Los Angeles Unified School District

Operating New Schools and Improving Underperforming Schools

SOUTH REGION MIDDLE SCHOOL 2A

LOCAL DISTRICT 6

Quest Team

Application Template

2009-10 School Year

Executive Summary

a. Assurances:

1. No evidence, of documentation and certification, (e.g. 501 c3 forms) is needed because we are local educators/operators.

2. We, Marielena Ayala and Norma Ibarra, attest and confirm that we will enroll the requisite number of students from the impacted campuses that the new and underperforming school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools, including students with disabilities, will be served first and foremost.

_____   _____

    Marielena Ayala, M. Ed   Norma Ibarra, M.Ed.

Quest Team Leader/Operator   Quest Team Leader/ Operator

3. We, Marielena Ayala and Norma Ibarra, attest and agree that the student composition at each new and 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 that retention and student composition at each school continues to reflect that of the overall school community.

4.

_____   _____

Marielena Ayala, M. Ed.   Norma Ibarra, M. Ed.

Quest Team Leader/Operator   Quest Team Leader/Operator

5. WE ARE NOT OUTSIDE OPERATORS THEREFORE NO NEED TO PROVIDE FINANCIAL DATA TO DEMOSTRATE SOLVENCY.

6. We, Marielena Ayala and Norma Ibarra, will adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education.

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Marielena Ayala, M. Ed.   Norma Ibarra, M. Ed.

Quest Team Leader/Operator   Quest Team Leader/Operator

b. Student Population DATA

The most current data available for this community in the School Accountability Report Card and California Department of Education Star test results are as follows: The feeder schools Nimitz Middle School and Elizabeth Learning Center have many similarities such as the fact that although the percentage of ELL students is in the 30% to 40% range, ELL students are only scoring within the range of 2% to 4% proficient in ELA and Math Content Standards. Now, the school-wide population continues to score in the range of 20% to 30% proficient in ELA and Math Content Standards. Overall, there is a slight decrease of low scores for Math versus ELA.   Nimitz ELL students had a decrease in scores for Math and Science from the previous year. Both student populations have had a history of low performance levels, in comparison to all student populations, except for the GATE. Equally important, the schools are in PI status for the 5th straight year or more. Another striking fact is that about 60% of the teaching staff in both schools make up teacher missassignments.

Title III accountability – Los Angeles Unified School

The percentage of ELL students scoring Early Advanced and Advanced has dropped from the previous school year of 2008-2009. The reclassification rate for one school dropped, but for the other school it did increase by 3%.

The transiency rate has increased for this student population from the year 2008 to 2009.

The Quest team members have had many years of experience teaching similar student population. All of our experiences have been in the same educational environment where the school population had high levels of ELL students and received lowest performing scores in the STAR tests. Additionally, the socio-economic levels have been high, allowing them to be Title 1 schools too.

Student population such as these bring many relevant issues that deal with poor self-esteem, lack of parent involvement, lack of communication with teaching staff, cultural issues of acceptance, etc.

c. Vision, Mission and Philosophy

 South Region Middle School 2A is a new middle school expected to open in the school year 2010 serving the community of the city of Bell.   The projected enrollment of 468 students in sixth through eighth grades will come from the recommended feeder schools of Nimitz Middle School and Elizabeth Learning Center.

Our vision of **South Region Middle School 2A** is to provide a safe, nurturing, educational environment where high educational academic expectations are nurtured and encouraged amongst the students, staff and administration; thus rendering performance/standards-based quality education on campus. All students will be encouraged to be engaged in purposely active and responsive learning until becoming self-disciplined. Concurrently, teachers provide a rigorous standards/project- based curriculum.

South Region Middle School 2A mission is to empower all students by providing the highest, most meaningful, educational programs that value, promote, and have the belief that learning and self-worth

are the cornerstones of a solid educational foundation leading our students into becoming educationally competent, good collaborators and innovators by becoming productive and responsible 21st century citizens and where teachers, parents, and administrators are the driving force behind them. This will be accomplished by:

- Engaging students in a rigorous, relevant, world class curriculum and instruction
- Fostering meaningful relationships
- Encouraging respect and appreciation of diversity
- Promoting civic engagement
- Supporting students' intellectual, physical, social, and emotional well-being

The mantra of our school climate is to foster and encourage a collaborative relationship where parents and teachers work together to improve the academic achievement of all students. Therefore, parents will be encouraged to participate in school activities/meetings on a regular basis. Parenting classes will be given in an array of topics from personal, social, and educational.

Equally important, our school will embrace an environment for teachers to collaborate on a regular basis to plan for a variety of learning opportunities for students such as: to hold high expectations for all students; to provide opportunities for students to become critical thinkers and problem solvers; to provide a consistent, clear discipline policy to help create a self-disciplined student population while fostering self-esteem and building school pride. We will create small learning communities amongst the grade levels. Each grade level will select a topic of interest, to be explored, as the curriculum is presented. For example, 6th grade students will have a choice of enrolling in one of the following learning communities such as math/science, business/technology, or fine arts. Partnerships will be sought to include college tutors that are enrolled in the targeted subjects to establish a bound of interest not only in the middle school student but in their education as well. A typical day – Students attend their core classes such as math (general math, algebra, geometry), ELA(GATE, ELL, Spec. Ed.), science, social science, PE, and an elective such as Spanish, peer counseling, band, AVID, or Office Aides (8th grade only). Students needing additional services will stay for extended day opportunities either in the morning or after school. If the student participated in a club or a sport, then opportunities to participate in both clubs and sports will be offered.

D. **Education Plan** California State Standards will drive our curriculum and will be the foundation of our educational program. Our school will be structured into team pods or small learning communities with the following themes for each grade level: Environmental Science/Math, Technology/Business, and Fine Arts. Establishing small learning communities is a must to be able to create a collaborative community where stakeholders are not inhibited in sharing instructional strategies, discussing classroom data and lesson delivery to inform instruction. Due to the fact that approximately 40% of ELL students comprise the student population, Total Literacy connection will be our focus of instruction. Teachers will use effective strategies for academic vocabulary, academic discourse, and writing in all classes on a daily basis. The use of guided writing in groups with teacher modeling using journals and Thinking Maps/graphic organizers across all content areas is needed to allow students to experience and use language frequently in a familiar content. According to recent research, ELL students need ample

opportunities to experience reading, writing, listening and speaking daily in order to succeed in school. Re-teaching as a tool for in-class intervention will be established and implemented in all subject matter.

As part of our rigorous grade level instruction, teachers explore and apply differentiation techniques for the various learning styles of our students. Through our professional learning communities (PLCs) and structure teacher planning time (STPT), we seek to develop a collaborative team to bring forward best teaching practices, ensuring that LAUSD's focus areas are being implemented, while working towards bringing all students to proficiency.

