the Border: The Development of Bilingual Education in Calexico, California." Invited presentation, Department of Chicano and Latino Studies, Sonoma State University, Rohnert Park, California, March 2005.

Belcher, Catherine and Susan Fuhrman. "The Struggle for Rationality: The Use of Evidence to Make Decisions in Urban School Districts." Paper presented at the American Educational Research Association Conference, Seattle, Washington, April 2001.

Belcher, Catherine and Susan Fuhrman. "Measuring Comprehensive Reform Model Effectiveness: Schools, Student Learning and Responsibility." Paper presented at the American Educational Research Association Conference, New Orleans, Louisiana, April 2000.

Belcher, Catherine and Susan Fuhrman. "Building Instructional Capacity Through Comprehensive School Reform Models." Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference, Washington D.C., November 1999.

Belcher, Catherine, Susan Fuhrman & Gary Ritter. "Variability in Accountability Relationships Between Schools and External Vendors." Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference, New York, October 1998.

RESEARCH
FELLOWSHIPS
AND HONORS

Ford Foundation Diversity Fellow, Dissertation Fellowship, 2004

Spencer Foundation Dissertation Fellow, 2003

Mellon Foundation Fellow, Stanford School of Education, 1987-1991

National Endowment for the Humanities Teaching Fellow, 1992

SERVICE

Teacher Hiring (panel member and consultants)
Edison Elementary School Spanish Dual Immersion Program
Glendale Unified School District, 2008-present

Reviewers: Division F, History and Historiography
2011 and 2009 AERA Annual Meetings

Members: Committee on the Status of Women
Loyola Marymount University, Spring 2010

Reviewers: Sage Books
2009 - present

Course Head: EDLC 5000 *Cultural Paradigms of Education*
Department of Language and Culture in Education
School of Education, Loyola Marymount University, 2008-2010

Assessment Committee
School of Education, Loyola Marymount University, 2008-2010

Reviewers: Human Organization
Society for Applied Anthropology, 2007

Division Representative, Student Affairs Committee
Graduate School of Education, University of Pennsylvania, 1998-2000
Student Co-Chair: 1999-2000

OTHER
TEACHING

Pacific Studio for Dance, Glendale, California, 2008-present
Part-time/Substitute Dance Instructor

All That Jazz Dance Studio, Newton, Massachusetts, 2003-2007
Dance Faculty: Ballet, Tap, Jazz and Latin Jazz dance instructor

Congreso de Latinas Unidas Beacon After School Program,
Philadelphia, Pennsylvania, 1999
Dance Instructor, Jones Middle School

Dance Connection Dance Studio, Palo Alto, California, 1990-1993
Dance Faculty: Ballet, Tap and Jam dance instructor

PROFESSIONAL
MEMBERSHIPS

American Educational Research Association

OTHER
LANGUAGES
SPOKEN

Spanish

Jose F. Iniguez

Formal Education

UCLA Graduate School of Education & Information Studies

Ed.D., Fall 2007

- Committee Chair, Dr. Jeannie Oakes
- Professional (Tier II) Administrative Services Credential, Fall of 2006
- GSEIS Faculty Fellowship Award

California State Northridge School of Administration and Leadership

M.A., Spring 2002

- Professional (Tier II) Administrative Services Credential, Fall 2002

UCLA Graduate School of Education & Information Studies

M.Ed., Spring 1999

- Dr. Jeannie Oakes, Team Leader
- Professional Clear Single Subject Teaching Credential in Social Studies
- Bilingual, Cross-cultural, Language & Academic Development Emphasis in Spanish Certificate (BCLAD)
- Foundations of the Milken Families Scholarship

UCLA School of Law

J.D., December 1996

- Best Moot Court brief for section
- Public Interest Law Foundation Grant
- Antonia Hernandez Second Annual Fellowship
- Public Interest Law Foundation Grant Selection Committee
- Public Interest Service Award
- Morrison & Forester Scholarship

University of California, Berkeley

B.A., Political Science, June 1991

- Academic Honors (1989-1990)
- Golden Key National Honor Society
- Honor Students Society

Administrative Experience

House Principal

Summer, 2005 to Present. Santa Monica High School, Santa Monica, CA

Unlike an Assistant Principal, a House Principal is the instructional leader responsible for every aspect of a small learning community including directing the development and implementation of district policies and procedures, professional development for staff, parent communication, community relations, planning/organizing/supervision of instructional based on identified needs, budget management, fund raising, employee discipline, leading IEP meetings, student discipline, and changing of school culture. Our student body is diverse, culturally and financially, leading to many differentiated needs. I constantly analyze data collected from many sources (formal/informal observations, standardized test results, common assessments, professional development sessions, etc.) to develop goals/strategies based on analysis of said data. As an instructional leader I often operate with limited direction and address difficult scenarios in a pragmatic yet positive manner, considering the interests of all stakeholders. Working in a small learning community over the last four years, I've learned that a small learning community structure alone is insufficient to facilitate a personalized learning environment leading to increased sense of belonging and engagement—a smaller learning environment however, is a necessary precedent. I have learned to capitalize on small learning community structure by combining available resources and research-based instructional practices to tap into students' resiliency and help them overcome adversity and remain engaged in school.

Summer School Principal

Summer, 2004. Leuzinger High School, Lawndale, CA

Leuzinger High School is Title I school comprised mostly by Latino and Black students from low socio-economic backgrounds. As a summer school Principal, I was responsible for the entire summer school educational program including directing the development and implementation of district policies and procedures, identifying site instructional and operational needs, budget management, master schedule, attendance, registration/clearance, discipline/safety, and facilities maintenance. I collaborated with and supported teachers in the implementation of designated curriculum approaches. I also served as the liaison with district offices as well as with parents and surrounding community.

Associate Principal

Spring, 2002 to June 2005. Leuzinger High School, Lawndale, CA

As an Associate Principal I assisted in the development/supervision of the overall curricular approach, evaluated certificated/classified staff, disseminated curriculum to staff, parents and other members of community, conferred with students, parents, and teachers to resolve individual student academic and behavioral problems. All four Associate Principals rotated responsibilities every two years and at one time or another I was directly responsible for the following school wide categories: master schedule, special education, college counseling, athletics, discipline/safety, attendance, registration/clearance, records, and facilities maintenance. Because I shared a similar socio-economic background with many Leuzinger students, I was able to develop meaningful relationships with students and influencing the refinement of curricular and college counseling approaches.

Related Experience

Curriculum Development Committee

September, 1998 to June 2005. Centinela Valley Union High School District

Participated in Superintendent led steering committee focusing on aligning curriculum with State standards and development of curricular approaches with an emphasis on student backgrounds as assets is a distinct shift away from a deficit paradigm within the field of education. We sought to honor and affirm students' cultural identity as part of school curricula making them meaningful/relevant and recognizing culture-specific modes of expression.

Leader of Inquiry group

Fall, 1999 to Spring 2002. Lawndale High School. Lawndale, CA

While a teacher I created and implemented voluntary collaborative sessions where I led colleagues in focus teams seeking to align our school wide curriculum and culture including the establishment of community norms among teachers, dialogue, and a supportive structure. I am proud to say that the results of our inquiry sessions dramatically impacted the school culture and are the foundation for the academic success this high school enjoys today.

Department Chair

Fall, 1999 to Spring 2002. Lawndale High School. Lawndale, CA.

Social Studies/Language departments

As department chair for both the Social Studies and Language departments, I served as a liaison between school administration and teachers. I established department curriculum goals and provided leadership to help teachers meet agreed upon goals. While a department chair, I developed a new teacher orientation focusing on the hidden curriculum.

Social Studies Teacher

September, 1998 to Spring 2002. Lawndale High School. Lawndale, CA.

As a social studies teacher I implemented a student centered curriculum emphasizing "critical pedagogy" and a social justice agenda. I strived to consistently implement a relevant socially active/responsive curriculum instead of passively "depositing" content matter. I taught within a block schedule format. I was nominated for and received several teaching distinctions including the Daily Breeze Teacher of the Year Award and a Disney Teaching Award Candidate.

U.C.L.A., Center X C.I.R.C.L.E Advisory Board

Fall, 1999 to 2005. University of California, Los Angeles. Westwood, CA

Collaborated in promotion and sustaining of relationships/communication between partnership school districts, schools and the UCLA Teacher Education Program.

Vice-President of Teacher Union

Summer, 2000 to Spring 2002. Centinela Valley Secondary Teachers Association (CVSTA)

Presented and pursued solutions to teacher concerns including charter schools, bond money, staff morale, school safety and on-going negotiations.

Nisha Bhakta Dugal

OBJECTIVE

To pursue an administrative position at the secondary school level where my extensive experience and commitment to education will enhance the overall student learning experience.

PROFESSIONAL EXPERIENCE

- | | |
|--|---|
| <i>August 2009
To
Present</i> | Assistant Principal
<u>Manual Arts High School, Los Angeles, CA</u> <ul style="list-style-type: none">• Responsible for the implementation of common pacing plans and formative assessments in the core academic areas• Facilitated daily classroom visits by all administrators through a common observation tool, leading to over 2500 classroom visits in six months• Created a school-wide professional development plan focusing on SLC, department, and individual teacher needs based on data and WASC, QEIA and SP5A goals• Successful WASC visit with a 3-year recommendation |
| <i>August 2008
To
July 2009</i> | Assistant Principal
<u>Stevenson Middle School, Los Angeles, CA</u> <ul style="list-style-type: none">• Coordinated and allocated appropriate funding for all school-wide and categorical budgets following federal and state mandates, through the Business Tools for Schools' (BTS) School Front End program• Reviewed and analyzed data with administrators and staff through the MyData project to inform instruction and design professional development• Responsible for the recruitment, selection, and implementation of the Beginning Teacher Support and Assessment program.• Responsible for the 6th grade department, including evaluation of teachers, discipline proceedings involving students, and design of curriculum and instruction |
| <i>August 2008
To
July 2008</i> | Magnet Coordinator
<u>Griffith Middle School, Los Angeles, CA</u> <ul style="list-style-type: none">• Provided guidance and discipline procedures for all Magnet students including general counseling duties, parent conferences, and teacher assistance• Responsible for daily supervision and coordination of Magnet and Special Education transportation services• Accountable for the development of the Magnet and Regular school budget, including the assurances and justification guidelines <i>Coordinated efforts for the school Single Plan and Professional Development Plan</i> |
| <i>September
2000
To
June 2006</i> | Teacher
<u>Griffith Middle School, Los Angeles, CA</u> <ul style="list-style-type: none">• Responsible for creating challenging and innovative curriculum in relation to diverse interests and needs of students• Held positions including History Department Chair, School Site Council Member, New Teacher Coordinator and Literacy Cadre• Accountable for the design and implementation of the Department's <i>Pacing Plan</i> and <i>Quarterly Assessment Guide</i>• Coordinated efforts to produce the school's <i>Single Plan</i>, <i>Small Learning Communities Initiative</i> and <i>Least Restrictive Environment Proposal</i> |

EDUCATION

<i>August 2008 To Present</i>	Doctorate in Education, K-12 Leadership in an Urban Setting University of Southern California Rossier School of Education
<i>January 2006 To June 2007</i>	Masters in Educational Leadership and Policy Studies, Administrative Tier I California State University, Northridge Michael D. Eisner College of Education
<i>August 1996 To May 2000</i>	Bachelor of Arts in Social Science Education University of Southern California, Los Angeles Rossier School of Education

CREDENTIALS

<i>October 2007</i>	Certificate of Eligibility for the Administrative Services Credential
<i>August 2006</i>	Professional Single Subject Secondary Teaching Credential, CLAD <i>History-Social Science</i>
<i>May 2000</i>	Preliminary Single Subject Secondary Teaching Credential, CLAD <i>History-Social Science</i>

PROFESSIONAL DEVELOPMENT

<i>February 2010</i>	Adaptive Schools Training, UCLA • Trained on facilitating collaborative cultures that improve student learning through setting shared norms and values, a collective focus on student learning, and collaboration • Researched the four levels of leadership (facilitating, presenting, coaching, and consulting) to implement a collaborative school culture
<i>May 2009</i>	Master Program Institute • Built capacity for the development and implementation of the school master program with extensive work to provide equitable access and programming to core curriculum for all students • Reviewed data, staffing and norming requirements, and developed a middle school and high school master schedule
<i>July 2007</i>	Institute for Middle Level Leadership (NMSA) • Continued efforts to research and implement This We Believe • Conducted the NMSA Survey at Griffith Middle School
<i>September 2005 To Present</i>	National Consortium for Teaching About Asia • Studied the geography, history and culture of China and Japan and incorporated the content researched into instructional curriculum

December 2004 And August 2005	Sheltered Instruction Observation Protocol • Extensive study on the SIOP model used to differentiate instruction for English Language Learners
July 2004 To August 2004	Institute for Middle Level Leadership (NMSA) • Researched concepts from <i>This We Believe</i> to create a high performing middle school incorporating student drive data
July 2002 To August 2002	Religions and Cultures of the Himalayan Region (NEH Grant) • Explored the unique cultures and religions of the region with various experts and educators • Developed secondary school curriculum related to the California State Contents Standards
November 2001 To December 2001	Teachers Curriculum Institute's History Alive! Seminar • Completed Level 1 certification granting application of History Alive! theories in the classroom
July 2001 To August 2001	27th National Directed Instruction Conference • Involved in the Peer Tutoring Institute designed to incorporate peer tutoring at the middle school level

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Class Description
PRINCIPAL, SECONDARY SCHOOL

A. Job Purpose

Serves as the instructional leader, chief fiscal officer, and the chief administrator of a secondary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

B. Responsible to

Local District Superintendent or designee

C. Subordinates

Assistant Principal, Secondary School; Assistant Principal, Secondary Student Services as assigned; Assistant Principal, Secondary Counseling Services. Any of the following, unless assigned as subordinates to an Assistant Principal: Library Media Teacher; Teachers; JROTC Instructors and Senior Instructors as assigned; Career Adviser, Secondary School Counselors, and Counseling-Assistants as assigned; School Nurse, Student Attendance and Adjustment Services Counselor, Plant Manager, Cafeteria Manager, and Financial Manager as assigned for administrative direction when functioning at the school site; technical assistance received from appropriate supervisory personnel attached to central or field units; School Secretary or School Office Manager as assigned; Education Aide as assigned; other certificated and classified personnel as assigned.

