



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

Muir Middle School

Executive Summaries



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

Local District 7/ John Muir Middle School

Executive Summary

SECTION ONE: EXECUTIVE SUMMARY

1. EXECUTIVE SUMMARY

a. Mission and Vision. *State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.*

John Muir Middle School's Public School Choice 2.0 Design Team – consisting of a representative mix of administrators and teachers – worked closely with the teachers, staff, and administrators to develop and refine the school's vision, mission, core beliefs and values in 2010. The new elements – as well as the intellectual habits of mind, essential skills, knowledge and attributes students will possess upon matriculation – are defined below.

Vision

John Muir Middle School will develop students who are caring, thoughtful, productive, and creative citizens who are excited about learning and well prepared for high school and success in the 21st Century.

Mission

John Muir Middle School is committed to providing and sustaining a nurturing environment that promotes academic achievement, diversity, respect, self-esteem and the skills and knowledge for students to become life-long learners and successful adults in the 21st Century.

Core Beliefs

The core belief of the John Muir school community is that all children can and will learn. What students learn and the extent to which they learn depends on the beliefs, expertise and practices of all the members of the school community, including the administrators, teachers, support staff, parents and students. We believe that:

- Every member of the school community is responsible for teaching and student success.
- Members of the school community must hold high expectations with clear objectives to ensure student achievement.
- Strong parent and community involvement is necessary for student success.
- Learning thrives in a nurturing and collaborative environment.
- Students learn best when instruction is student-centered and active and curriculum is rigorous, dynamic and interdisciplinary.
- A 21st Century learning environment requires access to state-of-the-art technology.

Core Values

The core values shared by the John Muir community are: respect for and celebration of diversity and respect for all members of the school community as learners growing in expertise.

Skills

Upon matriculation, John Muir students will possess sixteen habits of mind that the esteemed Professor Art Costa, recently of California State University, Sacramento, defined as the dispositions skillfully and mindfully displayed by characteristically intelligent people when confronted with problems the solution to which are not immediately apparent. These include: 1) Persisting, 2) Communicating with clarity and precision, 3) Managing impulsivity, 4) Gathering data through all

senses, 5) Listening with understanding and empathy, 6) Creating, imagining, innovating, 7) Thinking flexibly, 8) Responding with wonderment and awe, 9) Thinking about your thinking (metacognition), 10) Taking responsible risks, 11) Striving for accuracy and precision, 12) Finding humor, 13) Questioning and problem posing, 14) Thinking interdependently, 15) Applying past knowledge to new situations, and (6) Remaining open to continuous learning. In addition, John Muir students will be able to apply – in all forms of communication – the core concepts of the California Content Standards and the skills that support effective application of the concepts in school and in life.

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

Student Population

The ethnic diversity and socioeconomic demographics of the enrolled student population – 1,358 students – mirrors those of its surrounding community and adds to the richness of the school experience. The students are primarily Latino/Hispanic (76.3%) and African American (23.3%). The most represented religious group is Christian, but there is an Islamic population of consequence. Moreover, the majority of students - 76.8% - qualify for the Free or Reduced Price Meals program.

The English learners (ELs) and Students with Disabilities (SPED) form important components of the John Muir student body. 32% of the students are ELs and 13% are classified as SPED. The following demographics also apply: Reclassified as Fluent: 28%; Foster Care: 3%; Homeless: 2%; and Gifted: 6%. The student body as a whole has been struggling to gain proficiency in core subjects. The school's 2010 API score is 567 and 17% scored “Proficient or Above” in English Language Arts and 14% scored “Proficient or Above” in math. However, data analysis by subgroups indicates that African American, ELs and Students with Disabilities have experienced the greatest challenges.

According to a recent survey and input from community meetings, the parents of John Muir students want effective teachers who understand them and their children, both linguistically and culturally. They also want John Muir to continue to enforce safety, discipline, and school policies, including the wearing of school uniforms. Finally, parents stated that they want John Muir to be a school where students are prepared well to succeed in high school, where the aspiration to attend and excel in college is developed, and where students learn and practice characteristics of respect and become contributing members of their community and beyond.