Classroom portfolios, classroom theme projects, along with authentic and summative assessment will be utilized accordingly. The classroom benchmark quarter goals will be set at 80%. Teachers will follow their own curricular maps to ensure success. Our yearly state goal will be 48% proficiency rate in the STAR for ELA and Math. For other subject matter, it stands at 40%. Classrooms will be equipped with computers and current technology. We seek to be proactive with sponsorships to reach our goal. Our mission is to graduate students with 21st century learning skills of collaboration, communication, and creativity. In addition, all students will be required to complete service learning hours as a community outreach responsibility.

   d. **Community Impact and Involvement**

The team selected this community because we feel we can make a difference in terms of the academic achievement of the proposed school.   We know the community needs and the student needs. We have experienced this same type of community in our own teaching experiences and in our own educational background. This new proposed school will actively involve parents in the process. It is research proven that parent and community involvement are the foundation of academic success and a contributor to a positive school climate. We want parents to take an active role in nurturing and educating their children. We will increase the percentage of parent participation by:

   ❖ Training and assisting parents with strategies to positively impact student learning
   ❖ Increase home-school communication
   ❖ Involve parents in group supports
   ❖ Empower parents to help ensure that every student formulates a graduation plan
   ❖ Create, conduct, and deliver Parent Leadership Institutes
   ❖ Establish a Parent Center to inform and guide parents in all aspects of education

Our parents and community members will have opportunities to develop their own personal knowledge and skills through PIQUE, Adult School, Computer Classes, and ELAC and Title 1 Committees, Back to School Night, Report Card Distribution Night, 8th grade intervention meeting, and Open House.

   e. **Leadership/Governance**: Educational Experience:

Our team consists of two site ELL coordinators, one assistant principal, one librarian, two counselors, two math academic coaches and one expert community facilitator.

Ninety five percent of our Quest team members have over 15 years experience in working with schools that housed 50% population of ELL students. All of them had had to work in schools with PI (program improvement) status. Three of our members had to experience the SAIT process. Four members have been responsible for coordinating the Coordinated Reviews at their sites. In addition, two of our members are currently actively conducting trainings in the Parent leadership Institute for PLAS in LA. One of our members gave ELD/SDSAIE trainings leading to certification with CTA and three county offices of education for over six years. Three of our members are experts in staff development in topics such as SDAIE, ELD, Differentiation, Math standards, ELD standards, and ELA standards.

Our site ELL coordinators have over 14 years of experience in the importance of reclassifying students and leading ELAC, school site council, and Leadership meetings. Three of our members have been involved with data analysis, presentation, and setting curricular targets. Our assistant principal has been involved with small learning communities and data driven curriculum. One member has worked as a community facilitator for over 14 years. Another member is currently working with Special Ed, IEPs, Gate and Moderate and Severe population.

Our avenues of leadership and governance will be done through ELAC/Title 1, Special Ed., Leadership, small learning communities, school site council, and Gate committees.

During our meetings we will discuss school data, classroom benchmarks, school goals, classroom projects, teacher-made assessments, report cards and student referrals to help us evaluate and to guide and inform us whether our instructional strategies implemented are being effective in the academic progress of our students (including ELL, Gate, Special Ed, At risk) towards the state standards.

Education: All of our team members, except for one, have a master's degree. Two of our members have Doctorates and four have administrative credentials.

Fiscal Plan: Our fiscal plan will follow the LAUSD guidance and instruction, and our categorical money will be matched with sponsorships sought, to help us accomplish our educational goals.

We will offer a Saturday Scholar Program for students needing extended services

The school library will be open for our middle school students and their siblings, to offer reading circles and homework assistance. High school and college students will be invited to volunteer for this project. Parents will be encouraged to take computer classes and use the library facilities. The library will be equipped with ample reading materials, including Accelerated Reader books, for a successful reading program school-wide.

We will build computer labs equipped with the latest technology for students to do research, work on school projects before, during, after school and during weekends

We will create a career center housed with a parent community liaison to help establish relationships with the school community and provide parents the guidance in terms of A-G requirements, HS graduation requirements, ESL classes, parenting classes etc.

We will establish a community of life-long learners and provide staff development to keep teachers abreast on the latest research teaching methodology and create opportunities such as vertical articulation for teachers to collaborate with elementary and high school educators. We will create opportunities where teachers present monthly topics to parents in relationship to careers/subject matter topics.

2. Curriculum and Instruction

    a. **Curriculum Map and Summary**:
Grade Six

Academic path –   **math/science**   **fine arts**   **business/technology**

Business/technology – international, consumer, e-comers

Fine Arts – graphic design, architectural, dance, drama

Math/Science – environmental, medical, technology, etc

World History and Geography: Ancient Civilizations
Focus on Earth Science: Plate Tectonics and Earth's Structure
Mathematics Content Standards/Pre-Algebra
Physical Education
Language Arts
Elective: Band, literacy intervention, composition, computers, drama

Grade Seven
Academic Paths same offerings as 6th grade

World History and Geography: Medieval and Early Modern Times
Science Content Standards: Focus on Life Science/ Cell Biology
Mathematics Content Standards/pre –algebra/algebra
Physical Education
Language Arts
Elective: Band, literacy intervention, composition, computers, drama

Grade Eight
Academic Paths same offerings as 6th grade

United States History and Geography: Growth and Conflict
Science Content Standards: Focus on Physical Science/Motion
Mathematics Content Standards/Algebra/geometry
Physical Education
Language Arts
Elective: Band, literacy intervention, composition, computers, drama

We will use instructional materials such as state adopted books for each of the subject matter and the ones LAUSD and its board have approved. First and foremost, the implementation process will include teachers mapping a curricular path for all the standards that need to be covered according to the blue print of the department of education. Once the mapping is complete, teachers will collaborate on how the skills in the standards should be taught. Lesson delivery and instructional strategies, appropriate for lesson delivery, will be discussed, along with what kind of performance should be expected. After assessments are given, teachers check for mastery. Department heads, academic coach, and teachers will discuss test results and decide whether re-teaching is necessary or not. The curricular strategies would be deconstructing the standards to unravel the embedded sub-skills and therefore making the curriculum accessible to students. Some of the classroom strategies applicable for middle schools are; teacher modeling at all times, allow students to showcase projects, give choices to students on the kind of projects they choose to create and investigate, checking for understanding daily and using equity cards, stick, etc.

All students will have equitable access by allowing them to choose classes according to interest and choice.

Our curriculum will be based on the state standards adopted by the department of education, which are the state frameworks.

b. **Track Record of Proposed Curriculum**:

Standards are guideposts to help keep students and teachers on track for learning and teaching the fundamental ideas of the subject area. Our teachers will deconstruct the standards and will map out all the necessary skills needed to be learned within a year for every subject matter. In an academically excellent curriculum three components guide the instruction: rigor, equity, and developmentally appropriateness. We provide academic rigor by engaging in professional staff where the following questions guide our conversations, what is the essential knowledge of the discipline? What do we want our students to learn, what are the big ideas? In our proposed curriculum, teachers will offer science experiments to allow for students to think critically. Our daily writing across the curriculum where students apply research techniques in any topic or subject matter exposes our students to expand their general reasoning processes and helps them develop ways of thinking that area particular in any subject area. In our Thinking Maps strategies, students learn how to organize to understand concepts in all subject matter. The idea is to help students make connections among important ideas within the discipline

Our project based curriculum/academic pathways will expose our students to create and analyze to understand content in any subject matter by allowing them to use speaking skills, organizational skills, and collaboration skills. Projects help student develop general reasoning process while student have fun and fell confident.