D. Functions

Essential Functions

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, special education, and Gifted and Talented students.
4. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends, and implements student disciplinary actions in accordance with the Education Code, District policy, and procedures, and the school's student responsibility code.
7. Organizes and conducts school extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.

10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned.

E. Qualifications

Education

Required

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least four semester units in multicultural education or equivalent study (effective July 1, 2007). Multicultural understanding coursework must pertain to a minority group represented in the District student enrollment.
3. At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the District's Master Plan for English Language Learners.

For additional information on Master Plan requirements refer to Human Resources Division bulletin on "Culture, Language and Methodology Requirements for Administrators."

Experience

Required

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
 - a. At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.
 - b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
 - c. Certificated experience at a minimum of two locations.

Desirable

Successful full-time active service as a dean, head counselor, vice-principal, or an assistant principal in a middle, senior, four-year, or six-year day high school or in a position of a commensurate level requiring supervision of or leadership in the instructional program and teaching personnel in such school.

NOTE: *No more than one year of service may be credited for any school year except that service used to satisfy experience requirement 2. above may have been concurrent with the service listed in requirement 1. For definitions of years of service refer to Policy Guide E23.*

Knowledge, Skills, Abilities, and Personal Characteristics

1. Professional growth appropriate for educational administration at the secondary level; awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
2. Evidence of educational leadership at the secondary level, including ability to:
 - a. Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and
 - b. Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.
3. Capacity to lead, direct, and supervise fellow workers in education on a democratic basis, including:
 - a. Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public;
 - b. Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
 - c. Ability to recognize, use, and credit ideas of others;
 - d. Recognition that differences in background present an educational challenge toward the improvement of working relationships.
4. Ability to direct the management activities associated with the positions of middle school principal and senior high school principal.
5. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of the District's resources relating to multicultural development and instructional materials.
6. Knowledge of District policies and procedures, Education Code, Board Rules, goals and objectives, organizational structure and functions, and negotiated contracts.
7. Knowledge of effective administrative and managerial practices and ability to implement them.
8. Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
9. Leadership skill in facilitating groups process, including consensus building and conflict resolution.
10. Ability to communicate effectively with students, parents, peers other District personnel and community representative, both individually and as a group.
11. Ability to compose and comprehend written communication.
12. Knowledge of and skill in budget preparation and control.
13. Ability to observe and evaluate subordinates' activities.
14. Mobility to traverse all areas of the work site.
15. Ability to travel to other sites/locations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49408.

Credentials

One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. Service Credential with a specialization in administrative services
2. Standard or General Administration Credential
3. General Supervision Credential

4. The Supervision or Standard Supervision Credential and the appropriate basic credential(s) authorizing service in the areas of this class description.
5. One elementary and one secondary level credential from among the following:
 - a. Elementary School Administration or Supervision Credential
 - b. Secondary School Administration or Supervision Credential.

NOTE: This is a management class.

Principal Attributes

The attributes below are taken from the Survey of Principal Attributes (West Adams Principal Selection Committee 2009) and calibrated with the "California Professional Standards for Educational Leaders" and "New Leaders for New Schools Selection Criteria." The following highlights attributes in four related but separate areas necessary for an effective principal.

Instructional Leader

- Track record of dramatic improvements in academic achievement for students
- Strong understanding of diverse instructional strategies, supports, and interventions to meet the learning needs of all students (i.e., English learners, special education, gifted and talented)
- Extensive professional development experience with focus on improving learning of all students
- Broad experience in curriculum design and development (e.g., pacing guides, lesson planning)
- Strong background in assessing student learning (formative and summative assessments), and using relevant data to guide and modify practice

Strategic Manager & Leader

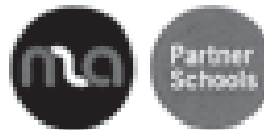
- Inspire and facilitate the development of a shared vision
- Set clear goals and expectations, holding all parties accountable for performance (knowledgeable and comfortable with progressive discipline procedures)
- Make clear decisions through collaborative process (skilled in conflict resolution)
- Build high performing teams of diverse stakeholders to achieve goals
- Identify, analyze and prioritize complex problems and key issues
- Align stakeholders on a clear path to achieve results
- Effectively build the capacity of his/her team
- Good manager of fiscal, human, and material resources to support school's goals

Personal Qualities & Characteristics

- Strong interpersonal, written, and oral communication skills
- Accessible to meet and actively listens to all stakeholders (transparent)
- Treat every adult and student with respect, dignity and understanding
- Practice humility and willingness to learn from others
- A role-model and mentor
- Honest, responsible, accountable, and follows through on commitments
- Personable, good sense of humor

Core Values & Beliefs

- Set high standards for students, classroom and school: "All students college-ready"
- Has knowledge and understanding of the unique community surrounding school
- Appreciates and celebrates diverse perspectives, peoples and cultures
- School spirit, and advocate for school community



Job Announcement: Chief Academic Officer

MLA Partner Schools (a nonprofit organization) is seeking an educational leader and entrepreneur to drive innovation and high achievement for a network of public schools spanning 6th through 12th grades and serving 6,000 children (soon growing to 13,000) in one South Los Angeles community.

MLA Partner Schools is driving a turnaround effort in one of the most disenfranchised communities in Los Angeles by developing a portfolio of high performing public schools and managing a network of comprehensive services that will accommodate over 13,000 children from 6th through 12th grades. Currently, MLA operates two large comprehensive high schools in this neighborhood on a performance contract with the Los Angeles Unified School District (LAUSD), enrolling 6,000 children.

MLA Partner Schools was founded in 2003 as the Center for Innovative Education ("IE") and renamed MLA Partner Schools in 2006. A Partner School is a public school that is managed by MLA on a performance contract with the Los Angeles Unified School District ("LAUSD") and in collaboration with community stakeholders. The founders of MLA have supported school communities in South Los Angeles since 1995. The city's first Partner School, West Adams Prep, opened in September 2007 to serve 2500 students with a first-rate education, setting a new standard for public schools and anchoring a strategic revitalization of the surrounding neighborhood. In late 2008, MLA launched a full-scale turnaround of 100-year-old Manual Arts High School bringing MLA's student enrollment to over 6,000.

Over the next five years, MLA will develop a portfolio of schools utilizing a blended approach: large beacon schools and smaller thematic schools, high schools and feeders, contract schools and charters. In this way MLA is creating a network of schools designed to accommodate a diversity of needs within the same geographic area, and committed to making every neighborhood child college-ready. MLA schools are also community focal points, acting as a hub of comprehensive services for students and families.

MLA has a staff of 25 full time employees and a budget of approximately \$3.5 million, growing to 55 full time employees and a \$7.2 million budget over the next five years. MLA schools currently employ 14 administrators and approximately 300 teachers and instructional support staff. The culture of MLA is progressive, hardworking and collegial. The Chief Academic Officer will be working with a team of highly motivated and vision-driven individuals who are doing everything in their power to create exceptional opportunities for the children and families of one entire Los Angeles community.

Basic Function

Reporting directly to the CEO, the Chief Academic Officer (CAO) ensures high academic performance of MLA schools through the implementation of an innovative and dynamic instructional program. The CAO provides leadership, vision, and strategic direction for MLA schools, overseeing professional development for all teachers & principals, and supervising the academic management of schools. The CAO leads a team of principals and instructional



specialists to implement best practices in teacher quality, school design, and performance management for MLA schools, and is responsible for setting ambitious performance goals and managing a large and complex team to reach those goals. The CAO's primary objectives are:

- Build capacity of school site principals and leadership team
- Drive the development and use of effective curriculum, instruction, and assessment
- Dramatically improve teacher quality and proficiency
- Manage a progressive teacher and administrator evaluation process
- Build a culture focused on relevant data and performance management

The CAO will play a key role in the continued development of MLA's instructional framework, and the design and implementation of innovative schools and programs. The CAO should be proficient in and excited by:

- the use of adaptive technologies and blended classroom environments
- school start ups and charter schools
- progressive data systems

Primary Responsibilities

Curriculum, Instruction and Assessment

1. Direct the implementation of effective research-based curriculum, instruction and assessment policies and practices that maximize educational services and supports for all students including those with special needs (ELL and Special Ed), far below basic, and accelerated that lead to dramatically improved academic performance
2. Help school sites develop curriculum and classroom management strategies to ensure rapid positive growth in student outcomes.
3. Recruit and develop the instructional human capital of MLA schools

Professional Development and Evaluation Process

1. Oversee the development of relevant, innovative, data-driven professional development (both internal and external) for MLA schools to improve teacher practice and student learning
2. Provide an induction for new and returning teachers to MLA's schools, by preparing teachers to deliver research-based, culturally relevant curriculum and differentiated instruction
3. Lead the development and implementation of a new teacher evaluation process
4. Develop a world class program to recruit, retain and motivate exceptional teachers

Performance Management

1. Manage creation and implementation of overarching school strategies and plans
2. Set priorities and measurable goals, and effectively manage MLA school resources to achieve those goals
3. Ensure strong and relevant interim assessment systems, which include the development of a clear and consistent data analysis
4. Drive the overall data monitoring systems for teachers and students at MLA schools

Required Qualifications

- Graduate degree in education or related field; doctorate degree preferred
- Possessing or willing to obtain a California Administrative Credential
- Minimum of 10 years of instructional leadership and classroom experience in urban high schools
- Proven ability to drive significant academic gains at a school or school network dedicated to under-served students
- Significant expertise in managing school performance, including setting academic goals, developing and/or implementing assessment systems and driving needed adjustments
- Demonstrated knowledge of best and innovative practices in curriculum, instruction, assessment, performance management and learning technology
- Demonstrated ability to effectively manage limited resources to reach an organization's desired goals
- Excellent communication, interpersonal, and team building skills
- Successful experience working in a diverse organization or community

Compensation

Compensation is competitive and will be commensurate with a candidate's skills, experience and education. Full benefits package.

For more information about the position, call Elsa Chagolla at (213) 745-4928, email at echagolla@mlapartnerschools.org or visit www.mlapartnerschools.org.



Chief Operating Officer

Plans and directs all aspects of MLA's operation as it relates to core HQ services, workforce development, financial integrity, strategic planning and quality assurance of MLA-brand programs and services. Responsible for the attainment of short- and long-term financial and operational goals. Directs the development of the organization to ensure strategically managed growth. Relies on extensive experience and judgment to plan and accomplish goals. Primary goals are: to create a unique and engaging workplace (including offsite personnel), achieving a rare balance between high productivity and high morale; develop a highly skilled workforce (including MLA and LAUSD staff); create sound and relevant systems for efficient operation MLA HQ, including cutting edge use of IT; develop and preserve the unique culture of MLA; insure financial integrity of the organization; and oversee the effective operation of two high schools (enrollment 6,000) in South Los Angeles.

- Oversee HR, IT, and Accounting
- Develop short and long term financial and operational goals to ensure sound organizational growth and financial transparency.
- Provide relevant, ongoing training and support for MLA staff. Also plan for the professional development of LAUSD administrative partners.
- Create and manage sound operational policies and objectives to insure efficiency and preserve and grow the unique MLA-culture.
- Oversee quality of MLA staff and services. Insure program activities preserve MLA's high-minded focus on quality execution.
- Insure MLA's operational procedures support and strengthen our mission and preserve our corporate integrity.
- Oversee MLA's two high schools' day-to-day operations in areas such as facilities, safety, resource management, etc.
- Assist two high schools with budget planning and data systems

Reports directly to the CEO. Supervise Director of School Operations, Director of Strategic Management, and Office Manager

Position Title:Chief of Staff
Department: Executive
Reports to: CEO
Classification: Exempt

Chief of Staff (CS) is responsible for assisting the Chief Executive Officer with creating, communicating, executing, and sustaining strategic initiatives within the company. This is an executive level position that reports directly to the CEO. The CS manages and advises the CEO with regard to MLA's critical goals and activities. The CS's key function is to insure close alignment between the company's strategy and its operation.

The CS must intimately understand what makes the company successful and how it will continue to be successful in the future. They must translate that knowledge into the ability to judge specific activities the company is undertaking, and ensure all of those activities are aligned to company vision.

Background

CEOs relies on a CS as a middle step between a company's vision and the day-to-day execution overseen by the chief operating officer and department heads. Thus the CS has become the right hand of the CEO. The position also ensures that someone at the top levels of business is dedicated to safeguarding, developing and delivering strategy, and is therefore keeping the company competitive.

A CS's role is to continuously examine the company as a whole and to have ready answers to critical business questions like: do our services and activities efficiently achieve our goals? Should we be investing in developing a new product or improving an existing product? When should we move into a new market? What companies should we consider acquiring? What are our competitors doing?

Qualities & Qualifications

The CS is a highly skilled facilitator and negotiator and has a keen eye for detail. He/she is also a skilled communicator both verbally and orally. A CS also must have a proven track record of getting complicated projects done on time, and have the ability to lead large teams of people.

CSs must be experts at working with people, because they will need to build alliances in order to get all the information they need. The CS often acts as the CEO's delegate, and thus must be comfortable in a visible leadership position. She must be able to sort through and analyze a significant amount of detailed information in the context of the organization's overall vision. She must have a strong ability to multitask, rather than being a pure analyst or thinker.

This position requires a rare combination of action and strategy: most CS's are doers first, with the mandate and desire to get the job done as well as advise.

Rationale

Although many large well known for profit companies have adopted a CS, this position is not common among nonprofit organizations. MLA is creating a CS position to ensure our competitive edge and ability to be innovative in what is a complex organizational structure, rapidly growing company and new, uncertain marketplace:

- * MLA's rapid growth in size: though MLA's direct costs amount to \$3 - \$5 million a year, combined with indirect costs, MLA is responsible for over \$60 million in revenue and 300+ employees. This will increase dramatically in the coming years.

- * MLA's complex organizational structure: the nature of the private/public partnership, multiple stakeholders, partners, employees and layers in the organization...

- * New business of this particular social change marketplace: because it's a new business, our competitive edge requires constant re-visioning of strategy and an ability to quickly realign resources and people at multiple levels in the org.

An organization like MLA that is particularly complex in its structure and methodology, whose competitive advantage depends upon strict adherence to a rapidly evolving strategy, a CS will insure consistent alignment or rapid realignment when course adjustments are necessary.