Strengths and Experience of the John Muir Faculty and Staff

The John Muir Middle School staff is comprised of more than 70 teachers with over 300 years of instructional experience. Over 50% of the JMMS teachers have 10 years of teaching experience in at John Muir Middle School and the surrounding community, they are committed to the students, their parents and the academic success of the school. All of the teachers are inspiring educators and committed to and passionate about learning. They believe in the students, their parents and the success of the school. They are committed to refocusing, reorganizing, restructuring, and improving their work.

They are well prepared to teach, reach and support the students of John Muir Middle School. Extensive training and professional development – in areas including SDAIE methodologies, cultural responsive pedagogies, and English learner's Access to Core – have prepared John Muir's teachers to teach the diverse student population at John Muir Middle School. In addition, the teachers at John Muir have a long history of support and participation with core academic strategies.

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

John Muir is committed to preparing all of its students to meet and exceed the California middle school academic standards, graduate from high school, and be prepared for college and careers in the 21st Century. John Muir's teachers and administrators will jointly create curricula that are culturally relevant and responsive, challenging, rigorous, of high quality and differentiated to meet the needs of all students. Teachers will base the content of instruction on the California Content Standards, and measure students' mastery of the subject matter on classroom observations, teacher/department-developed formative and summative assessments, student grades, periodic assessments, and CST results. Since the ability to communicate effectively – both orally and in writing – as well as the knowledge of STEM (science, technology, engineering, and mathematics) subjects are a must for student success in the 21st Century, these areas will be a primary focus of the John Muir curriculum.

John Muir is committed to educating all students and will employ several strategies to achieve this goal. For example, teachers will take advantage of field trip opportunities to provide real-world experiences for students. Another key instructional strategy at John Muir will be a student-centered, active approach to learning that focuses on questioning, critical thinking, and problem-solving. The strategy – Inquiry-based Learning – is based on the premise that when students are involved, they will learn (“involve me and I understand”). To develop curriculum and instruction, John Muir's teachers will use Lesson Design Study, a teaching research-and-development model that enables teachers to create meaningful standards-based lessons and then assess the effectiveness of these lessons throughout the school year.

To address targeted student populations, John Muir's teachers will use a Response to Instruction and Intervention (RTI²) approach, which aligns their curriculum, instruction, and assessment into a coherent system that provides ongoing information about student progress in core subjects, focuses high quality instruction, and ensures early intervention for students experiencing learning setbacks or difficulties. John Muir will also use culturally responsive pedagogy, connect content and concepts explicitly to student home and school experience, scaffold learning with graphic organizers and thinking protocols, and build student confidence by encouraging them to successfully explain their work and defend their thinking. Moreover, the proposed curriculum and instructional methodology for the 2011-12 school year will be based on proven-effective strategies for students acquiring proficiency in English or Standard English, and for students of limited economic resources.

Literature citations in support of these strategies include: The Center For The Future of Teaching and Learning, “Special Education: Every Teacher's Responsibility: All California Teachers Need Professional Development and On-the Job Support to Teach Special Education Students,” 2005; Gay, G., “Culturally Responsive Teaching in Special Education for Ethnically Diverse Students: Setting the Stage,” *Qualitative Studies in Education*, 15(6), 613-29, 2002; Ladson-Billings, Gloria, “Toward a Theory of Culturally Relevant Pedagogy,” *American Education Research Journal*, 3(6), 465-91, Fall 1995; NuriRobins, Kikanza, R. Lindsey, D. Lindsey, and R. Terrell, *Culturally Proficient Instruction: A Guide for People Who Teach*, Thousand Oaks, CA: Corwin Press, 2002; Delpit, L., *Other people's children: Culture conflict in the classroom*. New York: The New Press, 1995; *Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students*. Washington D.C: The Education Trust, November 2005; Noguera, Pedro, and Jean Yonemura Wing, *Unfinished Business – Closing the Racial Achievement Gap in Our Schools*, San Francisco: Jossey-Bass, 2006; and

Thernstrom, Abigail, and Stephan Thernstrom, *No Excuses – Closing the Racial Achievement Gap in Learning*, New York: Simon & Schuster, 2003.