The second component is equity. Our students will have access to the same curriculum. The curriculum's content is rich and deep enough that students with different level of understanding can extend their learning. Our curriculum creates opportunities for all students, not just the most successful, to do work that challenges them to take charge of their work, reason, organize their thoughts and communicate them to others – all by employing project based curriculum in their academic paths.

It will be sensitive by offering different point of views, a variety of home cultures, languages, and life experiences

Third component is developmentally appropriate- Our curricula will engage students at an appropriate intellectual level while engaging student's interest and attention. Our integrated academic paths will allow students to choose their academic path of interest. Our interim assessments will dictate whether the instruction was delivered at student's developmental proximity and whether adjustments need to be made.

a. **Addressing the Needs of All Students**:

 Our education program will meet the needs of all students because we will incorporate differentiated instruction for GATE, ELL and Special Ed including Moderate and Severe. Why differentiated Instruction? Teachers match instruction and materials to the assessed needs, interests, and ability of the students.

  Our curriculum will be adapted and aligned to the stages of language acquisition as evident in the West Ed Document for ELA and ELD standards. Since, the population is 40% ELL there is a need to address the English progression of this population.

b. **Accelerated Learning**:

Gate classes will be offered to help students accelerate in the curriculum. Opportunities in class such as goal setting and discussing with the counselor assessments results is every effective for this student population.   We will offer fieldtrips to educational monuments, museums and historical places. Classroom competitions will be held to motivate this population. The identification process will consist of asking teachers to refer students for testing and placement, counselor meeting with parents to explain the process, and teachers encouraging students to succeed.

c. **Instructional Strategies**:

Grouping students in flexible manner- teachers organize the physical environment conducive to a variety of grouping strategies; every student will be engaged intellectually; students receive constant clarification of the different roles and expectations; teachers instruct students in the classroom procedures.

Selecting appropriate levels of support- teachers use learning opportunities to engage students in active learning opportunities using bloom's taxonomy to establish and develop critical thinking and problem solving skills.

Differentiating instruction- As mentioned above, instruction is matched with needs, interests, and ability but in addition, teachers modify content, process, and products to make the curriculum accessible. This strategy also has the ability to assess student's needs, interests, and abilities in multiple ways.

Engaging all students – teachers will establish a comfortable risk free environment where behavior is modeled and students are encouraged to take risks. We will provide meaningful content and activities

thru our academic paths so students can connect to their prior knowledge therefore making the curriculum accessible.

3. School Culture and Climate

a. Description of Culture:

The school will promote a positive academic environment by implementing the AVID program; Honors program; Gate program; Student Council; Academic Pathways: Environmental Science, Math, Technology, Business and Fine Arts. Low performing students will be required to attend a Saturday Academy in Math and English to help them with additional skills to succeed. With the recent State implementation of AB1802, the Counselor will meet with all 8th grade students and parents regarding the student's academic progress, but we will also start with 6th graders as they experiment personal interests in the academic pathways.

To promote a positive behavioral and social environment, the school will encourage all staff members to participate in reinforcing positive behavioral and social modeling. Like the African proverb, "it takes a village to raise a child". We can easily say it takes all school personnel to establish an exemplary school climate. Teachers, proctors and administrators will monitor halls between passing periods and during classes, the monitoring will continue with all staff personnel. Administrators and counselor will be visible outside on campus during break, lunch and after school. Campus security officers will periodically check restrooms and will be visible throughout the day monitoring hallways and the front gate. In the classroom, teachers will limit restroom passes and will allow them to their discretion. All students will be required to dress for PE and will be required to participate with or without their PE uniform.

b. College and Career Readiness:

In 6th grade students will take general math; 7th grade, Pre-algebra; 8th grade, Algebra 1, in order to prepare them for upper level math courses in high school. We will also identify possible 6th graders to take pre-algebra, therefore allowing for students to excel. A foreign Language course, in Spanish, will be offered as an elective in preparation for higher-level Spanish courses in high school

Project-based curriculum will also be implemented to provide opportunities for students to experience, explore and to investigate topics of interest such as, business-international, consumers, e-comers, fine arts, graphic design, architecture, dance, drama, math/science, environmental, medical, technology. Students will be introduced to Cornell Note taking. Students will be required to keep a binder of all course work in order to teach organization skills and responsibility. "How to Get to College" posters will be posted in all classrooms to motivate students to go to college; Counselor will present a power-point presentation of A-G college requirements to students and parents; College partnerships will be solicited of the surrounding universities in order to provide liaisons, college mentors and field trips to the universities.

c. **School Calendar/Schedule:**

The Quest Team will offer a minimum of 377 minutes of instructional time per student per day. The students will have a minimum of 180 days of instructional time that equals to 62, 160 minutes for school year as required by Los Angeles Unified School District.

The school calendar and the schedule will be utilized to enhance student achievement. The students will continue to increase performance level on state exams in all subjects and subgroups. The teachers and staff would have the opportunity to attend professional development activities that will be data-driven, research-based and monitored regularly so that professional development translates into best practices in every classroom for every student. This will ensure that all students are able to successfully complete middle school and meet school goals.

1. 70% of students in each ELA class will earn AR points with 80% or better comprehension each semester. 70% of students will make measurable, annual gains in their STAR reading post-test or Degrees of Reading Power (DRP).
2. 50% of ELA teachers, as well as at least one administrator, a selected staff member will participate in new professional development geared towards reading intervention for students whose reading levels are below grade level. All 6th, 7, or 8th grade students reading 2 or more years below grade level will enroll in a reading intervention course for academic literacy across content areas.
3. 80% of ELA teachers will participate in vertical articulation meetings with feeder schools (elementary and high school) to discuss writing planning with professional/expert support.
4. Small Learning Communities/Academic Paths will explore establishment of students' content projects, develop rubrics for grading, and establish topics of interest.
5. All ELA teachers who have students with IEPs will have access to the report at the beginning of the school year and will attend IEP meetings as required by their class rosters to improve student attendance, academic achievement, differentiated instruction/accommodations and modifications.
6. Math teachers will participate in vertical articulation meetings with feeder schools (elementary and high school) to discuss, explore, coordinate a sequence of skills /standards entering students must possess as well as those students exiting middle school too.
7. Upon registration, students will be given a home language survey. Those students identified as ELL students will be place in appropriate programs according to the law.

d. **Athletic programs and extracurricular programs**

Students will be allowed to participate in the school athletic programs by using the guidelines of LAUSD and the Department of Education. We will establish extracurricular clubs and sports teams in order for students to develop a fresh mind and a healthy body. Sports teams will practice after school and will compete with other schools. Teachers will be asked to form clubs of interest and invite students to participate during lunch, after school or before school. We will encourage to form clubs that align with our curriculum-based instruction such as Green Club, Business, Architect, Art, Music, Technology, etc.

e. **Student Discipline**

A discipline plan will be established, along with consequences, and will be aligned with the LAUSD board-approved district discipline foundation policy, and teachers will be guided to follow the steps of

discipline outlined in the student handbook. All staff will adhere to the progressive steps of discipline. The Assistant Principal will handle discipline issues that have escalated to the last step of the progression plan. In-house suspensions will be dealt accordingly, and students will be sent to a special reading room where they would be reading with the help of a CD while listening to Classical music. Some of the ideas for violation of the established discipline code are as follow: Saturday School, Beautification of Campus, suspension.

f. Health Care

Health needs will be provided to all students by a school nurse with the help of a health clerk. We will adhere to the LAUSD protocol, If they are unable to care for the needs of chronically ill students including students who have Section 504 Plans and IEP's, The school nurse will follow protocol with the possibility of referring students to outside agencies to assist parents and students.

g. Nutritional Needs

To meet the students' nutritional needs, the cafeteria will offer breakfast before school; at break, students will be provided with a nutritional snack, and lunch will be provided with a well-balanced nutritional diet following the LAUSD protocol.