Primary duties

Primary duties of a CS involve three areas:

- 1) The CS must clarify company strategy for themselves and each business unit. The CS must understand the organization's business plan and how individual people and positions are connected to that plan.
- 2) A CS must drive immediate change. An effective CS will be agile in the ability to move quickly from creating shared alignment around vision to moving groups to successful implementation.
- 3) A CS drives decision making that sustains organizational change. He or she must be that person who, in the CEO's stead, can walk into any office and test whether the decisions being made are aligned with the strategy and are creating the desired results.

Day to Day

CS's are often "first responders to other executives' strategic dilemmas". They also "actively resolve strategic questions that overwhelmed business-unit heads just don't have time to deal with." This makes a CS the organization's most important high level problem solver.

Other duties (micro level):

- Alongside the CEO, lead key staff meetings, facilitating agendas and creating a participative meeting structure.
- Meet with department heads to check pulse of the department, its ability to meet department objectives, performance measures, etc.

- Support the building up of personnel in departments, making sure day to day job function matches planned function for a particular position.
- Red flagging derailment or potential derailment from org objectives/goals. The CS must be able to anticipate a practice or lack of practice that threatens alignment, and advise/implement strategies to compensate.
- Act as liaison with the Board of Directors and effectively manage upward, providing an effective strategy for board participation and steering of board-driven derailment.

MLA Partner Schools Site Director

JOB OVERVIEW

The Site Director of West Adams is a unique position in public education. As the onsite "point person" for the partnership between MLA and West Adams, the Site Director helps the school achieve its academic goals and facilitates the deployment of community resources to serve students. S/he does this by managing high priority projects, developing strong working relationships with stakeholders throughout the school, managing a team of onsite support staff, and coordinating external supports. Projects that a Site Director may work on include working cross functionally to support the implementation of small schools, coordinating a school wide professional development, or facilitating a department wide curriculum development initiative. To ensure an effective partnership, the site director reports jointly to MLA's Chief Academic Officer and the Principal of the school site.

JOB RESPONSIBILITIES

The Site Director will have the following responsibilities:

- Work under the direction of the Principal and Chief Academic Officer to deliver high value projects (ex. implementation of small schools, coordinating school wide professional development) for the school community. Project management responsibilities include:
 - Meeting with school stakeholders to clearly define project parameters;
 - Creating project documents and managing milestones/deliverables; and
 - Driving overall project to a successful completion.
- Create strong, collaborative relationships with the school stakeholders to facilitate school improvement activities.
- Manage the community partnerships and deployment of wraparound services on site.
- Develop a strong knowledge base of key school and district processes to support the smooth operation of the school.
- Manage a team of MLA staff to implement key MLA initiatives, including the "Go For College", the "7 to 7" enrichment program, Teacher Innovation Grants, and others.
- Other duties as assigned.

IDEAL EXPERIENCE

Candidates should have the following type of experience and qualifications:

- At least 7 years of experience as an educator in an urban public school (secondary, particularly high school experience is preferred);
- Knowledge of effective instructional practices to increase student achievement of diverse learners;
- Demonstrated project management expertise;
- A strong collaborator, good listener and strategist; comfortable receiving input from many sources, and able to analyze and formulate disparate information into a sound, well-organized plan;
- Demonstrated management skills and team building experience. A track record of motivating, directing and managing staff, and coordinating support.
- A mission-driven individual with a belief in and commitment to closing the achievement gap;
- Entrepreneurial - a hard worker with a high energy level, an action-oriented individual who excels in an unstructured environment; and
- Bachelor's required, master's preferred

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
8th Grade Algebra	Phased-in by grade level over 3 years	Principal, AP over Math Department	Best practice site visits; access to math content expertise; increased funding for PD and instructional materials	Increase in periodic assessments, Mathematics CST scores, mathematics diagnostic scores	Monthly data reviews, weekly data reviews w/ counselors and teachers, observation data from administrators
Expanded ELA and Math Interventions	Phased-in by grade level over 3 years	Principal, Coordinator	Funding for software licenses and additional computers/technology	Increase in ELA and Mathematics periodic assessments, CST scores, diagnostic scores	Monthly data reviews, weekly data reviews w/ counselors and teachers, observation data from administrators
Schoolwide Focus on Scaffolding	Year 1 implementation	Principal	Best practice site visits; access to math content expertise; increased funding for PD	Increase in eContent area periodic assessments, CST scores, diagnostic scores	PD exit slip data, monthly data reviews, observation data from administrators
AVID Advisory	Year 1 implementation	Principal with support from MLA	Funding for AVID summer institute	Portfolio/integrated project, increased attendance and truancy rates, improved student experience survey results	MLA will partner with an external agency for a third party evaluation of this program - holistic, personal, data-driven student supports - which encompasses these three initiatives and the enrichment program (see below). Report will be initiated in Year 4.
Data-Driven Counseling	2 years	Principal, AP SCS	Increased training for MyData; additional case management software (MLA investment area); funding for PD	Improved attendance; lower truancy rates, referrals, suspensions, transiency rate, increased student experience survey results	
External Partnerships	Up to 3 years	MLA	MLA will invest in case management software and raise philanthropy to support increased capacity of partners	# of students referred and served, increased attendance; lower truancy, referrals, suspensions, transiency rates	

PUBLIC SCHOOL CHOICE 2.0
REQUEST FOR PROPOSAL 3

APPENDIX G

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Performance Management Aligned to TETF	Informal/Internal implementation in 2 years; Full implementation TBD	MLA	Support from LAUSD TETF, local district support to increase participation of PAR and to assist with teacher initiated transfers	# of teachers by performance band (future), # of observations, improved employee experience survey	MLA will participate in LAUSD initiated reviews and evaluations of the TETF recommendations.
Embedded Support Structures	Year 1 implementation	Principal, AP SCS	Additional training for AP SCS (if needed). Overtime for additional counselor support to create schedule.	# of teacher buddies, % of teachers using release days, # of common formative assessments given, employee experience survey	This element will be evaluated annually together with the entire PD program
Safe and Welcoming Campus	Year 1 implementation	Principal, all AP as part of PLE responsibility	Nominal funding for equipment (radios) and staff uniforms. Additional funding for training	Improved school report card (all stakeholder groups) results	MLA will work with local district, M&O and operations departments to benchmark Muir to other middle school campuses.
Parent Engagement	Year 1 implementation	MLA	MLA will raise philanthropy to upgrade the parent center. MLA also will hire an associate director of parent/community engagement	Improved parent experience survey, attendance @ school functions, # of outbound contacts made by counselors and staff	Annual review of data
Enrichment Programs	2 years +	MLA	Coordination of school facilities, additional funding for certain programs.	Student participation rate, # of programs offered, improved student experience survey results	Third party evaluation in year 4 (see above)

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- ☐ Traditional ☐ Pilot ☒ Network Partner ☐ ESBMM
☐ Independent Charter ☐ Affiliated Charter

Name of School John Muir Middle School

Name of Applicant Group/Applicant Team MLA Partner Schools

Lead Applicant Lish Hurnh

Title of Lead Applicant Chief of Staff

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a **FOR-PROFIT ENTITY**.
- ☒ The Applicant Organization/Applicant Team listed above is a **NOT-FOR-PROFIT** entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
- ☐ The Applicant Organization/Applicant Team listed above is **ONLY** comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
- ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) **IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES**. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement).

with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established

maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Linh Harnh

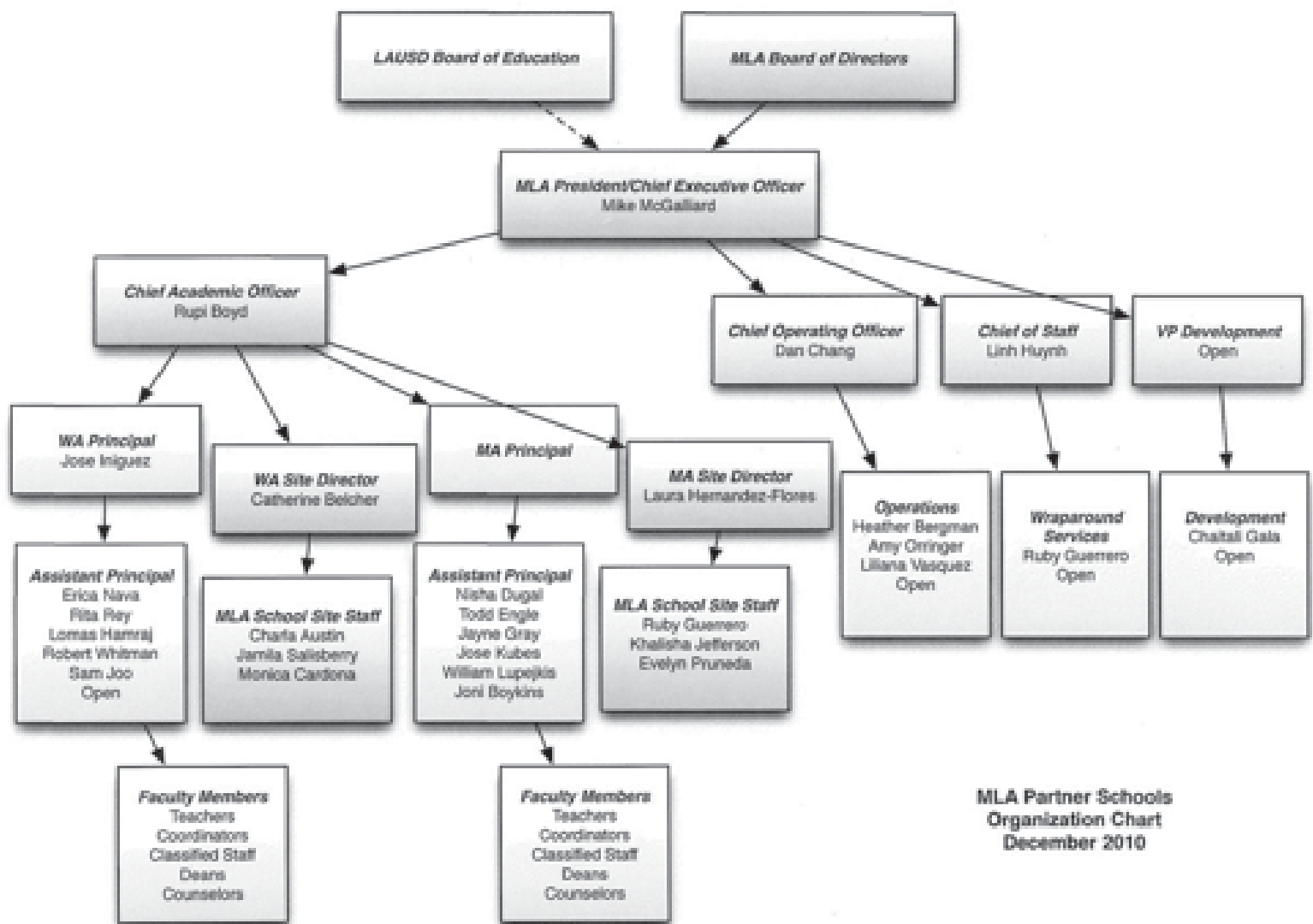
Title of Lead Applicant Chief of Staff

Signature of Lead Applicant  Date 11/30/2010

Name of Board President* Mike McGalliard

Signature of Board President*  Date 11/30/2010

**The additional name and signature of the Board President is only applicable to organizations with a Board.*



MLA Partner Schools
Organization Chart
December 2010

BYLAWS

of

MENTOR LA

a California nonprofit public benefit corporation

without members

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MENTOR LA
A California Nonprofit Public Benefit
Corporation Without Members

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BYLAWS

of

MENTOR LA

a California nonprofit public benefit corporation

without members

Adopted as of November 3, 2005

ARTICLE I

OFFICES

Section 1.01. **PRINCIPAL OFFICE.** The corporation's principal office shall be fixed and located at such place as the Board of Directors (the "Board") shall determine. The Board is granted full power and authority to change said principal office from one location to another.

Section 1.02. **OTHER OFFICES.** Branch or subordinate offices may be established at any time by the Board at any place or places.

ARTICLE II

MEMBERSHIP

Section 2.01. **MEMBERS.** The corporation shall have no members. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board.

Section 2.02. **ASSOCIATES.** Nothing in this Article II shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members, and no such reference shall constitute anyone

a member within the meaning of Section 5056 of the California Nonprofit Corporation Law (the "Law"). The corporation may confer by amendment of its Articles of Incorporation (the "Articles") or of these Bylaws some or all of the rights of a member, as set forth in the Law, upon any person or persons who do not have the right to vote for the election of directors or on a disposition of substantially all of the assets of the corporation or on a merger or on a dissolution or on changes to the corporation's Articles or Bylaws, but no such person shall be a member within the meaning of said Section 5056.

ARTICLE III

DIRECTORS

Section 3.01. **POWERS.** Subject to any limitations in the Articles or these Bylaws and to compliance with any applicable laws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, management company, or committee however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws:

- (a) To select and remove all officers, agents and employees of the corporation, prescribe powers and duties for them as may not be inconsistent with law, the Articles or these Bylaws, fix their

compensation and require from them such security, if any, for faithful service as the Board may deem appropriate.

(b) To conduct, manage and control the affairs and activities of the corporation, and to make such rules and regulations therefor not inconsistent with law, the Articles or these Bylaws, as they may deem appropriate.

(c) To adopt, make and use a corporate seal and to alter the form of such seal from time to time as they may deem appropriate, but failure to affix a seal does not affect the validity of any instrument.

(d) To assume obligations, enter into contracts, including contracts of guarantee or suretyship, incur liabilities, borrow or lend money or otherwise use its credit, and secure any of its obligations, contracts, or liabilities by mortgage, pledge or other encumbrance of all or any part of its property and income.

Section 3.02. NUMBER OF DIRECTORS. The authorized number of directors shall be neither less than seven (7) nor more than seventeen (17) until changed by amendment of the Articles or these Bylaws. The exact number of directors shall be fixed, within the limits specified, by resolution duly adopted by the Board.

Section 3.03. SELECTION AND TERM OF OFFICE.