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

John Muir's proposed culture will be characterized by three critical elements: 1) high expectations for student achievement, 2) continuous improvement and, 3) a safe and nurturing environment that fosters learning. These elements are common to high performing schools across the country as exemplified in the school improvement research and literature of the last decade.

To develop this culture, John Muir will fully implement Personalized Learning Environments (PLEs); encourage and support collaboration among students, parents, teachers and administrators; develop programs to recognize and celebrate diversity; and enforce its safe school plan. Moreover, the school's structures – including calendars and daily schedule and dedicated time for Advisories, teacher inquiry, and professional development – and formal and informal classroom practices will evolve to support the effective, continuous learning environment of the future. Finally, relying on agreed-upon processes and protocols to simultaneously include varied stakeholder voices, use and share information, incorporate data, and link decision-making to the school vision and supporting goals, all school community members will feel empowered to have a meaningful and positive impact on their own learning and the students' learning and achievement.

John Muir will implement or expand programs, resources and services to support middle grade students acknowledged to be going through rapid physical, emotional, and cognitive changes. Support will include dedicated staff, transition activities, Advisories, and peer mediation. John Muir has developed several programs to increase the number of students who are ready to go to high school and thus, to post-secondary education.

John Muir Middle School staff, teachers and administrators believe that parents must be involved in the educational lives of their children. Therefore, John Muir will create and continually refine means for parents to be empowered as decision makers and effective supporters of the school and their children's education

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

Not required for proposal.

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

John Muir Middle School is located in the South Vermont/Vermont-Slauson neighborhood of Los Angeles, LAUSD District 7, and Service Planning, Area 6. The students come from a densely populated, working class urban area of Los Angeles with a diverse and multicultural population of roughly 30,000 residents. Community members have strong pride in themselves and their neighborhood. The residents are younger and mostly single, 24.8% of the families are headed by a single parent and the average household size is 3.5 people, which is high for the city and county. The median household

income is \$31,236, which is significantly lower than the U.S. average. According to a *Los Angeles Times* census, only 3.7% of residents 25 and older have a four-year degree – a figure that is low for the city and county. In addition, the percentage of residents 25 and older with more than a high school diploma is very low for the county.

Founded in 1922, John Muir Middle School has had a long and important presence in the South Los Angeles community and is a historic landmark. The school is centrally located in the community and has served as a meeting place for families for 97 years. In addition to the middle school and Magnet School, John Muir hosts an adult school, which provides ESL/GED classes.

John Muir benefits from a close proximity to all of these post-secondary schools. Just north of John Muir is world-renowned University of Southern California. Also close by are Los Angeles Trade Technical College, the Fashion Institute of Design and Merchandising, Los Angeles Southwest College, and Los Angeles City College.

John Muir's proven-effective vision for parent and community engagement rests on the belief that meaningful engagement is a function of meaningful participation in the life of the school. Paramount to the strategy to increase community engagement, John Muir will improve the process of parents, teachers, and community partners learning together using the elements of shared leadership, skillful consensus building, and active participation in formal and informal decision-making bodies. Under the leadership of the principal, John Muir's leadership and school-level committees will facilitate, manage, maintain and appropriately cultivate the development of collaborative relationships with community partners and professionals in the fields of politics, law enforcement, health, education, and public service by inviting them to campus to conduct workshops, hold assemblies, and coordinate exhibitions.

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

John Muir will work collaboratively using the structures already present, including the School Site Council, the Compensatory Education Advisory Committee, and the English Language Advisory Committee as official decision-making bodies and faculty, department, grade-level, magnet, PLEs and Parent Center structures as advisory bodies to the Councils. To build a culture of trust, openness and transparency, John Muir will implement a shared decision-making model within its traditional governance model. This model, which is evident at high performing schoolsⁱⁱ, will essentially put responsibility for decision making about budget, personnel and curriculum in the hands of the School Leadership Committee.