4. Assessments and School Data

a. Educational Goals and Metrics:

Educational research results conclude that a strong foundation in language and comprehension is a result of strong academic vocabulary, ample reading strategies and many opportunities for writing. Our academic focus areas of instruction will be centered on developing good, strong vocabulary with literacy skills. Provide opportunities for reading by using Accelerated Reader school-wide, employing writing across the curriculum on a daily basis, and creating a classroom environment where students are challenged to use ideas to solve problems by encouraging them to create subject-based projects along with a standards-based curriculum. Equally important is for our students to access the math objectives which are one of the areas of interest due to the dropping of STAR test scores.   All this along with standards based curriculum.
For ELL students and special Ed., provide opportunities for listening, reading, writing and speaking on a daily basis. Our students will be grouped in small learning communities. Each group will have a theme of focus: 1.Science/Math 2. Fine Arts3. Business/Technology

b. Student Assessment Plan:

Teachers will create and develop a curricular map for each of the core content areas and the non-content areas. Since the school will also utilize project-base instruction, we will assign six projects per year according to the pod/theme selected. Projects will be graded using school created rubrics. We will follow the standards based assessment plan that LAUSD follows for periodic tests, common assessments, or periodic assessments and we will use the same assessment provider.   The chapter tests for each of the units will be utilized as summative assessment but will not be the only indicator of

achievement of goal. Other forms of formative assessments will be used whenever is deemed important to re-teach a concept. Formative/summative assessment will be given according to each subject matter.

1st Trimester 6th, 7th, and 8th grade	2nd Trimester 6th, 7th and 8th grade	3rd Trimester 6th, 7th, 8th, grade
Formative assessments for project-based instruction Unit exams, unit exams, unit exams	Formative assessments for project-based instruction Unit exams, unit exams, unit exams	Formative assessments for project-based instruction Unit exams, unit exams, unit exams
Formative assessments for project-based instruction Unit exams, unit exams, unit exams	Formative assessments for project-based instruction Unit exams, unit exams, unit exams	Formative assessments for project-based instruction Unit exams, unit exams, unit exams
Formative assessments for project-based instruction Unit exams, unit exams, unit exams	Formative assessments for project-based instruction Unit exams, unit exams, unit exams	Formative assessments for project-based instruction Unit exams, unit exams, unit exams

We decided to use formative assessments, unit exams, common assessments, periodic assessments because the educational strengths and needs of the students in the city of Bell can be identified most effectively through multiple forms of assessment.

c. **Data Team and Instructional Team**:

 In order to establish a transparent process where the team collaborates with each other and trust is established, we will start by using Walkthroughs (UCLA). Teams of teachers will be selected to observe each other on a rotating basis followed by quick debriefings to comment on student behavior, student achievement, and student work. The team will be composed of one administrator and one counselor. The focus of our observation will be what we agree to observe, e.g.; writing across the curriculum, academic vocabulary, differentiation, thinking maps, literacy skills, etc. As the teachers acquire confidence and trust, we will invite parents to participate in the process.

Many avenues of communication will be established to discuss student achievement, goal setting, re-teaching, and sharing best practices. Team teachers will meet during assigned released days, after school, or during conference periods to review benchmarks, chapter tests, student work, and student projects to develop teaching practices. Leadership/small learning teams will also be formed to lead colleagues into applying best teaching practices for all students.

An Academic coach will be available to assist teachers in the classroom with instructional strategies. Data team comprise of administrators, lead department teachers, counselors, and instructional Aides will meet on a monthly basis to discuss student grades, benchmarks, authentic assessments, and any other assessments pertinent to student achievement. Once the items of interest are examined and there is a need to adjust the curricula, the department heads will meet with assigned department members to discuss the items of concern to start the process, or the instructional technique to achieve or meet the goals set up in the curricular mapping done earlier in the year. Re-teaching or offering

extended day opportunities will be explored for those students not meeting the goals set by the individual departments.   Professional development opportunities will be available and offered to the whole staff, including counselors and instructional aides via LAUSD's own staff development program, LACOE, Colleges or higher level institutions, or independent consultants for those staff members needing additional support in the focus areas mentioned above. Informed programmatic and instructional decisions will be done in order to make adjustments to curricula, professional development, and other school components.

d. Data Systems

Since, we are local educators we will use the integrated Student Information System to track student records and identify services provided to our students with disabilities to measure progress according to the LAUSD Modified Consent Decree indicators

e. LAUSD School Report Card:

We are local educators and again we will use the LAUSD School Report Cards to track the same information for all students in Los Angeles.

f.   Research and Evaluation:
 Quest Team agrees to participate in research and /or evaluation projects in partnership with LAUSD, higher education institutions, and /or research organizations to ensure we capture, learn, and replicate best practices.

g. Operational Goals and Metrics
We are not a Charter Operator and it does not apply to internal operators.

5. Professional Development Program All internal proposals must adhere to Article IX- Hours, Duties and Work Year, Article IX-B- Professional Development and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements.

Quest will increase performance levels on California state assessments in all subject areas and in all subgroups.

We are committed to increasing the academic achievement of all of our students. Professional development activities must continue to be data-driven, research-based and monitored regularly so that professional development translates into best practices in every classroom for every student. This will ensure that all students are able to successfully complete middle school and be well prepared to enter high school.

2010-2011 The Instructional Calendar was created for staff development. The focus is to meet weekly, on Thursdays, using banked hours for staff development time to discuss school-wide goals for increasing student achievement.

Administrators will meet each Monday morning to assess progress towards goals and effectiveness of staff development. Administrators and the Leadership team will utilize best teaching practices, identified in each staff development, to be implemented by the teachers in the classroom.

During the summer of 2010, The Data Team will review and analyze student performance data, behavior data and attendance data. These identified staff development needs influence the kinds of professional development that is needed for teachers, administrators, and classified personnel. The Professional Development Committee will hold a retreat where they will map the professional development for the 2010-2011 school year. Professional development will be map-based first on the learning objectives and the focus of the school, which is literacy connection; academic vocabulary; and daily writing. Consequently, staff will identify student academic needs, therefore, our lesson delivery and instruction will be Data-driven, incorporating standards/project-based curriculum to improve academic achievement.