(a) Of the number of directors authorized by Section 3.02, each of Michael McGalliard and John Holcomb shall designate one (1) director to take office upon designation. Such designation shall be in writing and shall be filed with the minutes of the Corporation. Each director designated pursuant to this

Section 3.03(a) shall serve at the pleasure of whichever of Michael McGalliard or John Holcomb designated him or her and shall hold office until a successor has been designated and qualified. Upon removal, for any reason, of a director designated under this Section 3.03(a), a successor shall be designated by whichever of Michael McGalliard or John Holcomb designated such director. Any director so designated may only be removed by the directors with the written consent of the designating person.

The right to designate directors may be assigned by Michael McGalliard or John Holcomb, either temporarily or permanently and either on an *inter vivos* or testamentary basis, to any other individual or entity, by a written instrument which makes specific reference to this provision of these Bylaws. If at any time either Michael McGalliard or John Holcomb is unable to designate the directors, or unable to assign the right to designate the directors, the power of designation or assignment provided in Section 3.03(a) shall be exercised solely by the other. If neither Michael McGalliard nor John Holcomb is able to designate and both have failed to assign the right to designate one or more directors as described under this Section 3.03(a) shall expire and all directors shall thereafter be elected by the Board as provided in Section 3.03(b).

(b) The remaining number of directors authorized by Section 3.02 shall be divided into three (3) groups, each group consisting of approximately one-third the total number of such directors. The directors in the first, second and third groups shall hold office until the next, second and third

following annual meeting of the Board, respectively, and until their successors have been elected and qualified.

Thereafter, directors shall be elected at each annual meeting of the Board to serve a three year term. Each elected director, including a director elected to fill a vacancy, shall take office upon election and shall hold office until the annual meeting of the Board at which his or her term expires and until a successor has been elected and qualified. At each annual meeting of the Board, a number of directors shall be elected by the entire Board equal to the number of directors whose terms shall have expired at the time of such meeting, subject to any increase or decrease in the actual number of directors pursuant to Section 3.02.

Section 3.04. INTERESTED PERSONS. Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. For purposes of this Section 3.04, an interested person is:

(a) Any person currently being compensated by the corporation for services rendered to it within the previous twelve months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or

(b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Any violation of the provisions of this Section 3.04 shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 3.05. VACANCIES.

(a) Subject to the provisions of Section 5226 of the Law, any director may resign effective upon giving written notice to the Chair of the Board, the President/Executive Director, the Secretary or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected to take office when the resignation becomes effective.

(b) Vacancies on the Board shall be filled in the same manner as the director whose office is vacant was selected, provided that any vacancy to be filled by election by directors may be filled by a majority of the remaining directors, although less than a quorum, or by a sole remaining director at any regular or special meeting of the Board. Each director so selected shall hold office until the expiration of the term of the replaced director and until a successor has been selected and qualified.

(c) A vacancy on the Board shall be deemed to exist in case of the death, resignation or removal of any director or an increase in the authorized number of directors.

(d) The Board may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any

court to have breached any duty arising under Sections 5230 through 5239 of the Law. Subject to Section 5222(f) of the Law, the Board may also remove any director without cause if the removal is approved by a majority of the directors then in office.

(e) The Superior Court of the proper county may, at the suit of a director, remove from office any director in case of fraudulent or dishonest acts or gross abuse of authority or discretion with reference to the Corporation or breach of any duty arising under Sections 5230 through 5239 of the Law, and may bar from reelection any director so removed for a period prescribed by the Court. The Corporation shall be made a party to such action and shall give notice to the Attorney General of same.

(f) Any reduction of the authorized number of directors or any amendment reducing the number of classes of directors does not remove any director prior to the expiration of the director's term of office.

Section 3.06. PLACE OF MEETING. Meetings of the Board may be held at a place within or without the State of California that has been designated by resolution of the Board. In the absence of such designation, regular meetings shall be held at the principal office of the corporation.

Section 3.07. ANNUAL MEETINGS. The Board shall hold an annual meeting for the purposes of organization, selection of directors and officers and the transaction of other business. Annual meetings of the Board shall be held on such dates and at such times as may be fixed by the Board.

Section 3.08. REGULAR MEETINGS. Regular meetings of the Board may be held without notice if the time and place of the meetings are fixed by these Bylaws or the Board.

Section 3.09. SPECIAL MEETINGS. Special meetings of the Board for any purpose or purposes may be called at any time by the Chair of the Board, the President/Executive Director, any Vice President, the Secretary or any two directors.

Section 3.10. NOTICE. A notice need not specify the purpose of any regular or special meeting of the Board.

Annual and special meetings of the Board shall be held upon four (4) days' notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone, including a voice messaging system or other system or technology designed to record and communicate messages, telegraph, facsimile, electronic mail, or other electronic means.

Any such notice shall be addressed or delivered to each director at such director's address as it is shown upon the records of the corporation or as may have been given to the corporation by the director for purposes of notice or, if such address is not shown on such records or is not readily ascertainable, at the place where the meetings of the directors are regularly held.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mails, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by the person giving the notice by electronic means, to the recipient. Oral notice shall be deemed to

have been given at the time it is communicated, in person or by telephone or wireless, to the recipient, or the recipient's voice messaging system or other system or technology designed to record and communicate messages, or to a person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 3.11. QUORUM. A majority of the actual number of directors established by the Board of Directors pursuant to Section 3.02 constitutes a quorum of the Board for the transaction of business, except to adjourn as provided in Section 3.15. An act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number be required by law, the Articles, or these Bylaws. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for that meeting, or a greater number required by law, the Articles, or these Bylaws.

Section 3.12. DEADLOCKED BOARD. If the Board has an even number of directors who are equally divided and cannot agree as to the management of its affairs, so that its activities can no longer be conducted to advantage or so that there is danger that its property, activities, or business will be impaired or lost, the Superior Court of the proper county may, notwithstanding any provisions of the Articles or these Bylaws appoint a provisional director meeting the qualifications set forth in Section 5225(e) of the Law. Action for such appointment may be brought by any director. Any person bringing such an action shall give notice to the Attorney General.

Section 3.13. PARTICIPATION IN MEETINGS BY CONFERENCE TELEPHONE, ELECTRONIC VIDEO SCREEN COMMUNICATION, OR OTHER COMMUNICATIONS EQUIPMENT. Members of the Board may participate in a meeting, or a committee meeting, through use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone pursuant to this subdivision constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) pursuant to this subdivision constitutes presence in person at that meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate with all of the other members concurrently.
- (b) Each member is provided the means of participating in all matters before the Board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The corporation adopts and implements some means of verifying both of the following:
 - (i) A person participating in the meeting is a director or other person entitled to participate in the Board meeting.
 - (ii) All actions of, or votes by, the Board are taken or cast only by the directors and not by persons who are not directors.

Section 3.14. **WAIVER OF NOTICE.** Notice of a meeting need not be given to a director who signed a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to that director. These waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. A waiver of notice need not specify the purpose of any regular or special meeting of the Board.

Section 3.15. **ADJOURNMENT.** A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place be fixed at the meeting adjourned, except as provided in the next sentence. If the meeting is adjourned for more than twenty-four (24) hours, notice of an adjournment to another time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment.

Section 3.16. **ACTION WITHOUT MEETING.** An action required or permitted to be taken by the Board may be taken without a meeting, if all members of the Board shall individually or collectively consent in writing to that action. The written consent or consents shall be filed with the minutes of the proceedings of the Board. The action by written consent shall have the same force and effect as the unanimous vote of the directors. For the purposes of this Section 3.16 only, "all members of the Board" shall not include any "interested director" as defined in Section 5233 of the Law.

Section 3.17. RIGHTS OF INSPECTION. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

Section 3.18. EXECUTIVE COMMITTEE. Subject to the provisions of Section 3.20, the Board may, by resolution adopted by a majority of the number of directors then in office, provided that a quorum is present, create an executive committee consisting of two or more directors, to serve at the pleasure of the Board, which, except when the Board is in session, and except as its powers may be otherwise limited by the Board shall have and may exercise the powers of the Board in the management of the business and affairs of the corporation and may authorize the seal of the corporation to be affixed to all papers which may require it.

The executive committee shall also have the power of general supervision, management, and control of the business of the corporation and over its several officers.

Appointments to the executive committee shall be by a majority vote of the directors then in office. A majority of all the members of the executive committee may determine its rules of procedure unless the Board shall otherwise provide. The Board shall have the power to change the members of the executive committee at any time, either with or without cause and to fill vacancies; provided that all appointments to the executive committee shall be by a majority vote of the directors then in office. The compensation, if any, of each member of the executive committee shall be as prescribed from time to time by the Board.

Any action which under the provisions of the Law may be taken at a meeting of the executive committee, may be taken without a meeting, if all members of

the executive committee shall individually or collectively consent in writing to that action. The written consent or consents shall be filed with the minutes of the proceedings of the executive committee. The actions by written consent shall have the same force and effect as the unanimous vote of all members of the executive committee. For the purposes of this Section 3.18, "all members of the executive committee" shall not include an "interested director" as defined in Section 5233 of the Law.

Section 3.19. STANDING OR SPECIAL COMMITTEES. In the event that the Board determines that the management of the corporation would be benefited by the establishment of one or more standing or special committees in addition to the executive committee, the Board, may from time to time establish one or more such committees to serve at the pleasure of the Board.

The establishment of a standing or special committee shall be effected by a resolution of the Board adopted by a majority of the directors then in office, provided that a quorum is present, which specifically sets forth the powers and duties delegated to such committee. Each such committee shall consist of two or more directors and shall be presided over by a director selected by the Board. Appointments to such committees shall also be by a majority vote of the directors then in office.

The term "standing committee" or "special committee" shall mean any committee appointed by the Board which is authorized by specific delegation, without further Board action, to make and implement decisions on behalf of the Board, or to implement, with some degree of discretion, decisions of the Board pursuant to guidelines established by the Board. Notice of, and procedures for, meetings of standing or special committees shall be as prescribed by the chair of each such standing or special

committee, and meetings of standing or special committees may be called by the Board or the chair of the standing or special committee.

Section 3.20. LIMITATIONS UPON COMMITTEES OF THE BOARD.

No committee of the Board, including any executive committee, shall have any of the authority of the Board with respect to:

- (a) The filling of vacancies on the Board or on any committee which has the authority of the Board;
- (b) The fixing of compensation of the directors for serving on the Board or on any committee which has the authority of the Board;
- (c) The amendment or repeal of Bylaws or the adoption of new Bylaws;
- (d) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- (e) The appointment of committees of the Board or the members thereof if such committee will have the authority of the Board;
- (f) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; or
- (g) The approval of any self-dealing transaction, except that when it is not reasonably practicable to obtain approval of the Board prior to entering into such a transaction, a committee authorized by the Board may approve the transaction in a manner consistent with the

standards set forth in Section 5233(d) of the Law subject to ratification by a majority of the directors then in office (without counting the vote of any interested director) at the next meeting of the Board.

Section 3.21. **ADVISORY COMMISSIONS.** The Chair of the Board, the Board, the executive committee or the President/Executive Director may from time to time appoint such advisory commissions as deemed appropriate, consisting of directors or persons who are not directors, but such advisory commissions shall not be deemed committees of the board and shall not exercise any powers of the Board. Notice of, and procedures for, meetings of advisory commissions shall be as prescribed by the chair of each such advisory commission, and meetings of advisory commissions may be called by the Chair of the Board, the Board, the executive committee, the President/Executive Director or the chair of the advisory commission.

Section 3.22. **FEES AND COMPENSATION.**

(a) Directors and members of committees or commissions may receive such compensation, if any, for their services, and such reimbursement for expenses, as may be fixed or determined by the Board.

(b) Notwithstanding the foregoing, this corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director,

provided that in the absence of any such advance, such director or officer would be entitled to be reimbursed for such expenses by the corporation. Subject to the provisions of Section 3.04, nothing contained in these Bylaws shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee or otherwise, and receiving compensation therefor.

(c) The provisions of Subparagraph (b) of this Section 3.22 do not apply to the payment of premiums in whole or in part by a corporation on a life insurance policy on the life of a director or officer so long as repayment to the corporation of the amount paid by it is secured by the proceeds of the policy and its cash surrender value.

(d) The provisions of Subparagraph (b) of this Section 3.22 do not apply to a loan of money to, or for the benefit of, an officer in circumstances where the loan is necessary, in the judgment of the Board, to provide financing for the purchase of the principal residence of the officer in order to secure the services or continued services of the officer and the loan is secured by real property located in the state.

ARTICLE IV

OFFICERS

Section 4.01. OFFICERS. The officers of the corporation shall be a Chair, a President/Executive Director, a Secretary and a Treasurer. The Chair, Secretary and Treasurer shall be elected from among the members of the Board. The corporation may also have, at the discretion of the Board, one or more Vice-Presidents, one or more

Assistant Secretaries, one or more Assistant Treasurers, and such other officers with such titles and duties as shall be stated in these Bylaws or determined by the Board and as may be necessary to enable it to sign instruments and as may be elected or appointed in accordance with the provisions of Section 4.03. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve concurrently as the President/Executive Director or Chair of the Board.

Section 4.02. ELECTION. The officers of the corporation, except such officers as may be elected or appointed in accordance with the provisions of Section 4.03 or Section 4.05, shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Such officers shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be elected.

Section 4.03. SUBORDINATE OFFICERS. The Board may elect, and may empower the President/Executive Director to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 4.04. REMOVAL AND RESIGNATION. Any officer may be removed, either with or without cause, by the Board at any time or, except in the case of an officer chosen by the Board, by any officer upon whom such power of removal may be conferred by the Board. Any such removal shall be subject to the rights, if any, of an officer under any contract of employment.

Any officer may resign at any time upon written notice to the corporation without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 4.05. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 4.06. CHAIR OF THE BOARD. The Chair of the Board shall, if present, preside at all meetings of the Board and exercise and perform such other powers and duties as may be from time to time assigned by the Board.

Section 4.07. PRESIDENT/EXECUTIVE DIRECTOR. Subject to such powers, if any, as may be given by the Board to the Chair of the Board, the President/Executive Director is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The President/Executive Director has the general powers and duties of management usually vested in the office of president and general manager of a corporation and such other powers and duties as may be prescribed by the Board.

Section 4.08. VICE PRESIDENTS. In the absence or disability of the President/Executive Director, the Vice Presidents, if any be appointed, in order of their rank as fixed by the Board or, if not ranked, the Vice President designated by the Board,

shall perform all the duties of the President/Executive Director and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President/Executive Director. The Vice President shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board.