Ms. Miranda Conston-Ra'oof will serve as Principal of John Muir. She is the best suited instructional leader for this newly reformed middle school. She provided outstanding leadership for the Public School Choice 2.0 process. Under her leadership, the entire staff, teachers, aides, parents and students took time to examine instructional practice, their motivation to teach, and reasons for change. It is under her leadership that John Muir Middle School was brought together to develop and articulate a new vision for an established school. She is highly qualified to continue as John Muir Middle School's instructional leader, principal, director, visionary and believer in children.

The Administrative Leadership Team is committed to refocusing, reorganizing, restructuring, and improving its work. The Administrative Leadership Team is comprised of the principal and two assistant principals. During their short tenure as an administrative team at John Muir, they have

respectfully unified the faculty; put effective systems in place for monitoring instruction, attendance, teacher and student data, evaluation of instruction, and professional development; developed the plan for Public School Choice 2.0; and are fiscally responsible: school managers.

h. School Governance Model. *Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school? Please reference Appendix B for more information on the governance models listed above.*

John Muir has chosen to operate with a traditional governance model based first on the belief that the single most important element that affects student learning and achievement is the quality of the interactions of adults in the school community – whether teachers, administrators, support staff, parents or other community members – with students. Explicit, transparent processes in each structural setting with an emphasis on building consensus for important decisions will support optimal school transformation results within the traditional governance model. Given the importance of the focus on students, the less a school community must shift its focus to implementing, a new or different governance model, the more energy is preserved for actions that directly affect students. A second belief that supports the selection of a traditional governance model is that changed governance structure is not the key to improved student learning, and that, in fact, all the necessary attributes for governance of an effective school with high achieving students are present in the traditional model, if the potential of the attributes is developed to its fullest.



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

MLA Partner Schools

Executive Summary

EXECUTIVE SUMMARY

1. Executive Summary

- a. *Mission and Vision. State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.*

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

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

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

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

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

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

Muir Middle School has a diverse student population where 79% of students qualify for free or reduced-price school lunches, 32% are English learners, 13% of students receive special education services, at least 6% are identified as gifted and talented, 99% of students are Latino or

African-American¹. Based on its track record serving similar student populations at Manual Arts and West Adams Prep high schools and research conducted by the National Center for Urban School Transformation (NCUST), Marzano and DuFour, MLA believes that great instruction can help close the achievement gap between Muir's different Subgroups and non-poverty students statewide. MLA has designed its instructional model, program and strategies after having served similar student populations in the same or neighboring communities for many years. Keys to MLA's strategy are discussed below.

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

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

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

Features of MA's instructional program for Muir are:

- Produce mastery of Algebra for all students by 8th Grade, which is highly correlated to increased high school graduation, and college enrollment².
- Expand interventions and build them in to the school day to support success in the core curriculum. This modified program will serve the vast majority of Muir students in order to drive mastery of math and ELA.
- Make an AVID-based advisory class a hub of support for all children, focusing on early college awareness and study skills, while serving as the “first tier” of holistic support.
- Restructure and retrain the counseling department to decrease overall counselor load, align all counseling to a college-going expectation, and use data to drive strategic intervention.
- Implement a comprehensive performance management system (aligned to the Teacher Effectiveness Task Force recommendations), utilizing extensive data and comprehensive support to provide relevant teacher feedback and accelerate teacher proficiency.
- Implement an Intent to Return (ITR) agreement in order to effectively align all staff on new ambitious goals, expectations, plans and norms.
- Integrate a robust network of screened and managed community partners to provide over 200 free services supporting the whole child and family. This will include the integration of health services in to the school day,

¹ Data from the 2009- 2010 school year, as per the California Department of Education.

² EdSource, 2009; Ingels, 2002

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

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

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

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

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

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

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

University of Southern California).

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

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

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

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

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

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

³ Barzelay, 1992; Katzenbaell & Smith, 1993; Lawler, 1986, 1992; Wohlstetter, Smyer & Mohrman, 1994

- g. *School Governance Model. Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school? Please reference Appendix B for more information on the governance models listed above.*

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