Professional Development will be divided into three parts:
Trimester 1: Use effective strategies for academic vocabulary, academic discourse and writing in all classes on a daily basis. Teachers will be trained to interpret and utilize student data to increase student achievement, attendance and decrease suspensions and expulsions. Teachers will be trained in how to create standards-based lesson plans, utilize authentic assessments and checking for understanding on how to deliver instruction on project-based curriculum.
Trimester 2: Differentiated instruction to meet the needs of all learners at all levels. Teachers will receive training on how to create rubrics to grade student projects and how to establish effective classroom environment to maximize student learning. Teachers will continue analyzing student achievement data, attendance data and disciplinary data
Trimester 3: Appropriate use of Thinking Maps across all content areas. Teachers will continue analyzing student data, attendance data and behavior data
b. Teacher Orientation

Quest team will use The Los Angeles Unified School District BTSA Induction Program, which has been approved by the California Commission on Teacher Credentialing for the new teachers and existing teachers. Participation in the program fulfills requirements for obtaining a Professional Clear Teaching Credential. Through structured professional development and formative assessment activities, Participating Teachers will meet the following program goals:

- Increase student achievement by effectively implementing the elements of the California Standards for the Teaching Profession.
- Enhance knowledge of content specific pedagogy including literacy skills, daily writing, academic vocabulary, thinking maps and strategies to increase student achievement in the core content areas.
- Strengthen knowledge and implementation of effective assessment tools such as authentic assessment, formative assessments, rubrics and strategies to correctly diagnose student attainment of identified standards in the core content areas;
- Increase knowledge and implementation of English Language proficiency assessments;
- Develop proficiency in using state-adopted academic content standards and district curriculum in the core content areas to design project based learning experiences

C. PD Calendar

Staff Development Calendar
2010-2011

September		Meeting Time
9	Staff Meeting	12:45-2:45
	Leadership Meeting	2:45-3:30
16	Dept. /Small Learning Meeting	12:45-2:45
23	Staff Development	12:45-2:45
30	Staff Development and Dept. Meeting	12:45-1:15; 1:15-245

October
7   Staff Meeting
      Leadership Meeting
14   Dept. /Small learning Meeting
21   Staff Development
28   Staff Development and Dept. Meeting

November
4   Staff Meeting
     Leadership Meeting
8   Dept. /Small Learning Meeting
10 Modeling Lessons
18 Staff Development/Dept Meeting
19 School-Wide Strategies
     UCLA Walkthroughs

December
2 Staff Meeting
   Leadership Meeting
9 Dept. /Small Learning Meeting
13 School-wide Strategies UCLA Walkthroughs
15 Modeling Lessons
16 Staff Development and Dept. Meeting

January
6 Staff Meeting/Leadership Meeting
13 Dept. Meeting
19 Modeling Lessons
20 Staff Development
27 Staff Dev. And Dept. Meetings
28 School-Wide UCLA Walkthroughs

February
3 Staff Meeting
   Leadership Meeting
10 Department Meeting
16 Modeling Lessons
17 Staff Development
24 Staff Development and Department Meeting
25 School-wide Strategies Walk-through Day

March
3 Staff Meeting/Leadership Meeting
10 Department Meeting
16 Modeling Lessons
17 Staff Development
24 Staff Dev. / Dept. Meeting
26 School Wide UCLA Walkthroughs
30 Staff Development

April
7   Staff Meeting
    Leadership Meeting
14 Department Meeting
20 Demonstration Lessons
28 Staff Development
29 School-wide Strategies Walk-through Day

MAY
5 Staff Meeting/Leadership Meeting
12 Department Meeting
19 Staff Development
26 Staff Development/Dept. Meeting

June
2 Staff Meeting
   Leadership Meeting
9   Department Meeting
16 Staff Development
23 Staff Development and Department Meeting

MEETINGS AND STAFF DEVELOPMENT ARE ON THURSDAY
ALL MODELING LESSONS ARE SCHEDULED FOR WEDNESDAYS

6. Professional Culture
- a. Professional Culture:
  - The Quest Team will employ school practices that, although diverse, all maintain rigorous intellectual goals for all students, ensure each student is known well, model democratic practices, strive for equitable outcomes, and focus school and community resources on the school's intellectual purpose**.**
  - The Quest team will find effective ways to develop a positive support system to create a collegial relationship between teachers and administrators.
  - The Quest Team, staff, students and parents will work together toward the school vision and purpose to support and nourish positive social interactions and will continually strive to develop positive relationships with diverse people and groups.
  - The Quest team will focus on student outcomes and encourages teachers to concentrate on student outcomes
  - The Quest Team, staff, parents and students will work together to create a positive learning environment by teaching the students how to social interact, share behavioral expectations and set goals for academic achievement
  - The Quest Team will celebrate and recognize successes of staff, volunteers, students, community members and parents at the staff meetings
  - The Quest Team will established a mentoring program to support new teachers to remedy new teachers' isolation, frustration, and, often times, failure. The mentoring will formally link novice teachers with veteran colleagues. The mentor teachers will give support by making classroom observations and deliver frequent feedback that can be helpful.

  South Region Middle School Positive School Culture domain will include training and coaching in
  - Social Skills
  - Social Skills Classroom Management
  - High Expectations for Achievement for all
  - Creating and maintaining a Clear Focus and Mission

Assessing Professional Culture
The professional school culture will be assessing each trimester. Administrators, staff, community members, students and parents will participate in a survey to evaluate the professional school culture. Data will be reported at the staff meeting.

Some of the main assessing questions would be:
What aspects of the culture are positive and should be reinforced?
What aspects are negative and should be changed?

Evaluation
The employee's immediate administrator will be responsible for evaluating the employee and assisting the employee in improving performance when necessary. The evaluation should be made at least once each academic year for probationary or qualified employee, and at least once every other year for permanent employees. Permanent employees are deemed "highly qualified" under 20 U.S.C. Section 78011 and have been employed by the district for at least 10 years. The period between evaluations may, in the joint discretion of the evaluator and the employee, be extended beyond the two-year period

so that the evaluations may be made once per three, four, or five-year period, subject to some limitations, refer to Article X -3.0

Observation, Records and Assistance
Observations will be performed throughout the school year. Observations will be followed up by conferences to discuss the employee's performance. If problems are identified the evaluator will make specific written recommendations for improvement, and offer counseling and assistance.

Final Evaluation Report
No less than 30 calendar days before the last regularly scheduled school day of the employee's scheduled work year in which the evaluation took place; the evaluator will prepare and issue the final evaluation.

The school will support individuals who are having challenges in helping students achieve by referring them to The Peer Assistance and Review (PAR) Program. It is a state program designed by the State of California to provide assistance and guidance to both new and experienced classroom teachers in order to improve their instructional skills. The Mentor programs help beginning teachers make a successful transition into teaching by relying on the expertise of veterans to provide a clinical, real-world training process. The Mentor Teacher will meet on a regular basis with the participating teacher, and will conduct classroom visitations and observations. The Mentor teacher will maintain a log documenting such activities, and will keep a record of the assistance provided.

Feedback
The Leadership Team, along with the teachers, will create a survey to rate professional culture each trimester. Feedback from the survey will be collected and shared with the administrators. The results of the survey will be utilized to make modifications in the professional culture and to continue finding effective ways to develop a positive support system and to create a collegial relationship between teachers and administrators.