Section 4.09. SECRETARY. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present at Board and committee meetings, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California the original or a copy of the corporation's Articles and these Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by law or by these Bylaws to be given, shall keep the seal of the corporation in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board.

Section 4.10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation. The books of account shall at all times be open to inspection by any director.

The Treasurer shall deposit all moneys and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the

Board, shall render to the President/Executive Director and the directors, whenever they request it, an account of all transactions as Treasurer and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board. The Treasurer shall serve as the Chief Financial Officer of the corporation.

ARTICLE V

OTHER PROVISIONS

Section 5.01. ENDORSEMENT OF DOCUMENTS; CONTRACTS.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing, and any assignment or endorsement thereof, executed or entered into between the corporation and any other person, when signed by any one of the Chair of the Board, the President/Executive Director or any Vice President and by any one of the Secretary, any Assistant Secretary, the Treasurer or any Assistant Treasurer of the corporation, is not invalidated as to the corporation by any lack of authority of the signing officers in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 5.02. REPRESENTATION OF SHARES OF OTHER

CORPORATIONS. The President/Executive Director, or any other officer or officers

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

Section 5.03. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise requires, the general provisions, rules of construction and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws.

Section 5.04. AMENDMENTS. These Bylaws may be amended or repealed by the approval of the Board, provided, however, that Section 3.03(a) may not be amended to change the right of any person to designate a director or directors without that person's written consent, and that Section 5.09 may be amended only by a 75% majority vote of the board, including the vote of both directors appointed pursuant to Section 3.03(a).

Section 5.05. MAINTENANCE OF CERTAIN RECORDS.

(a) The corporation shall keep at its principal office in the state of California the original or a copy of the Articles and these Bylaws as amended to date.

(b) The accounting books, records, minutes of proceedings of the Board and the executive committee, if any, of the Board shall be kept at such place or places designated by the Board, or, in

the absence of such designation, at the principal business office of the corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept either in written or typed form, or in any other form capable of being converted into written, typed or printed form.

(c) The original or a copy of these Bylaws or of the minutes of any incorporators', members', directors', committee or other meeting or of any resolution adopted by the Board or a committee thereof, certified to be a true copy by a person purporting to be the Secretary or an Assistant Secretary of the corporation, is prima facie evidence of the adoption of such bylaws or resolution or of the due holding of such meeting and of the matters stated therein.

Section 5.06. ANNUAL REPORT. The Board shall cause an annual report to be furnished to the directors not later than one hundred twenty (120) days after the close of the corporation's fiscal year. The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such accountant's report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation. The annual report shall contain in appropriate detail the following:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year; and
- (e) Any information required by Section 5.07 of these Bylaws.

Section 5.07. ANNUAL STATEMENT OF CERTAIN
TRANSACTIONS AND INDEMNIFICATIONS.

(a) The corporation shall furnish annually to its directors a statement of any covered transaction or indemnifications described below, if such covered transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report described in Section 5.06 of these Bylaws. A covered transaction under this Section 5.07 is a transaction in which the corporation was a party, and in which either of the following interested persons had a direct or indirect material financial interest (excluding a mere common directorship):

(i) Any director or officer of the corporation, or its parent or subsidiary.

(ii) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

(b) The statement required by this Section 5.07 shall describe briefly:

(i) Any covered transaction (including compensation of officers and directors) during the previous fiscal year involving more than \$50,000, or which was one of a number of covered transactions in which the same interested persons had a direct or indirect material financial interest and which transactions in the aggregate involve more than \$50,000.

(ii) The names of the interested persons involved in such transactions, stating such person's relationship to the corporation, the nature of such person's interest in the transaction, and, where practicable, the amount of such interest; provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

(iii) The amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the corporation.

Section 5.08. INDEMNIFICATION. The corporation shall, to the maximum extent permitted by the Law, indemnify each of its directors and officers against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was a director or officer of the corporation and shall advance to such director or officer expenses incurred in defending any such proceeding to the maximum extent permitted by the Law. For purposes of this Section 5.08, a "director" or

"officer" of the corporation includes any person who is or was a director or officer of the corporation, or is or was serving at the request of the corporation as a director or officer of another corporation, or other enterprise, or was a director or officer of a corporation which was a predecessor corporation of the corporation or of another enterprise at the request of such predecessor corporation. The Board may in its discretion provide by resolution for such indemnification of, or advance of expenses to, other agents of the corporation, and likewise may refuse to provide for such indemnification or advance of expenses except to the extent such indemnification is mandatory under the Law.

Section 5.09. SUPERMAJORITY VOTES. A 75% majority vote of the board, including the vote of both directors appointed pursuant to Section 3.03(a), is required to substantially contract or discontinue the activities previously conducted by the Center for Innovative Education, a project of Community Partners, and assumed by the corporation.

CERTIFICATION

I hereby certify that I am the secretary of Mentor LA and that the foregoing bylaws are the bylaws as adopted by the incorporator on November 3, 2005 and ratified by the Board on April 18, 2006, and that these bylaws have not been amended or modified since that date.

Dated: 4/27/06


Matthew M. Johnson, Secretary

State of California
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



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

NOV - 5 2005

BRUCE McPHERSON
Secretary of State

ARTICLES OF INCORPORATION

OF

MENTOR LA

I

The name of this corporation is Mentor LA.

II

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

B. The corporation is formed and shall be operated exclusively for the following charitable purposes within the meaning of Sections 170(c)(2)(B) and 501(c)(3) of the Internal Revenue Code:

1. To engage in charitable, educational and other activities;
2. Without limiting the foregoing, in particular to support the advancement of urban youth through mentoring, education enrichment and school reform;
3. To engage in any and all lawful activities incidental to and in pursuit of the foregoing purposes, except as restricted herein.

III

The name and address of the corporation's initial agent for service of process are as follows:

Mike McCallard

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

NOV - 8 2005

IV

A. Notwithstanding any other provision of these articles, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided in Section 501(h) of the Internal Revenue Code), and the corporation shall not participate in or intervene in any political campaign (including the publishing or distribution of statements) on behalf of (or in opposition to) any candidate for public office.

V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

Dated: April 3, 2000


Mike McCallard, Incorporator



CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION
OF
MENTOR LA

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

AUG - 4 2008

The undersigned certify that:

1. They are the president and the secretary, respectively, of MENTOR LA, a California non-profit public benefit corporation (the "Corporation").

2. Article I of the Articles of Incorporation of the Corporation is amended to read as follows:

"The name of this corporation is MLA PARTNER SCHOOLS."

3. The foregoing amendment of the Articles of Incorporation of the Corporation has been duly approved by the Board of Directors of the Corporation.

4. The Corporation has no members.

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

Date: July 31, 2008

By: 
Name: Michael McGalliard
Title: President

By: 
Name: Matthew M. Johnson
Title: Secretary



INTERNAL REVENUE SERVICE
P. O. BOX 3508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 09 2006

MENTOR LA

Employer Identification Number:
20-4562686

DIN:
17653136839036

Contact Person:

Contact Telephone Number:

Accounting Period Ending:
June 30

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

Form 990 Required:
Yes

Effective Date of Exemption:
November 3, 2005

Contribution Deductibility:
Yes

Advance Ruling Ending Date:
June 30, 2010

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

If you distribute funds to individuals, you should keep case histories showing the recipient's name and address; the purpose of the award; the manner of selection; and the relationship of the recipient to any of your officers, directors, trustees, members, or major contributors.

Letter 1045 (DO/CG)

MLA Governing Board Members

Megan Chernin - Chair
Chernin Family Foundation

Mike McGalliard - President
MLA Partner Schools

John Kladick - Treasurer
Ares Management

Elizabeth Mann - Secretary
Mayer Brown

Frank Marshall
Kennedy/Marshall Company

Brian McNamee
Angen

Tom Vander Ark
Revolution Learning

Rick Hess
Creative Artist Agency

Stephen Prough
Salern Partners

Emma Watts
Twentieth Century Fox

Allison Temple
Twentieth Century Fox

Vanessa Morrison
Twentieth Century Fox

Biographies of MLA's Governing Board Members

Megan Chernin - Chair
Chernin Family Foundation

Megan Chernin is chair of the board of MLA Partner Schools. A strong advocate for the welfare and education of children, she has served on a variety of non-profit boards as well as having served as mentor to high school students through the Fulfillment Fund. Megan is on the Advisory Board of the Harvard School of Public Health's National Mentoring Project. She served as chair of the Los Angeles Mentoring Partnership (LAMP), a coalition of mentoring agencies serving greater Los Angeles. There Megan created programs such as Go for College, Power Lunch and Career Day to address some of the difficult challenges high school students face. She produced national public service announcements to promote the broad social and academic impacts of effective mentoring programs. In 2006, after merging with the Center for Innovative Education (IE), LAMP was reincorporated as Mentor LA (MLA) to combine successful mentoring concepts with the innovative school reform work of IE. As of 2008, MLA Partner Schools is charged with the social and academic success of approximately 7,000 students, their families and communities. Megan is also currently engaged in a project

integrating private sector economic development with social intervention in Mayange, Rwanda, as a way to mitigate extreme poverty in Rwanda.

Ms. Chernin worked in the California Office of the Attorney General, as well as the Los Angeles District Attorney's Office. She has a B.A. in English from Manhattanville College and a Juris Doctor from Southwestern University School of Law.

**Mike McGalliard - President
MLA Partner Schools**

Serving LAUSD schools since 1995, Mike McGalliard is a pioneer in public education, consistently utilizing an unconventional approach to bring exceptional opportunities to students and families in LA's most underserved communities. Mike's programs have set a high standard of excellence for thousands of students, helping transform some of the most challenging public high schools and earning Mike a reputation for progressive thinking and innovation. After spending two years as an English teacher, Mike co-founded a model program for school-based educational reform in 1995. The College Pathways Project (CPP) utilized a unique, student-centered approach to teaching, with the goal to foster a love of learning, critical conscience and the skills needed to create positive change in the world. In 1996, CPP became part of the Fulfillment Fund.

Starting in only two high schools and working out of the co-founders' homes, CPP grew to serve over 1,000 students at ten high schools with an operating budget of \$1.2 million. CPP has generated a high school graduation rate of over 90% and a college matriculation rate of 80% for students in Los Angeles' most disenfranchised schools. Accordingly, CPP has earned a reputation at a local and national level for a creative and effective approach to student achievement.

Mike left CPP in early 2003 to start his next venture, the Center for Innovative Education (i.e.), which he cofounded with long time college friend, John Holcomb. Inspired by the charter school movement but retaining a focus on LA's legacy high schools, Mike and John sought to bring charter-like innovations to schools serving students with the greatest need. i.e. launched a model "school within school" at Manual Arts High School in South Los Angeles. i.e. was re-incorporated as Mentor LA (MLA) and promptly launched West Adams Prep, a unique comprehensive high school serving 2500 students. MLA became the first community-based nonprofit in Los Angeles to participate in the operation of non-charter public high schools. With the launch of West Adams Prep, MLA's first partner school, Mentor LA became popularly known as MLA Partner Schools.

Mike is a trustee of the New Visions Foundation. He received his B.A. in English from Reed College and completed extensive graduate work at Regent College in Vancouver, Canada in the areas of religion, literature and philosophy.

**John Kissick - Treasurer
Ares Management**

John H. Kissick is a founding partner of Ares Management, an independent Los Angeles based investment management firm with over \$20.0 billion of committed capital under management in both the private equity and leveraged finance markets.

Mr. Kissick is on the board of directors of numerous corporations as well as the Executive Committee of the Cedars-Sinai Sports Spectacular and Stanford University's Department of Athletics. Mr. Kissick graduated from Yale University and with highest honors from the Stanford Business School.

**Elizabeth Mann - Secretary
Partner, Mayer Brown**

Elizabeth Mann is a partner in Mayer Brown's Los Angeles office. She has extensive experience litigating cases in several areas including entertainment, defamation, health care, antitrust, real estate, investment finance, environmental, regulatory and class actions. Ms. Mann has handled cases involving motion picture finance and screen credit issues, biologic marketing strategies, financial advisory services, fiduciary duty claims involving banks and trusts, government investigations, long-distance telephone services, toxic torts and RICO claims.

Ms. Mann's major clients include Amgen, American Specialty Health, Diageo North America, EON A.G., Extended Stay America, and Santa Fe Christian Schools.

Ms. Mann has had a long term commitment to serving Los Angeles' underprivileged children. She spearheaded major litigation that established fair housing rights for low income families. She aided a number of Hurricane Katrina refugees who were transferred to Los Angeles in obtaining housing, health and education services. She is also very active in the Los Angeles legal community, serving as the Chair-Elect of the Executive Committee of the Litigation Section of the Los Angeles County Bar Association.

She received an undergraduate degree from Pomona College and a JD from the University of California - Los Angeles School of Law.

Frank Marshall
Kennedy/Marshall Company

With over fifty films to his credit as a visionary producer who has helped shape American film, Marshall is also an acclaimed director and active participant in public service and sports. His lengthy and fruitful collaboration with Steven Spielberg and Kathleen Kennedy began in 1981 with *Raiders of the Lost Ark*. Marshall left Amblin in the fall of 1991 to pursue his directing career, and formed the Kennedy/Marshall Company with Kathleen Kennedy. Marshall's credits as a producer include some of the most successful and enduring films of all time, including *Poohgeist*, *Greenfins*, *The Goonies*, *The Color Purple*, four *Indiana Jones* films, the *Back to the Future* trilogy, *The Sixth Sense*, *Seabiscuit*, the *Bourne* trilogy, and *The Curious Case of Benjamin Button*.

As a director, Marshall helmed the critically acclaimed box office smash *Eight Below*, as well as the thriller *Arachnophobia*, the compelling true-life drama *Alive*, the 1995 hit adventure *Congo*, and an episode of the Emmy Award-winning HBO miniseries, *From the Earth to the Moon*.

For over a decade, Marshall was a board member of the United States Olympic Committee and was inducted into the USOC Hall of Fame in 2008.