7. **Serving Specialized Populations**

a. **Specialized Instruction**:

The educational plan and the curriculum for specialized instruction such as GATE, students with disabilities, and homeless students, will be adjusted to their special educational needs and will follow LAUSD protocols for each of the specialized populations. Gate student population will be challenged by providing quality challenging curriculum. Teachers will compose a sketch of the kind of strengths each student comes in with. Gate students have different cognitive levels; therefore, they need differentiated instruction in order for them to reach their academic potential. Equally important is for Gate teachers to continue attending professional meetings to keep abreast of the current pedagogy. Monitoring of school progress will be established on a monthly basis to ensure success for every student. For the Special Ed, the challenge is even greater. We will provide a specialized prescript program to target each deficiency. These students need constant repetition to master standards and consistent behavior monitoring. Teachers will employ best teaching practices such as re-teaching and writing daily as their teaching tools. We will hold a system of accountability

via meetings with appropriate staff such as the psychologist and speech therapist to discuss school success and to readjust monitoring to better fit the student needs. IEP's will be held according to state law and LAUSD board policy. The identification of Special Ed students will be done by the psychologist while student referrals will be the responsibility of every staff member.   For the homeless student, the need is very different. This student would need the basic necessities so we will reach out to social institutions to help us. Academically, we will provide a grade level instruction according to grade. Support systems are a must for all these student populations.

We will follow LAUSD District's Specialized Education Policies' Manual to provide a free, appropriate public education in the least restrictive environment to all students with disabilities including moderate and severe. This specialized population will participate in the same school intervention like the rest of the school: Saturday Academy and after/ before school interventions, including summer school.

The identification of English Learners will be done via a language survey following the state and district's protocol. Once the student is tested with CELDT and identified ELL, the student will be placed in an appropriate ELD program that addresses his educational need. For English Learners, teachers will use specialized strategies such as thinking maps, graphic organizers and differentiated instruction to make curriculum grade appropriate and accessible.

For At-Risk Students, we will provide counseling with independent agencies such as the Amer-I-Can program where students are given group counseling to deal with issues of drug addiction, poor self-esteem, drugs, etc.

Counselors will arrange for students to hear presentations from various community agencies during school time in many topics such as bullying, sexual harassment, etc.

b. **8. Family and Community Engagement Strategy**

    a. Identification:

Bell is a city located in Los Angeles County, California. The population reported, from the city's website, on July 2008 was 36,700. Bell is located on the west bank of the Los Angeles River and is situated north of South Gate. Bell Gardens lies to its east.
 As reported in 2008, there were 36,664 people, 8,918 households, and 7,615 families residing in the city. The racial makeup of the city was 5.8% White, 1.3% Black or African American, 1.6% Native American, 4.8% from other races, Roughly 90.9% of the population of Bell is Hispanic. Most of the non-Hispanic White population is of American, Lebanese and other Arab, Italian, and Irish descent. Bell is served by Los Angeles Unified School District. The educational needs are huge. We need to focus on increasing the percentage of students scoring proficient and advanced. Math scores have dropped significantly and immediate attention must be given, to help students recoup the achievement gap. The combination percentage of the feeder schools indicate an 8.4% of students were suspended in the year 2008-09. The need to educate the community in school related items and the importance of parental involvement is evident as observed by the lack of parent attendance at the School Choice informational meetings conducted in December.

South Region Middle School 1A is a new middle school expected to open in the school year 2010 serving the community of the city of Bell.   The projected enrollment of 468 students in sixth through eighth grades will come from the recommended feeder schools of Nimitz and Elizabeth Learning Center.

The make-up of our team is composed of former ELL students that were able to cross over the language barrier and were able to obtain success by completing their masters and Doctorates programs, therefore, fulfilling their dreams as well as their parents'. Because of this, we want to be able to transform the school and turn it into a success. We want the student population to see us as role models. We also would like to be able to work with the parent community to teach and guide them on how they can help their children fulfill their dreams of graduating with college degrees and thus holding professional jobs. Please see executive summary section B for a detailed description of their experiences and education.

Resources in the community that will support and help meet our school goals:
- The Bell Community Center is perfect for many types of events including wedding receptions, birthdays, anniversaries and baptisms. Businesses can use the center for seminars, conferences, and company parties.
- Treder Park at the Bell Community Center is a serene park with shady picnic tables, a gazebo and a large pavilion with barbeques.
- The Bell Library provides a collection of informational, cultural, recreational, and educational resources to meet the changing needs of Bell residents. It hosts many educational events tailored to its young patrons.
- The Bell Housing Rehabilitation and Handy Worker Programs provide grants and loans to qualified homeowners who may need assistance in repairing their homes.
- Camp Little Bear, home of "Osito," is specially designed and equipped to entertain children 12 years and younger.
- Y.O.T.L.O.T., an acronym for Youth of Today, Leaders of Tomorrow, is a place where high school-aged students can meet, mingle, play games and study.
- Ernest Debs Park also known as "casa de futbol" is home of the Bell Soccer.
- Veterans' Memorial Park, home of the Bell Sapphires

c.   **Family and Community Engagement**

The school will jointly develop with parents, and distribute to parents of participating children, a practical School Parental Involvement Policy that the school and parents of participating children agree on. The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand. The school will make the School Parental Involvement Policy available to the local community by posting it on the school website and having copies available upon request. The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school. The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy. Distribute it in the beginning of the year with student registration packets. The policy will be translated into Spanish for Spanish speaking families. Parental involvement means the participation of parents in a regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:
A. that parents play an integral role in assisting their child's learning;
B. that parents are encouraged to be actively involved in their child's education at school;

C. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Parental Involvement Passport

The parent will receive a Parental Involvement Passport at the beginning of the school year, in which the school will put in place, to ensure frequent and ongoing engagement of parents by signing off the passport. At the end of the school year, the parent who completed 100 hours will be recognized for their effort and participation as volunteers, in meetings and school events.

Parent Leadership Institute

The institute will strengthen their knowledge and capacity to assist and train other parents. Providing thematic workshops to educate parents in all aspects of education, child adolescence, strong willed children, to name a few. An informed parent can best assist their children achieve.

School Parent Compact

The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy. The School Parent Compact will be on the School Website, in the School Handbook, and distributed the first day of school for all students. The individual compact, distributed on the first day of school, will be signed by the parent and student and returned to the school office. It will be reviewed at Back to School Night and at the New Parent/Student Orientation Meetings. It will be provided in the student's native language.

Parent Community Representatives will help to improve school-home communication and increase parent volunteers by providing liaison services between school staff and parents, including parents of ELs.

Parent Resource Liaison will support home-school relations through establishing and implementing a parent volunteer program and facilitating parent workshops to provide parents of ELs with the skills needed to help their children at home with homework and school projects.

Quest Team will strengthen the school-community relationship by:

- Encouraging and supporting parent involvement. Attempts will be made to seek parent/community involvement in advisory councils, volunteer assignments, classroom visitations, and other activities that work for the betterment of our school.
- Providing meaningful workshops to educate parents as to how they can best assist their children achieve.
- Establishing and maintaining a school information center located in the career center, manned by our parent community liaison. Parents are welcome to volunteer, become informed about school related events and can obtain the following: school directory, school maps, bulletins, college requirements, community resources, etc.
- Promoting events that encourage communication between school staff and parent/community – "Tea with the Principal ", ELAC, CEAC, SDMC, SSC meetings, Design Team parent meetings, Parent Center workshops, Back to School Nights, Parent Conferences.
- Attempting to increase parent and community involvement in school activities as volunteers, paraprofessionals, chaperones, mentors, representatives, and other active roles.
- Actively seek parent/community participation in advisory committees (CEAC, ELAC, SDMC, SSC) for the purpose of seeking their input and representation for overall school improvement.
- Supplying information to parents pertaining to our students' education, school safety, discipline, intervention programs, social services, and other relevant academic issues.
- Holding recognition events that commemorate contributions and accomplishments by members of our school community.
- Establishing means of communication to inform parents on their child's progress, upcoming events, attendance, and other relevant information – Title I Newsletter, Connect-Ed, local

newspaper publications, individual telephone calls, bulletins, school website, parent conferences, e-mails and advisory committee meetings.

Quest Team may provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement (budget permitting).

d. **Key Community Partnerships**:

The following community members and partnerships will further the mission and vision of our school.

Consulado General de México, Los Ángeles, California

Gabriela Castro -Plaza Comunitaria

A plaza comunitaria will be established at the school site, in which parents or students older than 16, can complete or pursue elementary, secondary and high school education in Spanish and receive the appropriate certificate by the Ministry of Education. Students will be able to learn their native language and the history of Mexico. It also gives them the opportunity to take courses for personal development and professional training, to enable them to perform at a professional level. Parents or students can obtain their BS in psychology too.

MALDEF Mexican American Legal Defense and Educational Fund

Latino Business Chamber of Greater Los Angeles

Sara Z. Mijares - Hometown Association Program Director

Program Overview: This program is especially catered to owners of small businesses that are located in the Greater Los Angeles area. This program will combine interactive instruction with one-on-one coaching, peer learning, focus groups, and use of comprehensive workbooks. The expected outcome of this microenterprise training program is business growth as measured by increased revenues, sales, business stability, potential profitability, and job creation.

MALDEF provides leadership training for parents, teaching them their education rights.

PRIMERICA

Ramon Angel Franco

Coordinates and delivers financial education to parents.

Independent Consultant

Hugo Salcedo

Conducts fieldtrips to universities and invites well-known, international, soccer figures to visit schools, to become mentors to our students, and to provide opportunities for our schools to raise funds for programs or materials.

Amer-I-Can

Julian Mendoza

Serving At-Risk Students. Organizes group dynamics so that identified students can overcome their low self-esteem, map out their goals, and develop a purpose for staying in school.

Certificates of Excellence to students

Target

In and Out Burger

Wal-Mart

Letters have been sent to the following Department Deans and staff at Cal State LA and California State Dominguez Hills to help us out with Partnerships so we can provide our small learning communities academic link and support, to excel in classroom projects. This partnership is so important to help us achieve our educational goals.

Cal State Dominguez Hills

Irene E Vasquez, Professor/chairperson Chicano Studies
Laura Perdew, Public Affairs/Communications – College of Arts and Humanities
Marisela R Chavez, Assistant Professor, Chicano Studies

Beatrice Yorker, JD, RN, MS, FAAN
Dean, College of Health and Human Services
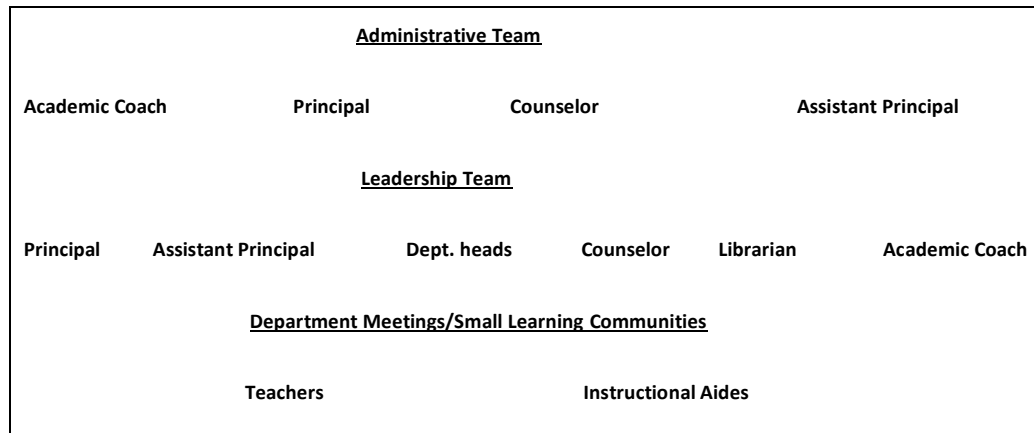California State University, Los Angeles

Dr. H. Keith Moo-Young
Dean for College of Engineering, Computer Science, and Technology
California State University, Los Angeles

Terry L. Allison, Ph.D. College of Arts and Letters
California State University, Los Angeles

Dr. Raymond B. Landis
Dean, College of Engineering, Computer Science, and Technology
California State University, Los Angeles

9. School Governance

We will adhere to LAUSD Collective Bargaining Agreements and we will follow the Education Code regarding the formation and operation of the School Site Council. Our organizational structure will allow for teachers to experience real school decision making. We want our school to be a school where every staff member collaborates with confidence. Therefore, our administrative team will function as facilitators. An effective staff development is critical, to allow educators to become leaders and decision makers in their own subject matter.   Communication is the most vital element in order for a school to function in unity, in pursue of their school vision and mission. The channels of communication will be leadership meetings, dept meetings, and small learning communities. Equally important to the success of an organization is to follow established guidelines and monitor them appropriately by establishing systems of accountability such as assessment protocol, data analysis, and time to collaborate and share findings.

Administrative Team			
Academic Coach	Principal	Counselor	Assistant Principal
Leadership Team			
Principal	Assistant Principal	Dept. heads	Counselor	Librarian	Academic Coach
Department Meetings/Small Learning Communities			
Teachers	Instructional Aides		

a. **School and Advisory Organizational Charts**:

10a. School Leadership & Staffing Plans

We are an internal proposal and will adhere to and follow the LAUSD Collective Bargaining Agreements.

a. **Leadership Team Capacity:**

Marielena Ayala – M. Ed. Subject Matter: Spanish and Administrators' Credential

Norma Ibarra – M. Ed. Subject Matter: Spanish and Psychology

and Administrator's Credential

Arturo Ibarra – Doctorate and Administrator's Credential

Miguel Angel Ayala Subject Matter: Math and Science   Doctorate

Diana Ceja – M. Ed. Subject Matter: Math and Administrator's Credential

Elida Lopez – M. Ed. Subject Matter: Spanish and PPS credential

Gabriela Villasenor – M. S Subject Matter: Business with Media Technology

For additional information on the capacity of this team to lead and transform the school, see Executive Summary Leadership/Governance. Evidence will also be found in the resumes and documents attached to the appendix.

b. **Staffing Model**: **Staffing Model:**

According on the information provided by LAUSD, the middle school will be able to house 468 students.

   The start-up staffing needs for the first year will probably be as follows: for a projected enrollment of approximately 200 students, 1 principal, I academic coach, ½ counselor, 1 librarian, ½ community liaison, I office manager, 1 attendance clerk, 1 registrar, I health clerk, ½ nurse, 6 teaching staff members, 2 special Ed instructional aides, ½ psychologist, ½ speech therapist, 1 bilingual instructional aide, 2 locker attendants, I proctor, 2 cafeteria workers, 1 custodian, ½ computer technician 1/3 School Leader/Director.