Brian McNamee
Amgen

Brian McNamee joined Amgen as senior vice president, Human Resources in June 2001. Before joining Amgen, McNamee was vice president of Human Resources at Dell Computers in Austin, Texas. He has held a variety of international executive positions at General Electric over a 12-year period, and he also served as senior vice president for the West Coast division of NBC in Burbank, California. McNamee received his bachelor's degree in journalism from St. Bonaventure University and received his master's degree in industrial and labor relations from Cornell University in 1987.

Tom Vander Ark
Revolution Learning

Tom Vander Ark is a partner in Revolution Learning, a San Diego based private equity investor concentrating on improving formal and informal learning globally. With a focus on innovative learning tools, platforms, and formats, Revolution Learning focuses on companies that improve educational engagement, access, and efficiency with a particular interest in innovations that connect young people in emerging economies with viable life options.

Previously he served as President of the X PRIZE Foundation and 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 to improve education throughout the United States. In December 2006, Newsweek readers voted Vander Ark the most influential baby boomer in education. Prior to his role with the Gates Foundation, Vander Ark was the first business executive to serve as a public school superintendent for one of Washington State's larger school districts that has been recognized for narrowing achievement gaps and reducing administrative costs.

Vander Ark also has extensive experience in the private sector serving as a senior executive for retail start up, PACE Membership Warehouse, that achieved \$5 billion in revenue and was sold to K-Mart. Tom managed a business consulting practice for Cap Gemini and was a founding partner of the Center for Strategic Planning. He began his career at Amoco Minerals (now Cyprus Amax) in engineering and corporate finance. Tom advises Communities in Schools, ConaCan, Democrats for Education Reform, Education 2.0, National Association of Charter School Authorizers, MLA Partner Schools and X PRIZE Foundation.

Rick Hess **Creative Artists Agency**

Rick Hess leads the Film Finance group at Creative Artists Agency (CAA), a talent and literary agency based in Los Angeles, California. He joined CAA in January 2002, and has focused on the packaging and financing of feature films, as well as the structuring of film production and film finance companies. During his time at the agency he and his group have packaged, arranged financing for or sold over 125 films, including Academy Award-winning BROKEBACK MOUNTAIN, SYRIANA, and CRASH, as well as GOOD NIGHT AND GOOD LUCK, LORD OF WAR, THE NEW WORLD, NORTH COUNTRY, MICHAEL CLAYTON and IN THE VALLEY OF ELAH. Hess also helped arrange the groundbreaking deal leading to Tom Cruise and Paula Wagner taking over and reviving the United Artists brand and studio. He has similarly arranged financing for a number of prominent production entities, including Samuel Media, Groundswell, and Winchester Capital.

Prior to his position at CAA, Mr. Hess held executive and management positions at TriStar Pictures, William Morris Agency, Phoenix Pictures, and Propaganda Films. He serves on the Board of Directors for MLA Partner Schools, a nonprofit organization working to improve schools and empower neighborhoods in some of the most disenfranchised communities in Los Angeles. He also serves on the Board of Directors for Chrysalis, a 24 year nonprofit that helps poor and homeless people survive, stabilize, and become economically self-sufficient transforming their lives through securing jobs. Mr. Hess is also a member of the Academy of Motion Picture Arts and Sciences. He lives with his wife and two daughters in Monte Nido, CA.

Stephen Prough **Salem Partners**

Mr. Prough is a Founder of Salem Partners and Salem Partners Wealth Management. In addition to his management responsibilities for Salem Partners' two main businesses, Mr. Prough oversees the firm's media and entertainment investment banking practice, focusing primarily on mergers and acquisitions advisory services. Mr. Prough's clients include Hearst, Sony, Liberty Media, JP Morgan, RHI Entertainment and a number of independent media companies. Since founding Salem Partners, Mr. Prough has completed more than 25 mergers and acquisitions transactions involving media and entertainment companies. Mr. Prough serves on the investment committees of Salem Partners Wealth Management and SW Contego, a fund of hedge

funds established by Salem Partners Wealth Management in 2008. Mr. Prough is also on the Professional Advisory Council of the Motion Picture and Television Fund.

Prior to founding Salem Partners, Mr. Prough was a Vice President in the Media and Communications Investment Banking Group of Furman Selz LLC. At Furman Selz, Mr. Prough advised major media companies such as Time Warner, Sony and New Line Cinema. Mr. Prough is a graduate of Harvard College, where he majored in Government and was a Harvard Scholar.

Emma Watts Twentieth Century Fox

Emma Watts was born in England and grew up in Vancouver, B.C. She graduated from UCLA with a degree in English Literature and went on to work as a PA for Herb Ritts. Her career in the film industry began as Creative Executive for Russell Simmons at Def Pictures, followed by a position working as Director of Development for Oliver Stone.

In 1997, she was hired to be a Creative Executive at Twentieth Century Fox, where she remains today as the President of Production. Emma lives in LA with her husband and two kids.

Alison Temple Twentieth Century Fox

Alison Temple is Senior Vice President of Creative Content in the Theatrical Marketing department for Twentieth Century Fox, overseeing original content for internet, broadcast and mobile outlets as well as brand integration with media partners.

Before joining Twentieth Century Fox, Mrs. Temple was Executive Producer of Trailer Park Inc., an entertainment marketing company producing trailers, teasers and promos for television and feature films as well as producing national commercials. She is a graduate of Arizona State University with a degree in Political Science.

Vanessa Morrison Fox Animation

Vanessa Morrison was named President of Fox Animation Studios in 2007 after serving as Executive Vice President at Twentieth Century Fox. She previously operated as Senior Vice President of Production and Vice President of Production for the studio.

Most recently, Morrison oversaw Fox's 3D animated feature *Ice Age: Dawn of the Dinosaurs*, the third installment in Fox's popular *Ice Age* series, which has grossed more than \$886 million worldwide to-date, and the critically acclaimed *Fantastic Mr. Fox*.

She also contributed to the \$297 million worldwide success of *Dr. Seuss' Horton Hears a Who!*, an adaptation of Dr. Seuss' beloved children's book, featuring the comedic voices of Jim Carrey, Steve Carell, Seth Rogen and Carol Burnett.

Upcoming for Morrison are the 3D digital animated comedies *Rio*, directed by Carlos Saldanha and starring the voice talents of Anne Hathaway, Jesse Eisenberg, Jane Lynch, George Lopez and Wanda Sykes, among others; and *Ice Age: Continental Drift*, the fourth in the series. During her tenure at Fox, Morrison spearheaded the production of *Garfield: The Movie*, *Garfield: A Tale of Two Kitties*, *Cheaper by the Dozen*, *Cheaper by the Dozen 2*, *Dr. Dolittle 2*, and *Far Albert*. Morrison is a graduate of the University of California at Berkeley.



GREEN HASSON & JANKS LLP
BUSINESS ADVISORS AND CPAs

To the Board of Directors of
MLA Partner Schools

In planning and performing our audit of the financial statements of MLA Partner Schools (MLA) as of and for the year ended June 30, 2009, in accordance with auditing standards generally accepted in the United States of America, we considered MLA's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MLA's internal control. Accordingly, we do not express an opinion on the effectiveness of MLA's internal control.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or a combination of control deficiencies, that adversely affects MLA's ability to initiate, authorize, record, process or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of MLA's financial statements that is more than inconsequential will not be prevented or detected by MLA's internal control.

A material weakness is a significant deficiency, or a combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by MLA's internal control.

Our consideration of internal control was for the limited purpose described in the first paragraph and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

However, during our audit, we became aware of a few matters that are opportunities for strengthening internal controls and operating efficiency. Our comments and suggestions concerning these matters are summarized as follows:

- **Backup of Database Information.** We noted that the organization does not currently test their file server backup drives on a routine basis. We recommend that the organization establish a disaster recovery plan that establishes this procedure.

Management Response: MLA agrees and has contracted with CalNet (an IT service provider) to help develop procedures for a recovery plan.

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- **Recording Revenue.** We noted upon the organization's receipt of contributions, a revenue log is maintained; however, it is not dated. We recommend that the organization record the date of each receipt for better reconciliation between their revenues and receivables.

Management Response: MLA agrees and has hired a new operations manager who is now maintaining the log.

- **Deposit Review.** We noted the organization does not have a procedure in place having their cash deposits reviewed before and after being processed. We recommend that the organization have cash deposits reviewed before and after being recorded.

Management Response: MLA agrees and has established the recommended review procedure.

We appreciate the courtesy and cooperation of your staff during the course of the audit.

This communication is intended solely for the information and use of management, Board of Directors, and others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.

Green Hasson & Janks LLP

February 3, 2010
Los Angeles, California

MLA PARTNER SCHOOLS

FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2009

MLA PARTNER SCHOOLS
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2009

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GREEN HASSON & JANKS LLP
BUSINESS ADVISORS AND CPAs

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
MLA Partner Schools

We have audited the accompanying statement of financial position of MLA Partner Schools (a nonprofit organization) as of June 30, 2009 and the related statements of activities, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of the management of MLA Partner Schools. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the 2008 financial statements of MLA Partner Schools, and, in our report dated November 12, 2008, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MLA Partner Schools as of June 30, 2009 and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Green Hasson & Janks LLP

February 3, 2010
Los Angeles, California

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MLA PARTNER SCHOOLS

STATEMENT OF FINANCIAL POSITION

June 30, 2009

With Summarized Totals at June 30, 2008

	Unrestricted	Temporarily Restricted	2009	2008
ASSETS				
Cash and Cash Equivalents	\$ 1,464,212	\$ 114,592	\$ 1,578,804	\$ 1,384,378
Investments	-	-	-	116,479
Pledges Receivable	-	1,818,625	1,818,625	2,914,931
Prepaid Expenses and Other Assets	48,399	-	48,399	35,990
Property and Equipment (Net)	103,177	-	103,177	78,279
TOTAL ASSETS	\$ 1,615,788	\$ 1,933,217	\$ 3,549,005	\$ 4,430,057
LIABILITIES AND NET ASSETS				
LIABILITIES:				
Accounts Payable and Accrued Liabilities	\$ 191,665	\$ -	\$ 191,665	\$ 156,925
NET ASSETS:				
Unrestricted	1,424,123	-	1,424,123	1,193,132
Temporarily Restricted	-	1,933,217	1,933,217	3,080,000
TOTAL NET ASSETS	1,424,123	1,933,217	3,357,340	4,273,132
TOTAL LIABILITIES AND NET ASSETS	\$ 1,615,788	\$ 1,933,217	\$ 3,549,005	\$ 4,430,057

The Accompanying Notes are an Integral Part of These Financial Statements

MLA PARTNER SCHOOLS

STATEMENT OF ACTIVITIES

Year Ended June 30, 2009

With Summarized Totals for the Year Ended June 30, 2008

	2009			2008
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE AND PUBLIC SUPPORT:				
Contributions	\$ 436,250	\$ 50,000	\$ 486,250	\$ 4,162,036
Special Events (Net of Direct Donor Benefits \$332,521 in 2009 and \$77,157 in 2008)	907,181	215,446	1,122,627	32,093
In-Kind Contribution	12,000	-	12,000	20,466
Interest Income	12,479	-	12,479	12,414
Net Assets Released from:				
Time Restrictions	100,000	(100,000)	-	-
Program Restrictions	1,312,229	(1,312,229)	-	-
TOTAL REVENUE AND PUBLIC SUPPORT	2,780,139	(1,146,783)	1,633,356	4,227,008
EXPENSES:				
Program Services	2,076,982	-	2,076,982	1,574,399
Management and General	380,950	-	380,950	219,676
Fundraising	91,216	-	91,216	32,760
TOTAL EXPENSES	2,549,148	-	2,549,148	1,826,834
CHANGE IN NET ASSETS	230,991	(1,146,783)	(915,792)	2,400,174
Net Assets - Beginning of Year	1,193,132	3,080,000	4,273,132	1,872,958
NET ASSETS - END OF YEAR	\$ 1,424,123	\$ 1,933,217	\$ 3,357,340	\$ 4,273,132

The Accompanying Notes are an Integral Part of These Financial Statements

MLA PARTNER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES

Year Ended June 30, 2009

With Summarized Totals for the Year Ended June 30, 2008

	2009					2008 Total Expenses
	Program Services	Support Services		Total Support Services	Total Expenses	
		Management and General	Fundraising			
Salaries	\$ 1,329,594	\$ 98,046	\$ 80,826	\$ 178,872	\$ 1,508,468	\$ 1,142,089
Payroll Taxes	102,830	13,161	2,084	15,245	118,075	85,328
Employee Benefits	92,359	11,804	1,720	13,524	105,783	68,106
TOTAL PERSONNEL COSTS	1,524,683	123,011	84,630	207,641	1,732,324	1,295,523
Outside Services	134,602	44,458	-	44,458	179,060	98,824
Occupancy	102,439	11,693	2,127	13,820	116,259	81,428
Professional Services	36,205	128,653	-	128,653	164,858	35,921
Development and Training	65,518	12	2	14	65,532	29,486
Travel	63,985	303	245	548	64,533	28,725
Depreciation	33,802	3,768	716	4,484	38,286	16,983
Printing	23,324	5,770	127	5,897	29,121	23,742
Insurance	20,932	4,370	481	4,851	25,783	7,558
Telephone	23,408	1,522	309	1,831	25,239	23,589
Supplies	20,634	1,423	218	1,641	22,275	25,720
Miscellaneous	2,225	17,745	-	17,745	19,970	19,100
Web Design	14,420	802	1,073	1,875	16,295	95,055
Equipment	4,966	10,882	-	10,882	15,848	12,556
In-Kind Expenses	-	12,000	-	12,000	12,000	-
Computer	551	7,264	765	8,029	8,580	8,094
Bank Charges	-	3,231	521	3,752	3,752	2,530
Postage and Delivery	4	3,201	32	3,233	3,237	3,548
Taxes and Fees	2,400	-	-	-	2,400	321
Subscriptions and Dues	1,214	842	-	842	2,056	707
Conferences	1,770	-	-	-	1,770	1,529
Meals and Entertainment	-	-	-	-	-	17,388
Scholarships	-	-	-	-	-	500
TOTAL FUNCTIONAL EXPENSES	\$ 2,076,992	\$ 380,950	\$ 91,216	\$ 472,166	\$ 2,549,148	
TOTAL 2008 FUNCTIONAL EXPENSES	\$ 1,574,399	\$ 219,675	\$ 32,780	\$ 252,435		\$ 1,826,834

The Accompanying Notes are an Integral Part of These Financial Statements

MLA PARTNER SCHOOLS

STATEMENT OF CASH FLOWS

Year Ended June 30, 2009

With Summarized Totals for the Year Ended June 30, 2008

	<u>2009</u>	<u>2008</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in Net Assets	\$ (915,792)	2,400,174
Adjustments to Reconcile Change in Net Assets to		
Net Cash Provided by Operating Activities:		
Depreciation	38,288	(16,993)
(Increase) Decrease in:		
Pledges Receivable	1,096,306	(2,254,931)
Prepaid Expenses and Other Assets	(12,409)	(32,410)
Increase in:		
Accounts Payable and Accrued Liabilities	<u>34,740</u>	<u>156,076</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	241,131	251,915
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of Property and Equipment	(63,184)	(51,353)
Proceeds from Maturity of Investments	<u>116,479</u>	<u>(2,889)</u>
NET CASH PROVIDED BY INVESTING ACTIVITIES	53,295	(54,042)
NET INCREASE IN CASH AND CASH EQUIVALENTS	294,426	197,873
Cash and Cash Equivalents - Beginning of Year	<u>1,284,378</u>	<u>1,086,505</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ <u>1,578,804</u>	\$ <u>1,284,378</u>

The Accompanying Notes are an Integral Part of These Financial Statements

MLA PARTNER SCHOOLS

NOTES TO FINANCIAL STATEMENTS

June 30, 2009

NOTE 1 - ORGANIZATION

Mission - One of the most vital communities in South Los Angeles is undergoing transformation, anchored by the inspiration of MLA Partner Schools (MLA), a nonprofit with a deep connection to the history, children and families of this community. MLA turns public schools into community centerpieces, offering a college-ready education, wraparound services and the promise of a successful life to every neighborhood child.

At the center of this transformation is one of the city's oldest schools - Manual Arts High School. Two miles north on Vermont Avenue, West Adams Prep opened in 2007 to relieve decades of overcrowding at Manual Arts, and as the city's first MLA Partner School, showcases a new model for urban public schools. To the south of Manual Arts is the new, yet-unnamed "South LA High School No. 3." Together these three schools represent the promise of a college-ready education and a successful life for every child who lives nearby. MLA is ensuring these schools fulfill that promise. By operating a portfolio of college-ready public schools and a network of wraparound services within this 8.2 square mile zone of South Los Angeles, MLA and its partners are creating LA's Promise Neighborhood.

Vision - MLA's portfolio of schools will soon span 6th through 12th grades, ensuring choice and equity to serve the community's diverse educational needs and building a college-ready pipeline for all the neighborhood's children. MLA's school network includes large beacon high schools and smaller, theme-focused schools; new schools and those with historical legacy; schools run in partnership with the District and those run as independent charters. MLA is one of the only school operators in the country to use this blended approach, creating a diverse and geographically centralized school network to accommodate the needs of an entire community.

MLA's promise: By 2015, LA's Promise Neighborhood will have graduated 6,000 of its children and sent 5,000 on to college. An additional 13,000 will be enrolled in the MLA pipeline on the road to college and a healthy, successful life.

MLA's goals are: to increase retention, college-readiness, and college matriculation for all of the neighborhood's children. Additionally, MLA schools serve as the hub of wraparound services to support the whole child and family. Through MLA's Resource Management System (RMS), over 50 specially screened and managed partners satisfy a range of important needs. A universal referral system ensures that community members of LA's Promise Neighborhood connect easily and efficiently with MLA's service providers. Of particular importance to the neighborhood will be community health clinics opened at each beacon high school. These clinics will provide basic services (such as eye and dental care) to every child enrolled at MLA schools.

History - MLA was launched in 2003 as the Center for Innovative Education (abbreviated C.I.E.). LA's co-founders, Mike McGalliard and John Holcomb, have served LA schools since 1995. With the creation of C.I.E., Mike and John saw a departure from direct service programs, to a strategy that reinvents systems and fixes a school's core deficiencies. Beginning in 2003 with a budget under \$200,000 and serving 500 students, MLA now has a yearly budget of over \$2.5 million and operates two public high schools serving over 6,000 children. MLA is the first community-based nonprofit in Los Angeles to participate in the operation of non-charter public high schools.

MLA PARTNER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2009

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) BASIS OF PRESENTATION

The accompanying financial statements have been prepared on the accrual basis of accounting.

(b) ACCOUNTING

To ensure observance of certain constraints and restrictions placed on the use of resources, the accounts of MLA are maintained in accordance with the principles of net assets accounting. This is the procedure by which resources for various purposes are classified for accounting and reporting purposes into net asset classes that are in accordance with specified activities or objectives. Accordingly, all financial transactions have been recorded and reported by net asset class as follows:

- **Unrestricted Net Assets.** These generally result from revenues generated by receiving unrestricted contributions, providing services, and receiving income from investments less expenses incurred in providing program related services, raising contributions, and performing administrative functions.
- **Temporarily Restricted Net Assets.** MLA reports gifts of cash and other assets as temporarily restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from program or capital restrictions. MLA has \$1,933,217 of temporarily restricted net assets at June 30, 2009.
- **Permanently Restricted Net Assets.** These net assets are from donors who stipulate that resources are to be maintained permanently, but permit MLA to expend part of the income (or other economic benefits) derived from the donated assets. MLA has no permanently restricted net assets at June 30, 2009.

(c) CASH AND CASH EQUIVALENTS

Cash and cash equivalents are short-term, highly liquid investments with maturities of three months or less at the time of purchase. The carrying value of cash and cash equivalents at June 30, 2009 approximates its fair value.

MLA maintains its cash and cash equivalents in bank deposit accounts and other investment accounts, which, at times, may exceed federally insured limits. MLA has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash and cash equivalents.

MLA PARTNER SCHOOLS

NOTES TO FINANCIAL STATEMENTS

June 30, 2009

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(d) CONTRIBUTIONS AND PLEDGES RECEIVABLE

Unconditional contributions, including pledges recorded at estimated fair value, are recognized as revenues in the period received. MLA reports unconditional contributions as restricted support if they are received with donor stipulations that limit the use of the donated assets.

Discounts for pledges (pledges due over one year) are recorded as reductions to contribution revenue and pledges receivable. Discounts increase contribution revenue when the pledge is received.

At June 30, 2009, MLA evaluated the collectibility of pledges receivable and no allowance for uncollectible pledges was considered necessary.

(e) PROPERTY AND EQUIPMENT

Property and equipment are recorded at cost if purchased or at fair value at the date of donation if donated. Depreciation is computed on the straight-line basis over the estimated useful lives of the related assets. Maintenance and repair costs are charged to expense as incurred. Property and equipment are capitalized if the cost of an asset is greater than or equal to \$1,000 and the useful life is greater than two years. The estimated useful lives are as follows:

Furniture and Equipment	3 - 7 Years
Leasehold Improvements	4 Years

(f) LONG-LIVED ASSETS

MLA evaluates long-lived assets and certain identifiable intangibles for impairment whenever events or changes in circumstances indicate that the book value of the assets may not be recoverable. An impairment loss is recognized when the sum of the undiscounted future cash flows is less than the carrying amount of the asset, in which case a write-down is recorded to reduce the related asset to its estimated fair value. No such impairment losses were recognized on long-lived assets during the year ended June 30, 2009.

(g) CONTRIBUTED GOODS AND SERVICES

Contributions of donated non-cash assets are recorded at fair value in the period received. Contributions of donated services are recognized if the services received (a) create or enhance long-lived assets, or (b) require specialized skills provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. MLA recognized \$12,000 of in-kind contribution revenue for services provided for the year ended June 30, 2009.

MLA PARTNER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2009

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(h) INCOME TAXES

MLA is exempt from federal taxation under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d.

(i) FUNCTIONAL ALLOCATION OF EXPENSES

The costs of providing MLA programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. MLA uses salary dollars to allocate indirect costs.

(j) USE OF ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

(k) NEW ACCOUNTING PRONOUNCEMENTS

In July 2006, the Financial Accounting Standards Board (FASB) issued FASB Interpretation No. 48 (FIN 48), "Accounting for Uncertainty in Income Taxes - An Interpretation of FASB Statement 109." FIN 48 clarifies the accounting for uncertainty in income taxes recognized in an organization's financial statements in accordance with FASB Statement No. 109, "Accounting for Income Taxes." FIN 48 prescribes a comprehensive model for recognizing, measuring, presenting and disclosing in the financial statements tax positions taken, or expected to be taken, on a tax return. FIN 48 was initially effective for fiscal years beginning after December 15, 2006. The implementation date for non-public corporations for FIN 48 has been delayed and is now effective for fiscal years beginning after December 15, 2008. If there are changes in net assets as a result of the application of FIN 48, these will be accounted for as an adjustment to net assets. MLA expects to adopt FIN 48 effective July 1, 2009 and has not currently determined the impact of FIN 48 on the accompanying financial statements. However, until FIN 48 is adopted, MLA will continue to account for uncertain tax positions using the guidance in FASB Statement 5, "Accounting for Contingencies."

MLA PARTNER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2009

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(ii) COMPARATIVE TOTALS

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MLA's financial statements for the year ended June 30, 2009 from which the summarized information was derived.

(iii) RECLASSIFICATION

For comparability, the June 30, 2008 amounts have been reclassified, where appropriate, to conform with the financial statement presentation used at June 30, 2009.

(iv) SUBSEQUENT EVENTS

MLA has evaluated events and transactions occurring subsequent to the statement of financial position date of June 30, 2009 for items that should potentially be recognized or disclosed in these financial statements. The evaluation was conducted through February 3, 2010, the date these financial statements were available to be issued. No such material events or transactions were noted to have occurred.

NOTE 3 - PLEDGES RECEIVABLE

At June 30, 2009, pledges receivable are due to be received as follows:

Within One Year	\$ 1,818,625
One to Five Years	<u>200,000</u>
TOTAL PLEDGES RECEIVABLE	<u>\$ 1,818,625</u>

NOTE 4 - PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2009 consist of the following:

Furniture and Equipment	\$ 130,569
Leasehold Improvements	<u>29,288</u>
TOTAL	159,857
Less: Accumulated Depreciation	<u>(56,680)</u>
PROPERTY AND EQUIPMENT (NET)	<u>\$ 103,177</u>

Depreciation expense for the year ended June 30, 2009 was \$ 38,286.

MLA PARTNER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2009

NOTE 5 - COMMITMENTS AND CONTINGENCIES

MLA rents office space under a lease agreement, which expires October 2014. Future minimum payments, by year, and in the aggregate, under this lease consists of the following:

Year Ending June 30	
2010	\$ 90,408
2011	97,264
2012	104,069
2013	107,363
2014	110,583
2015	<u>27,849</u>
TOTAL	<u>\$ 537,526</u>

Rent expense under facility operating leases for the year ended June 30, 2009 was \$92,700, which is included in occupancy in the statement of functional expenses.

NOTE 6 - TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets at June 30, 2009 consist of the following:

Programming	\$ 1,688,717
Time Restriction	<u>244,500</u>
TEMPORARILY RESTRICTED NET ASSETS	<u>\$ 1,933,217</u>

NOTE 7 - EMPLOYEE BENEFIT PLAN

Employees participate in a 403(b) defined contribution plan whereby they contribute a portion of their salaries, tax deferred, into the plan. The Organization does make discretionary matching contributions to the plan each calendar quarter.

NOTE 8 - COLLABORATIVE AGREEMENT WITH LOS ANGELES UNIFIED SCHOOL DISTRICT

In October of 2008, the Organization and the Los Angeles Unified School District (the District) entered into a comprehensive collaborative educational services and performance agreement whereby the Organization and the District agreed to create a new model for delivery of District educational services in the City of Los Angeles, to improve schools and school communities, develop best practices and share them throughout the District. The District will utilize the educational services provided by MLA. Termination of the agreement occurs on June 30, 2013. However, MLA has the option to request extension for an additional period up to five years after the expiration date.



GREEN HASSON & JANKS LLP

BUSINESS ADVISORS AND CPAs

-Since 1953-

To the Board of Directors of
MLA Partner Schools

In planning and performing our audit of the financial statements MLA Partner Schools as of and for the year ended June 30, 2010, in accordance with auditing standards generally accepted in the United States of America, we considered MLA Partner Schools' internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MLA Partner Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of MLA Partner Schools' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of MLA Partner Schools' financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

However, during our audit, we became aware of several matters that are opportunities for strengthening internal controls and operating efficiency. Our comments and suggestions concerning these matters are summarized as follows:

- **Collection of Cash Receipts.** During our walk-through of cash receipts, we noted the same employee maintains the revenue log and deposits the checks. We recommend a segregation of the two duties. We also recommend sign-off on deposit slips and receipts indicating an overall review of cash deposits before and after deposit.

Management Response: With the exception of Spring when Gala revenue arrives, cash receipts during the rest of the year are minimal. Management will implement a policy stating that during the time of the Gala, two employees will open mail and create the revenue log together. A duplicate revenue log will be held by the employee who does not deposit checks and will be reconciled against the total deposits by the COO on a regular basis.

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- **Expense Reimbursements.** During our examination of the organization's expenses, we noted that credit card charges of \$2,756 in the current year were designated as non-organization expenses. These were expenses that did not qualify as reimbursable based on the organization's expense policy. This amount was recorded as a loan receivable. We recommend the immediate repayment of the loan by the responsible organization employee. We also recommend that itemized receipts are kept for all transactions to maintain proper back-up for all purchases so that any concern of non-organization purchases can be eliminated.

Management Response: MLA agrees and has implemented new procedures to ensure proper use of the organization's charge card. The loan was repaid subsequent to year end.

We appreciate the courtesy and cooperation of your staff during the course of the audit.

This communication is intended solely for the information and use of management, Board of Directors, and others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.