   For the third year in operation, we will expect to see about 350 students allowing for staffing needs of: 1 principal, I academic coach, ½ counselor, 1 librarian, 1community liaison, I office manager, 1 attendance clerk, 1 registrar, I health clerk, ½ nurse, 6 teaching staff members, 2 special Ed instructional aides, 1 psychologist, 1 speech therapist, 2 bilingual instructional aides, 2 locker attendants, I proctor, 3 cafeteria workers, 2 custodians, 1 computer technician 1/3 School Leader/Director.

For the 5th year in operation, a 468 student enrolment will need: I principal, I academic coach, I counselor, I librarian, I community liaison, I office manager, 2 attendance clerks, 1 registrar, I health clerk, ½ nurse, 11 teaching staff members, 3 Spec. Ed. instructional aides, 1 psychologist, 2 bilingual instructional aides, 2 locker attendants, 1 proctor, 4 cafeteria workers, 2 custodians, I computer technician 1/3 School Leader/Director.

The teacher-student ratio will be in the range of 1 to 27-31. The IEPs will be accommodated by a team comprised of an administrator, teachers, a psychologist, a speech therapist and special Ed teachers. In an effort to accommodate the ELL population, categorical funds will be used to pay for interpreters (Special Ed instructional aides) to translate during IEPs.

c. **Compensation**

We will use the LAUSD salary schedule.

d. **School Leadership:**

In order to effectively coordinate and achieve the proposed learning goals, there is a need to hire a school director/leader. The responsibilities of this position are mainly to keep all relevant information and events coordinated and focused on the school vision and mission. We need an internal reviewer and monitor to help us unify our proposed learning goals according to our vision and mission. He/she would also be in charge of being our ambassador for seeking sponsorships, establishing partnerships with the community, and seeking grants to help us achieve our educational goals.

He/she would be our educational leader too by informing us of relevant/current research to better-serve our population.

The proposed principal candidate is Marielena Ayala. Marielena has had 29 years of experience with the same type of community that the city of Bell displays. As a teacher, she has taught middle school for 13 years, high school for 19 years, adult education. Her teaching experiences have been in the following subjects: ESL, Literacy, and Spanish for Spanish speakers, life skills for adults and Community Based ESL. Her dedication to the communities is well noted because she has created Ballet Folklorico presentations, held community fairs, facilitated parent trainings, Her expertise in staff development for ELD/SDAIE and differentiated instruction, second language acquisition and literacy skills is quite complete. She has worked for CTA, RCOE, LACOE, and OCOE holding SB 1969/395 certification trainings. She has been site ELL coordinator for 13 years. She has created extended opportunities before, during, after school, and weekends to students needing additional services. Presently, she has created a Saturday Academy for ELL students that has been quite successful. She is currently, facilitating parent training workshops for PLAS schools under the leadership of Mr. Villaraigosa. See resume attached.

e. **Leadership Team beyond the Principal**:

Leadership beyond the principal are: Academic Coach, Counselor, Assistant Principal, Librarian, Community Liaison

Presently we have the following leadership staff selected:

Counselor – Gabriela Villasenor has had many years of experience in middle school and high school. She brings her computer knowledge and master's degree in media technology to help us reach our mission/vision of graduating students with 21th century skills of creativity, knowledge of computers, and self-direction. Gabby has an excellent rapport with youth and her expertise in reading materials makes her a wonderful asset to any school.

Assistant Principal – Dr. Mike Ayala has many years of experience working with ELL students in the areas of Math and Science. He is a disciplinarian by nature and students seek his approval because he encourages them to excel in all areas. He would too, be a wonderful asset to any school.

Academic Coach – Diana Ceja has worked in high school for over 10 years. Her expertise in math is exemplary. She has been department head, WASC leader, experienced staff developer, and is currently serving as an Academic Coach for Math.

Counselor – Elida Lopez has been a Spanish teacher and currently is working as a counselor for high school. Her broad experience giving advice to students in the academic arena is commendable. She has been in education for over 30 years.

Community Liaison – Marisol Diaz has worked as an instructional aide and community liaison for over 25 years. She has successfully led the parent committees and parent centers quite well. She makes parents feel welcomed.

f. **Recruitment of Teaching Staff**:

 We will follow LAUSD Collective Bargaining Agreements.

The selection criteria will be based on the following attributes: Demonstrates knowledge of second language acquisition; be familiar with the type of community the school serves; be willing to participate in after school curricular activities, including weekends; committed to being a life-long learner; having the ability to adapt to new situations; be creative, not afraid to experiment with new teaching strategies; willing to collaborate with colleagues; be an advocate for our students. In reality, the mix of experienced teachers versus new ones will depend mostly on the above-mentioned attributes. We will seek the expertise of LACOE, Independent Consultants to train our teachers in culturally relevant and responsive pedagogy. The anticipated experience level should be of about 5 years or more for the same type of community and student population. Our outreach plan is to hold two job fairs/open invitation, and present our school goals, mission, and vision to prospective staff members from the relieved campuses.

We currently have no recruited teachers

11. Operations (This section may be updated by the Workforce Stability Taskforce)

a. **Internal Applicants:**

 We will continue to us all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.

e. **Master Service Agreements:** All partners will agree to enter into discussion regarding the viability of master service agreements.

f. **School Operations Experience**: Identify positions and individuals (if known) responsible for coordinating and leading all non-academic aspects of school management (e.g. payroll, security, transportation, meals, maintenance).

g. **Operations Start-up Plan** internal teams will work with School Management Services.

h. **Operations Plan**: (LAUSD Will provide a menu of services)

Note: Workforce Stability Taskforce is working on finalizing a service menu

12. Finances

a. **Funding**:

Receiving funding via LAUSD transparent Budgeting process (based on student ADA).

b. **Budget Narrative**:

During the development of our financial plan, we will consider what the most important element to serve our student population is and we believe that that will be our teaching staff. In order to provide the curriculum proposed and reach our instructional goals, according to our vision and mission, we will start funding and planning for our teaching staff, instructional aides, followed by our office personnel, administrative team, and support staff. Due to the small learning communities proposed and the project-based instruction along with standards-based curriculum, a well computer-equipped school is needed to achieve those instructional goals. In addition to the computer equipment, there is a need to offer staff development, based on sound research and partnerships with higher level learning institutions to accomplish our goals. An aggressive campaign will be used to reach out for grants, sponsorships, partnerships, and fundraising to secure additional funding.

c. **Financial Controls:**

We will use LAUSD fiscal soundness, experience, and control to have legal compliance for the proposed school. The financial monitoring will be handled by the School Leader/Director and the school manager. Using the district's budget spreadsheets, we will run monthly reports to check for financial soundness. The School Leader/office manager will generate reports and keep constant communication with the finance department to keep abreast of the finances of the school. For accountability purposes, we will use LAUSD fiscal policies/handbook.

13. Facilities

a. LAUSD will provide facilities-use agreement to be finalized by the Workforce Stability Taskforce.