Green Hasson & Janks LLP

November 3, 2010
Los Angeles, California

MLA PARTNER SCHOOLS

FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2010

MLA PARTNER SCHOOLS
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2010

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GREEN HASSON & JANKS LLP
BUSINESS ADVISORS AND CPAs
-Since 1982-

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
MLA Partner Schools

We have audited the accompanying statement of financial position of MLA Partner Schools (a nonprofit organization) as of June 30, 2010 and the related statements of activities, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of the management of MLA Partner Schools. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the 2009 financial statements of MLA Partner Schools, and, in our report dated February 3, 2010, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MLA Partner Schools as of June 30, 2010 and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Green Hasson & Janks LLP

November 3, 2010
Los Angeles, California



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MLA PARTNER SCHOOLS

STATEMENT OF FINANCIAL POSITION

June 30, 2010

With Summarized Totals at June 30, 2009

	Unrestricted	Temporarily Restricted	2010	2009
ASSETS				
Cash and Cash Equivalents	\$ 1,278,038	\$ -	\$ 1,278,038	\$ 1,578,804
Pledges Receivable	72,500	200,000	272,500	1,818,626
Prepaid Expenses and Other Assets	64,145	-	64,145	48,389
Property and Equipment (Net)	79,238	-	79,238	103,177
TOTAL ASSETS	\$ 1,493,921	\$ 200,000	\$ 1,693,921	\$ 3,549,006
LIABILITIES AND NET ASSETS				
LIABILITIES:				
Accounts Payable and Accrued Liabilities	\$ 210,673	\$ -	\$ 210,673	\$ 191,686
NET ASSETS:				
Unrestricted	1,283,348	-	1,283,348	1,424,123
Temporarily Restricted	-	200,000	200,000	1,933,217
TOTAL NET ASSETS	1,283,348	200,000	1,483,348	3,357,340
TOTAL LIABILITIES AND NET ASSETS	\$ 1,493,921	\$ 200,000	\$ 1,693,921	\$ 3,549,006

The Accompanying Notes are an Integral Part of These Financial Statements

MLA PARTNER SCHOOLS

STATEMENT OF ACTIVITIES

Year Ended June 30, 2010

With Summarized Totals for the Year Ended June 30, 2009

	2010			2009 Total
	Unrestricted	Temporarily Restricted	Total	
REVENUE AND PUBLIC SUPPORT:				
Contributions	\$ 117,088	\$ -	\$ 117,088	\$ 486,250
Special Events (Net of Direct Donor Benefits of \$347,938 in 2010 and \$332,521 in 2009)	826,813	-	826,813	1,122,627
In-Kind Contribution	400	-	400	12,000
Investment Income	789	-	789	12,479
Other Income	2,923	-	2,923	-
Net Assets Released from:				
Time Restrictions	100,000	(100,000)	-	-
Purpose Restrictions	1,833,217	(1,833,217)	-	-
TOTAL REVENUE AND PUBLIC SUPPORT	2,681,230	(1,733,217)	948,013	1,633,356
EXPENSES:				
Program Services	2,201,982	-	2,201,982	2,076,982
Management and General	387,909	-	387,909	380,850
Fundraising	262,114	-	262,114	91,218
TOTAL EXPENSES	2,822,006	-	2,822,006	2,549,148
CHANGE IN NET ASSETS	(140,776)	(1,733,217)	(1,873,992)	(916,792)
Net Assets - Beginning of Year	1,424,123	1,933,217	3,357,340	4,273,132
NET ASSETS - END OF YEAR	\$ 1,283,348	\$ 200,000	\$ 1,483,348	\$ 3,357,340

The Accompanying Notes are an Integral Part of These Financial Statements

MLA PARTNER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES

Year Ended June 30, 2010

With Summarized Totals for the Year Ended June 30, 2009

	2010					2009
		Support Services				Total
	Program Services	Management and General	Fundraising	Total Support Services	Total Expenses	Expenses
Salaries	\$ 1,501,570	\$ 113,861	\$ 118,731	\$ 232,592	\$ 1,734,962	\$ 1,508,488
Payroll Taxes	117,095	5,871	9,593	15,464	132,559	118,075
Employee Benefits	77,182	7,344	9,974	17,318	94,505	105,783
TOTAL PERSONNEL COSTS	1,695,852	126,976	138,298	266,174	1,962,026	1,732,324
Professional Services	47,523	103,182	28,697	132,179	179,702	164,858
Outside Services	123,754	29,857	14,262	44,119	167,873	179,090
Occupancy	93,931	15,090	7,858	22,938	116,869	116,259
Travel	33,804	7,512	33,805	41,317	75,121	64,533
Development and Training	57,871	971	344	1,315	59,286	65,932
Depreciation	42,313	3,218	3,535	6,751	48,964	38,288
Printing	22,054	8,080	5,682	13,762	35,816	28,121
Supplies	23,760	2,412	5,830	8,032	31,792	22,276
Telephone	23,361	1,932	2,758	4,690	28,051	26,239
Insurance	302	27,458	-	27,458	27,760	25,753
Conferences	22,166	2,230	754	2,984	25,150	1,770
Computer	2,768	13,802	856	14,858	17,426	8,580
Miscellaneous	2,406	10,481	-	10,481	12,887	19,970
Equipment	3,508	5,805	103	6,908	10,416	15,848
Web Design	2,240	289	4,072	4,361	6,601	16,285
Postage and Delivery	798	2,233	3,455	5,688	6,486	3,237
Subscriptions and Dues	3,571	1,941	715	2,656	6,237	2,056
Bank Charges	-	2,982	-	2,982	2,982	3,752
In-Kind Expenses	-	400	-	400	400	12,000
Taxes and Fees	-	170	-	170	170	2,400
TOTAL 2010 FUNCTIONAL EXPENSES	\$ 2,201,962	\$ 367,909	\$ 252,114	\$ 620,023	\$ 2,822,005	
TOTAL 2009 FUNCTIONAL EXPENSES	\$ 2,078,982	\$ 380,955	\$ 91,316	\$ 472,166		\$ 2,549,148

The Accompanying Notes are an Integral Part of These Financial Statements

MLA PARTNER SCHOOLS

STATEMENT OF CASH FLOWS

Year Ended June 30, 2010

With Summarized Totals for the Year Ended June 30, 2009

	<u>2010</u>	<u>2009</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in Net Assets	\$ (1,873,992)	\$ (915,792)
Adjustments to Reconcile Change in Net Assets to		
Net Cash Provided by (Used in) Operating Activities:		
Depreciation	48,964	38,286
(Increase) Decrease in:		
Pledges Receivable	1,546,126	1,096,306
Prepaid Expenses and Other Assets	(16,746)	(12,409)
Increase in Accounts Payable and Accrued		
Liabilities	18,908	34,740
NET CASH PROVIDED BY (USED IN)		
 OPERATING ACTIVITIES	(275,741)	241,131
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of Property and Equipment	(25,025)	(63,184)
Proceeds from Maturity of Investments	-	116,479
NET CASH PROVIDED BY (USED IN)		
 INVESTING ACTIVITIES	(25,025)	53,295
NET INCREASE (DECREASE) IN CASH		
 AND CASH EQUIVALENTS	(300,766)	294,426
Cash and Cash Equivalents - Beginning of Year	<u>1,578,804</u>	<u>1,284,378</u>
CASH AND CASH EQUIVALENTS -		
 END OF YEAR	\$ 1,278,038	\$ 1,578,804

The Accompanying Notes are an Integral Part of These Financial Statements

MLA PARTNER SCHOOLS

NOTES TO FINANCIAL STATEMENTS

June 30, 2010

NOTE 1 - ORGANIZATION

Mission - One of the most vital communities in South Los Angeles is undergoing transformation, anchored by the inspiration of MLA Partner Schools (MLA), a nonprofit with a deep connection to the history, children and families of this community. MLA turns public schools into community centerpieces, offering a college-ready education, wraparound services and the promise of a successful life to every neighborhood child.

At the center of this transformation is one of the city's oldest schools - Manual Arts High School. Two miles north on Vermont Avenue, West Adams Prep opened in 2007 to relieve decades of overcrowding at Manual Arts, and as the city's first MLA Partner School, showcases a new model for urban public schools. To the south of Manual Arts is the new, yet-unnamed "South LA High School No. 3." Together these three schools represent the promise of a college-ready education and a successful life for every child who lives nearby. MLA is ensuring these schools fulfill that promise. By operating a portfolio of college-ready public schools and a network of wraparound services within this 8.2 square mile zone of South Los Angeles, MLA and its partners are creating LA's Promise Neighborhood.

Vision - MLA's portfolio of schools will soon span 6th through 12th grades, ensuring choice and equity to serve the community's diverse educational needs and building a college-ready pipeline for all the neighborhood's children. MLA's school network includes large beacon high schools and smaller, theme-focused schools; new schools and those with historical legacy; schools run in partnership with the District and those run as independent charters. MLA is one of the only school operators in the country to use this blended approach, creating a diverse and geographically centralized school network to accommodate the needs of an entire community.

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MLA PARTNER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

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- **Temporarily Restricted Net Assets.** MLA reports gifts of cash and other assets as temporarily restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from purpose or time restrictions. MLA has \$200,000 of temporarily restricted net assets at June 30, 2010.
- **Permanently Restricted Net Assets.** These net assets are from donors who stipulate that resources are to be maintained permanently, but permit MLA to expend part of the income (or other economic benefits) derived from the donated assets. MLA has no permanently restricted net assets at June 30, 2010.

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MLA PARTNER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(d) CONTRIBUTIONS AND PLEDGES RECEIVABLE

Unconditional contributions, including pledges recorded at estimated fair value, are recognized as revenues in the period received. MLA reports unconditional contributions as restricted support if they are received with donor stipulations that limit the use of the donated assets.

Discounts for pledges (pledges due over one year) are recorded as reductions to contribution revenue and pledges receivable. Discounts increase contribution revenue when the pledge is received.

At June 30, 2010, MLA evaluated the collectibility of pledges receivable and no allowance for uncollectible pledges was considered necessary.

(e) PROPERTY AND EQUIPMENT

Property and equipment are recorded at cost if purchased or at fair value at the date of donation if donated. Depreciation is computed on the straight-line basis over the estimated useful lives of the related assets. Maintenance and repair costs are charged to expense as incurred. Property and equipment are capitalized if the cost of an asset is greater than or equal to \$1,000 and the useful life is greater than two years. The estimated useful lives are as follows:

Furniture and Equipment	3 - 7 Years
Leasehold Improvements	3 Years

(f) LONG-LIVED ASSETS

MLA evaluates long-lived assets and certain identifiable intangibles for impairment whenever events or changes in circumstances indicate that the book value of the assets may not be recoverable. An impairment loss is recognized when the sum of the undiscounted future cash flows is less than the carrying amount of the asset, in which case a write-down is recorded to reduce the related asset to its estimated fair value. No such impairment losses were recognized on long-lived assets during the year ended June 30, 2010.

(g) CONTRIBUTED GOODS AND SERVICES

Contributions of donated non-cash assets are recorded at fair value in the period received. Contributions of donated services are recognized if the services received (a) create or enhance long-lived assets, or (b) require specialized skills provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. MLA recognized \$400 of in-kind contribution revenue for services provided for the year ended June 30, 2010.

MLA PARTNER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(h) INCOME TAXES

MLA is exempt from federal taxation under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d.

(i) FUNCTIONAL ALLOCATION OF EXPENSES

The costs of providing MLA programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. MLA uses salary dollars to allocate indirect costs.

(j) USE OF ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

(k) CODIFICATION STANDARDS

In June 2009, the Financial Accounting Standards Board (FASB) issued the FASB Accounting Standards Codification (the ASC). The ASC has become the single source of non-governmental accounting principles generally accepted in the United States (GAAP) recognized by the FASB in preparation of financial statements. The Organization adopted the ASC as of June 30, 2010. The ASC does not change GAAP and did not have an effect on the Organization's financial position, results of operations or cash flows.

(l) COMPARATIVE TOTALS

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MLA's financial statements for the year ended June 30, 2010 from which the summarized information was derived.

(m) SUBSEQUENT EVENTS

MLA has evaluated events and transactions occurring subsequent to the statement of financial position date of June 30, 2010 for items that should potentially be recognized or disclosed in these financial statements. The evaluation was conducted through November 3, 2010, the date these financial statements were available to be issued. No such material events or transactions were noted to have occurred, except as noted in Note 9.

MLA PARTNER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

NOTE 3 - PLEDGES RECEIVABLE

At June 30, 2010, pledges receivable are due to be received as follows:

Within One Year	\$ 172,500
One to Five Years	<u>100,000</u>
<i>TOTAL PLEDGES RECEIVABLE</i>	<u>\$ 272,500</u>

NOTE 4 - PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2010 consist of the following:

Furniture and Equipment	\$ 135,798
Leasehold Improvements	<u>45,568</u>
<i>TOTAL</i>	181,366
Less: Accumulated Depreciation	<u>(102,128)</u>
<i>PROPERTY AND EQUIPMENT (NET)</i>	<u>\$ 79,238</u>

Depreciation expense for the year ended June 30, 2010 was \$48,964.

NOTE 5 - COMMITMENTS AND CONTINGENCIES

MLA rents office space under a lease agreement, which expires October 2014. Future minimum payments, by year, and in the aggregate, under this lease consists of the following:

Year Ending June 30	
2011	\$ 97,284
2012	104,069
2013	107,363
2014	110,583
2015	<u>27,849</u>
<i>TOTAL</i>	<u>\$ 447,118</u>

Rent expense under facility operating leases for the year ended June 30, 2010 was \$90,908, which is included in occupancy in the statement of functional expenses.

MLA PARTNER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

NOTE 6 - TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets at June 30, 2010 consist of the following:

Time Restriction	<u>\$ 200,000</u>
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NOTE 7 - EMPLOYEE BENEFIT PLAN

Employees participate in a 403(b) defined contribution plan whereby they contribute a portion of their salaries, tax deferred, into the plan. The Organization does make discretionary matching contributions to the plan each calendar quarter.

NOTE 8 - COLLABORATIVE AGREEMENT WITH LOS ANGELES UNIFIED SCHOOL DISTRICT

In October of 2008, the Organization and the Los Angeles Unified School District (the District) entered into a comprehensive collaborative educational services and performance agreement whereby the Organization and the District agreed to create a new model for delivery of District educational services in the City of Los Angeles, to improve schools and school communities, develop best practices and share them throughout the District. The District will utilize the educational services provided by MLA. Termination of the agreement occurs on June 30, 2013. However, MLA has the option to request an extension for an additional period up to five years after the expiration date.

NOTE 9 - SUBSEQUENT EVENT

In August 2010, MLA received a three-year, \$4.5 million conditional pledge from a foundation. As such, MLA will record the first payment of \$1.75 million during the fiscal year ending 2011.